



**Institutional Partnerships Program
Annual Progress Report¹
Due October 31, 2003**



INTRODUCTION

USAID uses this material to report its development results to Congress. Your contribution of data is critical to Congress's understanding of development and the future funding of such programs. This information forms the basis of ALO's dissemination of partnership results to USAID and other donor organizations and is communicated throughout the higher education community.

Partnership Title: Media Relations for Science Reporting and Environmental Advocacy: Facilitating Higher Education Leadership and Administration at Gorno-Altai State University

Development Field/Sector: higher education leadership and administrative transformation

Lead U.S. Institution(s): Kansas State University

Host Country(ies): Russian Federation

Lead Host Country Partner Institution(s): Gorno-Altai State University

U.S. Partnership Director(s): Larry Erickson and Jackie Spears

Host Country Partnership Director(s): Victor Lukyanenko

Host Country/Region USAID Mission Contact:

Partnership Web Site (if any): <http://www.engg.ksu.edu/HSRC/international/altai.html>

Period Covered by this Report: July 17– September 30, 2003. (If the partnership started after October 1, 2002, then please change the preceding date accordingly.)

¹ Revised September 30, 2003

INSTRUCTIONS

- As feasible, ensure that both the U.S. and overseas partners are involved in the writing of this report. It is the lead U.S. institution's responsibility to submit this report by the due date to ALO.
- Please include as much information as necessary to fully answer the questions. The boxes below expand.
- Mail or e-mail the completed report to your primary contact at ALO by October 31, 2003.
- Share a copy of this report with the appropriate person(s) at the host country USAID Mission.

QUALITATIVE ANALYSIS

1.	<p>In <u>one or two sentences</u>, state the overall objective of this higher education partnership and its intended development results.</p> <p>The goals of this project are to jointly design a journalism and media relations curriculum focusing on science reporting and environmental advocacy, create a model for professional internships for university students from underserved groups, and improve GASU's capacity for media relations. The proposed project will result in the improvement and extension of university course offerings through the use of information technology applications, increased access to higher education for under-served groups, development of a continuing education program to address local needs, and establishment of an internship program.</p>
2.	<p>In approximately <u>200 words</u>, describe the development issue the partnership addresses and the most noteworthy development outcomes that have occurred during the reporting period, whether intended or unintended, and their significance.</p> <p>In most journalism schools, the teaching of writing for and about scientific and/or technical subjects, including environmental issues, is frequently omitted because of a prevailing attitude that such writing is "technical writing" and not journalism. As democracies around the world wrestle with increasingly technical political issues, the ability of journalists to grasp and translate technical and scientific subjects is gaining greater importance.</p> <p>The need for increased public understanding of science and technology is equally great in Russia. This is particularly true of environmental issues, since effective environmental management is key to Russia's long-term economic growth (USAID Strategy Document, 1999-2005, page 21). Universities such as GASU can foster public understanding of science and technology issues by supporting communication efforts regarding local community and economic development efforts. There is currently no journalism training offered in the Altai Republic, even though writing and communication are taught as part of the Russian and Altai languages and foreign languages departments at GASU.</p> <p>During this project period, one of the US participants traveled to Siberia to work with the faculty and students of the Altai language and foreign languages program to initiate the program at GASU. Journalists in Gorno-Altai were also recruited into the program. At the same time, KSU redesigned its media relations course to act as a model for GASU; the dean of languages from GASU is scheduled to participate in the KSU course in late October 2003. Although we have had less than three months, we have made significant progress in assessing the program needs and developing a cooperative framework for working with both academics and working journalists in the host country.</p>

