



**Institutional Partnerships Program
Annual Progress Report¹
Due April 30, 2005**



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
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Host Country Partnership Director(s): Victor Lukyanenko
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Host Country/Region USAID Mission Contact: Nikita Pisnyachevsky

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

Period Covered by this Report: October 1, 2004 – March 31, 2005. (If the partnership started after October 1, 2004, then please change the preceding date accordingly.)

¹ Revised March 31, 2005

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 April 30, 2005.
- Share a copy of this report with the appropriate person(s) at the host country USAID Mission.

PARTNERSHIP PROFILE

In approximately 250 words, please provide an executive summary of your higher education partnership, describing the key development issue(s) it addresses, its overall objectives, primary activities, anticipated and unanticipated development outcomes, successes, and challenges to date. The information you provide will be particularly valuable for us in our dissemination efforts to USAID and the higher education community through print and on-line publications.

There is currently no journalism training offered in the Altai Republic, even though writing and communication are taught as part of the Russian and Altaian languages and foreign languages departments at GASU. 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 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 underserved groups, development of a continuing education program to address local needs, and establishment of an internship program.

Several exchange visits have occurred during this project. GASU representatives visited Kansas in October 2003 and April 2004 to participate in and observe journalism and media relations courses, review course materials for use at GASU, and meet with representatives of relevant departments and organizations related to project objectives. U.S. partners traveled to the Altai Republic in October 2003, April/May 2004, July 2004 and January 2005 to work with local journalists and GASU partners on developing and delivering workshops for journalists and curriculum development activities. GASU and U.S. partners traveled to Kyiv, Ukraine in January 2005 to establish connections with environmental journalism programs to further develop the program. An American journalism student interned at GASU during the fall 2004 semester and is currently studying journalism in St. Petersburg.

These activities increase GASU's capacity to provide continuing education for working journalists and to train future journalists. GASU is also increasing its capacity to host foreign students. Providing continuing education for journalists will improve the quality of news reporting. 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.

QUALITATIVE ANALYSIS

1.	<p>In <u>one or two sentences</u>, state the overall objective of your 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 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>What activities have the partner institutions undertaken during <u>this reporting period</u> to achieve the stated partnership objectives and development outcomes?</p> <p>a. U.S. partners traveled to GASU in January 2005 to work with local journalists and university partners.</p> <p>b. U.S. and GASU partners traveled to Ukraine in January 2005 to develop connections with the Institute of Journalism at the Kyiv National Taras Shevchenko University. Copies of ALO grant reports and the video documentary of the project were provided.</p> <p>c. U.S. and GASU partners met with USAID mission staff at the Kyiv and Moscow Missions to discuss the project and development of partnerships with institutions in Ukraine. Copies of ALO grant reports and the video documentary of the project were provided.</p> <p>d. Abby Mills, a Kansas journalist and University of Kansas student was awarded an undergraduate National Security Education Program fellowship. She was previously a participant in the summer 2004 exchange and helped to deliver workshops for journalists. She is currently spending a year in Russia to study journalism. She was in the Altai Republic from September 2004 to January 2005. During her stay, she was involved in exchanging information on Russian and U.S. media issues. Mills is the first international student GASU has hosted. She is currently studying journalism at St. Petersburg State and collecting curriculum resources that will be transferred to GASU.</p> <p>e. Marie Steichen, project evaluator, conducted interviews and focus groups with KSU exchange participants and students who completed the journalism course modified as a result of this project.</p> <p>f. The partners are developing a website to house resources for journalist that have been created as part of this project.</p>
3.	<p>How have these activities strengthened (or will they ultimately strengthen) the capacity of the lead host country higher education institution(s)?</p> <p>These activities increase GASU's capacity to provide continuing education for working journalists and to train future journalists. Received curriculum materials from environmental journalism program in Kyiv which will be used at GASU.</p> <p>GASU is also increasing its capacity to host foreign students.</p>
4.	<p>How have these activities benefited the local host country community?</p> <p>Providing continuing education for journalists will improve the quality of news reporting. 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.</p> <p>Students in the English Language program at GASU have had opportunities to work with native English speakers, something that is not otherwise available in that region. U.S. project participants have regularly lectured in GASU English classes on topics such as media relations,</p>