3.	<p>What activities have the partner institutions undertaken during this reporting period to achieve the stated partnership objectives and development outcomes?</p> <p>a. Partners have begun to develop and test exercises for training journalists and students in how to write about science issues.</p> <p>b. U.S. and GASU partners met in July '03 in the U.S. to outline specific tasks for accomplishing project objectives.</p> <p>c. GASU partners shared information about the awarding of the journalism grant to the Learned Council of GASU on May 26, 2003 (about 60 professors).</p> <p>d. GASU partners began discussions with the editor in chief of the Post Scriptum newspaper about participating in a training workshop for journalists.</p> <p>e. GASU students and faculty who traveled to the U.S. in Summer 2003 were interviewed by Anastaysiya Bogomolova, a correspondent for the newspaper "Zvezda Altaya" upon their return.</p> <p>f. GASU and U.S. partners met with students and faculty of the languages department at GASU (60 persons).</p> <p>g. U.S. and GASU partners met with three correspondents to discuss the project (Alexei Ivashkin, chief specialist of the committee on information and national policy for the Altai Republic Government, chief of the guild of environmental journalists, and editor of the internet paper in the Republic; Nina Popova, editor for the department of culture, science, and education for the newspaper, Zvezda Altaya; and Marina Russkikh, a correspondent for the radio station, Gorny Altai.) The interview was broadcast on the radio twice, on the evening of the meeting and the following morning.</p> <p>h. GASU and U.S. partners met with students and faculty of GASU (100 persons).</p> <p>i. GASU and U.S. partners met with USAID mission staff at the Moscow Embassy to update them on the status of the project.</p>
4.	<p>How have these activities benefited (or will they ultimately benefit) the U.S. institution(s). How have they benefited the community surrounding the U.S. institution(s)?</p> <p>In Summer 2003, a delegation of faculty and students from GASU traveled to Kansas. During this trip, the partners worked with a local organization, Friends of the Kaw. This organization sponsored a canoe trip to share information with the GASU delegation on the status of the Kansas River, one of the most polluted rivers in the U.S., and the Friends of the Kaw's efforts to preserve it. Local journalists reported on the trip, which allowed a local community organization to draw attention to an important local environmental issue. Please see the appendices for a link to the story which appeared in the Lawrence Journal World. The newspaper reporter who wrote the story, Abby Mills, has subsequently submitted a Fulbright grant to work with the KSU faculty when they travel to the Altai in Summer 2004.</p>
5.	<p>Describe the extent and nature of engagement of other collaborating U.S. institutions in partnership activities during this reporting period.</p> <p>In Summer 2003, a delegation from GASU and Kansas visited the University of New Mexico and Northern Arizona University. The nature of these meetings was an exchange of information on communication, education, and environmental issues relating to indigenous populations in the U.S. and Altai Republic.</p>

	<p>List these institutions (include NGOs, community based organizations, government agencies, the private sector, other higher education institutions, etc.) and fully describe their involvement:</p> <p>Civil Society Group – Mike Cuenca traveled with the GASU delegation to Arizona and New Mexico; Cynthia Annett traveled to GASU to work with partners on advancing the project.</p> <p>University of New Mexico - partners met with Anne Calhoon from the College of Education. Dr. Calhoon teaches writing and literacy to indigenous communities. The partners also met with Gregory Cajete, Director of Native American Studies and an Associate Professor in the College of education. Information Drs. Calhoon and Cajete shared will benefit the project by providing GASU faculty and Republic journalists with techniques for educating and communicating with the indigenous population in the Altai Republic.</p> <p>Northern Arizona University– partners had discussions with students and faculty who work to improve environmental management (forestry and water resources) on tribal lands. Topics discussed included how the university uses the media to promote their work with the environment to local communities. Individuals from NAU include Aregai Teclé, professor of hydrology and decision Systems Analysis, School of Forestry; Octaviana Trujillo, professor and chair, college of ecosystem science and management, Applied Indigenous Studies Department; Ronald Trospér, Director, Native American Forestry Program, college of ecosystem science and management.</p> <p>The GASU delegation also met with staff from the Institute for Tribal Environmental Professionals - Todd Barnell, Research Specialist, Frederick Sherman, David Delmar, and Matt Andrews. Discussions focused on internship programs for students.</p>
6.	<p>How have these activities contributed to (or do you anticipate will contribute to) development in the host country?</p> <p>One of the goals of this project is to introduce an internship program at GASU. The experience of American universities, particularly those with significant populations of indigenous students, is of great importance to this effort. Because the project focuses on science reporting, programs promoting both environmental education and journalism can act as appropriate models.</p>
7.	<p>Describe the extent and nature of engagement of other collaborating host country institutions in partnership activities during this reporting period.</p> <p>GASU partners have begun working with and meeting with journalists who represent many media outlets in the Altai Republic and the Republic Government.</p> <p>List these institutions (include NGOs, community-based organizations, government agencies, the private sector, other higher education institutions, etc.) and fully describe their involvement:</p> <p>Representatives from the organizations below have participated in initial meetings to explore the role of journalists in the project, and have published or broadcast news and information about the project throughout the Altai Republic.</p> <p>Committee on Information and National Policy, Altai Republic Government Guild of Environmental Journalists internet paper in the Republic Zvezda Altaya; local newspaper, Gorny Altai, radio station Post Scriptum, newspaper</p>

8.	<p>How has your partnership strengthened host country higher education institutions during this reporting period?</p> <p>Project activities have strengthened the relationship between GASU and journalists in the Republic. Because of this project, GASU has been able to share information on the work of the university in the areas of the environment and international programs. GASU has also been invited to participate in the internet newspaper publication, eAltai, <http://www.eAltai.gornyy.ru.</p> <p>University capacity has been enhanced by the acquisition of a CD writer, scanner, and DVD player, as well as an English-Russian mass media dictionary.</p>
9.	<p>Has your partnership informed <i>policy</i> at the institutional, community or national levels in the host country through policy relevant research consultations, analysis, advice and/or direct assistance? (e.g., helped increase the enrollment or participation of underserved students, adopted a policy of service to the community etc.)</p> <p>Yes</p> <p>If YES, fully describe: The international program at GASU has expanded to include students in the humanities and social sciences, requiring the formalization of the program at an institutional level (previously had been focused on the science department). In particular, by expanding the program to include students in the Altaian language program we have provided a direct link between the Altaian language schools and media outlets and journalism training in the U.S.</p>
10.	<p>Has your partnership conducted collaborative <i>research</i> during this reporting period to address a development problem in the host country?</p> <p>Yes.</p> <p>If YES, fully describe: The partners are working to produce a content analysis of local newspapers. This research will assist the partners in developing workshops and training for local journalists to improve their ability to communicate effectively about environmental and science issues. The information produced by this research will also inform the development of university curriculum.</p>
11.	<p>Has your partnership adapted <i>curricula</i> or introduced methods of instruction relevant to host-country development needs during this reporting period?</p> <p>Yes.</p> <p>If YES, fully describe: KSU has redesigned its media relations course to act as a model for GASU. The new course is being offered for the first time during the fall 2003 semester (currently ongoing), and will include a series of lectures by the GASU PI. We will provide course materials in the next report.</p>
12.	<p>Has your partnership undertaken activities to equip individuals for participation in the host country's <i>workforce</i>? If YES, are some of these efforts targeted to underserved or disadvantaged groups?</p> <p>Yes.</p> <p>Please fully describe: We are in the initial stages of designing courses and an intern program for students interested in journalism, and are creating materials to help working journalists in the host country.</p>

13.	<p>Has your partnership been involved in <i>community outreach</i> activities in the host country during this reporting period? Yes.</p> <p>If YES, fully describe: The GASU and U.S. partners were interviewed on the radio in the host country.</p>
14.	<p>Has your partnership been involved in building the host country's <i>trade capacity</i> during this reporting period? Yes.</p> <p>If YES, fully describe: For the last 30 years, GASU sponsors a Student Tourist Festival. Teams of first-year students compete in finding routes, reading topographical marks, tying knots, cross-country running, putting up tents, and making fires. Thus they are acquainted with field conditions and develop teamwork and partnership skills. Approximately 100 teams participate in this competition. They also make camping sites and prepare their own food. Many students start their training at the university tourist club, 'Gorizont' (Horizon) and work as guides during the summer tourist season. Some of them become professional guides and work for the Rescue Service of the Altai Republic. After the end of the festival they clean the territory in such a way as no traces of their presence are left (environmental education). In Fall 2003, nearly 800 persons were at the festival (about 600 first-year students organizers, faculty, deans, rector). U.S. and GASU partners attended the festival and shared information on the current project with participants.</p>
15.	<p>Have there been any <i>synergies, serendipities, or human interest stories</i> for the partnership during this reporting period? Yes.</p> <p>If YES, fully describe: When traveling to Arizona in Summer 2003, one of the most interesting activities for the GASU delegation was to discover similarities and differences between indigenous Altaian and Native American cultures. The group was exposed to traditional values of American Indians, learned a lot about their attitudes toward sacred springs and some traditional practices.</p> <p>One of these was butchering a sheep at Moenave in the Navajo Nation, where the group was camping. The sheep was butchered by a Navajo host and Nikolai Malkov, a GASU professor. Each of them was responsible for his own half of the sheep. They did the work practically simultaneously, losing no blood as both in the Altaian and Native American tradition nothing of the food should be wasted. When the traditional dishes were cooked, Nikolai was able to give Altaian names for each. Visitors from GASU also made bread in the traditional Navajo way and later all of the people shared the food cooked together.</p>

16.	<p>What <i>challenges</i> has your partnership encountered in carrying out its planned activities during this reporting period?</p> <p>On September 27, and October 1 earthquakes struck the Altai Republic. They ranged between 7 and 9 on the Richter scale, and have been followed by a large number of aftershocks that are still ongoing. The earthquakes struck in the southern region of the republic, the region that is most impoverished and has the highest population of indigenous Altaians. In many areas, discharges released by the quakes have contaminated the drinking water. Schools and other public facilities were either destroyed or damaged severely. Families have been separated as children were moved northward to safer communities with undamaged schools. During the most recent exchange visit to the Altai, many journalists were away covering the disaster and unavailable to participate in meetings with GASU and U.S. participants. The partners have collected the media coverage of the earthquakes, which will be incorporated into the content analysis research and will ultimately be used to improve and benefit the project.</p>
17.	<p>Outline your partnership's <i>planned activities</i> for the next six months, paying particular attention to achieving stated objectives:</p> <ol style="list-style-type: none"> 1. A GASU partner will travel to Kansas in October/November 2003 to <ol style="list-style-type: none"> a. observe KSU journalism teaching methods b. meet with KSU journalism outreach program staff c. meet with KSU internship program staff d. shadow KSU student newspaper reporter/staff e. determine evaluation criteria for project 2. In March 2004, U.S. participants will travel to the Altai Republic to meet with journalists and plan for the Summer 2004 exchange trip 3. In March 2004, GASU participants will travel to Kansas to interact with local journalists and learn more about internship programs.

QUANTITATIVE ANALYSIS

		This period (October 1, 2002 - September 30, 2003)	Since beginning of ALO funding
1.	How many exchanges has the partnership supported for host country participants?	Faculty:2 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:0	Faculty:2 Undergraduate Students:0 Graduate Students: 0 Administrators:0 Others:0
	Describe the nature and duration of the exchange(s): In Summer 2003, GASU participants traveled to Kansas, New Mexico and Arizona. They met with U.S. partners to outline specific tasks for accomplishing project objectives, and met with representatives from University of New Mexico and Northern Arizona University. The nature of these meetings was an exchange of information on communication, education, and environmental issues relating to indigenous populations in the U.S. and Altai Republic.		
2.	How many exchanges has the partnership supported for U.S. participants?	Faculty:0 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:1	Faculty:0 Undergraduate Students:0 Graduate Students: 0 Administrators:0 Others:1

		This period (October 1, 2002 - September 30, 2003)	Since beginning of ALO funding
	Describe the nature, location, and duration of the exchange(s): During this project period, one of the US participants traveled to Siberia to work with the faculty and students of the Altai language and foreign languages program to initiate the program at GASU.		
3.	How many internships has the partnership supported?	Faculty:0 Undergraduate Students:0 Graduate Students:0 Administrators:0 Others:0	Faculty:0 Undergraduate Students:0 Graduate Students: 0 Administrators: 0 Others: 0
	Describe the nature, location, and duration of the internship(s):		
4.	Approximately how many host country nationals have been trained (formally/informally, short-term/long-term) through partnership activities (e.g., degree programs, certificate programs, seminars, workshops, extension days, etc.)?	Females:112 Males:111 Total:223	Females:112 Males:111 Total:223
	Describe the nature, location, and duration of the training: U.S. and GASU partners met with three correspondents to discuss the project (Alexei Ivashkin, chief specialist of the committee on information and national policy for the Altai Republic Government, chief of the guild of environmental journalists, and editor of the internet paper in the Republic; Nina Popova, editor for the department of culture, science, and education for the newspaper, Zvezda Altaya; and Marina Russkikh, a correspondent for the radio station, Gorny Altai.). (3 persons)		
	GASU partners shared information about the awarding of the journalism grant to the Learned Council of GASU on May 26, 2003 (about 60 professors).		
	GASU and U.S. partners met with students and faculty of the languages department at GASU (60 persons).		
	GASU and U.S. partners met with students and faculty of GASU (100 persons).		
5.	How many times has your partnership consulted/collaborated with a host country government entity/organization?	1	1
	List and describe the nature of these consultations/collaborations: Partners met with Alexei Ivashkin, chief specialist of the committee on information and national policy for the Altai Republic Government, chief of the guild of environmental journalists, and editor of the internet paper in the Republic.		
6.	How many times has your partnership participated in host country government-sponsored panels and/or any other initiatives to inform policy within the host country?	1	
	List and describe the nature of participation in the panels and/or initiatives: Partners met with Alexei Ivashkin, chief specialist of the committee on information and national policy for the Altai Republic Government, chief of the guild of environmental journalists, and editor of the internet paper in the Republic.		
7.	How many new degree programs has your partnership established?	0	0

		This period (October 1, 2002 - September 30, 2003)	Since beginning of ALO funding
	Please indicate the type of degree(s) (e.g., AAs, BAs, MAs, MSs, PhDs), the field(s), and describe the program(s):		
8.	Has your partnership contributed or leveraged contributions other than cost-share, beyond what was originally proposed, to strengthen the capacity of host country higher education institutions?	Estimated total dollar amount: 0	Estimated total dollar amount: 0
	List separately and estimate dollar amounts		

Appendix A. Media reports and publications

1. Mills, A. (2003, June 2). Russian visitors study Kaw for answers to take home. *Lawrence Journal World*. <http://www.ljworld.com/section/citynews/story/133947>.
2. Connections between indigenous peoples in Siberia and America. (accepted). *Biohawk, the University of Kansas Biology Division newsletter*.
3. Pierotti, R. and Annett, C. (accepted). The importance of indigenous perspectives: the experiences of indigenous students from the U.S. and Siberia during a scientific exchange program. *Indigenous Nations Studies Journal*.
4. Calhoun, J.A. and Annett, C. (accepted). American Indian and Indigenous Altai literacies. *International Journal of Learning*: London, Common Cause Inc.

Appendix B. Images and photo gallery



Victor Mamreshev and David Khaydarov (GASU students) canoeing on the Kaw River in Kansas.



GASU faculty and students meeting with faculty from Northern Arizona University, Flagstaff.



Victor Lukyanenko (GASU), Cynthia Annett (CSG), Yuri Tabakaev and Nikolai Malkov (GASU) meet to discuss the progress of the project in Gorno-Altai.



Cynthia Annett (CSG) and Yuri Tabakaev (GASU) visit the knot tying station during the student tourist festival in Gorno-Altai.