	<p>the structure of U.S. higher education programs, and cultural diversity in the U.S. Directly as a result of this project, Abby Mills, a journalist who has worked for the Lawrence-Journal World and is a journalism/Russian major at the University of Kansas, was in residence at GASU for the fall 2004 semester. Mills conducted workshops and discussion groups for GASU students in journalism and engaging in Russian and English language tutorials with GASU foreign language students. U.S. partners have also lectured at the Altaian National Gymnasium and Lyceum, schools serving the indigenous Altaian population.</p>
5.	<p>How have these activities benefited (or will they ultimately benefit) the lead U.S. institution(s) and the local U.S. community?</p> <p>During the January 2005 visit to Ukraine, the partners developed many contacts with potential new collaborators. A planning grant for collaboration in sustainable agriculture, including work with the environmental journalism program in Kyiv, was submitted and future grant writing endeavors are planned. Expanding the existing partnership to an additional country will help us develop new opportunities for collaborative activities.</p>
6.	<p>List other collaborating U.S. and host country institutions (e.g., NGOs, community-based organizations, government agencies, small businesses, other higher education institutions, etc.) and describe their involvement in partnership activities during this reporting period:</p> <p>U.S.</p> <p>Civil Society Group – Mike Cuenca and Cynthia Annett have worked with project partners to advance the project. Cuenca is a former journalism professor and Annett is an environmental scientist. They have produced a short (12 minute) documentary that has been distributed to USAID missions in Moscow and Kyiv and to project partners and participants, and are continuing the development of a full-length documentary on the partnership. They are currently negotiating with PBS stations in Kansas and surrounding states to air the full-length documentary during fall 2005. Annett was instrumental in developing connections with new potential partners in Ukraine.</p> <p>Altai Republic</p> <p>Gorny Altai (State Television Radio Company) – Reporters met with partners in January 2005. Broadcast three news reports on the partnership meeting.</p> <p>Zvezda Altaya (newspaper) – Reporters met with partners in January 2005.</p> <p>The Postscriptum (newspaper) - Reporters met with partners in January 2005.</p> <p>The Yrustu (newspaper for young Altaians, published in the Altaian language) - Reporters met with partners in January 2005 and interviewed KU student Abby Mills for a story.</p> <p>Ukraine</p> <p>Institute of Journalism at the Kyiv National Taras Shevchenko University –The institute provided publications/curriculum on environmental journalism program in Ukraine.</p> <p>Institute for Agroecology, Agricultural Academy of Science - Exchanged information on programs and projects. Discussed possible future areas of collaboration.</p> <p>Fulbright Office in Ukraine – Hosted a presentation on the project for Ukrainian alumni of the Fulbright program.</p> <p>Association of Ukrainian Cities – Exchanged information on programs and projects. Discussed</p>

	<p>possible future areas of collaboration.</p> <p>Ecological Committee, Ukrainian Parliament - Exchanged information on programs and projects. Discussed possible future areas of collaboration.</p>
7.	<p>What have been your partnership's greatest <i>successes</i> during this reporting period? Has your partnership also experienced any <u>unanticipated</u> successes?</p> <p>If YES, please fully describe: Yes. Developing relationships and connections with several institutions in Kyiv was our greatest success and also unanticipated. The connections established in January 2005 will help to expand the partnership in new and unexpected ways. It is possible that GASU and the Institute of Journalism in Kyiv will establish exchange and internship programs between the two institutions.</p> <p>During this reporting period, a relationship was also established between GASU, US partners and the Altaian Music Academy, which serves the indigenous Altaian population and provides instruction in indigenous music. The partners are exploring a cultural exchange and Dustina Abrahamson, a Haskell student and participant in a previous ALO grant, will work on this project during her graduate studies at KU.</p> <p>During the last reporting period, U.S. partners collected and delivered disaster recovery materials donated by the Red Cross to GASU. The purpose was to assist with earthquake recovery efforts. Use of these materials assisted Dr. Tatiana Lukyanenko, dean of psychology, in securing funding during the current reporting period from the Russian government to provide services to earthquake stricken communities.</p>
8.	<p>Has your partnership encountered any <i>challenges</i> during this reporting period?</p> <p>Yes. If YES, please fully describe: Partners from the U.S. and Russian institutions visited Kyiv during the final stages of the so called "Orange Revolution", creating a challenging situation in arranging travel from Siberia and securing permission for the trip.</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. If YES, please 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>No. If YES, please fully describe:</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. If YES, please fully describe:</p>

	<p>We have obtained materials from the environmental journalism program in Kyiv, including a textbook written by one of their faculty. This material is being translated into Russian from Ukrainian by GASU faculty and will be incorporated into future courses. We are currently obtaining materials from other Russian institutions, including textbooks, which can be adapted to GASU course offerings.</p>
12.	<p>Has your partnership undertaken activities to prepare individuals for participation in the host country's <i>workforce</i>?</p> <p>Yes.</p> <p>If YES, are some of these efforts targeted to underserved or disadvantaged groups? Please fully describe:</p> <p>We are designing curriculum and an intern program for students interested in journalism, and are creating materials to help working journalists in the host country. The population of the Altai Republic is 30% indigenous Altaian. This population is represented proportionately at GASU and there are many indigenous Altaian reporters and newspapers printed in the Altaian language.</p> <p>One of the participants in the summer exchange, Abby Mills, was in residence at GASU on an NSEP fellowship during this reporting period. Mills was an intern at the Lawrence Journal World during her undergraduate education at the KU School of Journalism and is providing GASU partners with examples of her experience as an intern. Mills previously hosted GASU partner representatives on a tour of the KU student-run newspaper in Kansas.</p>
13.	<p>Has your partnership been involved in <i>community outreach</i> activities in the host country during this reporting period?</p> <p>Yes.</p> <p>If YES, please fully describe:</p> <p>U.S. partners gave lectures at the Altaian National Gymnasium and Lyceum, schools which serve the indigenous Altaian population. U.S. partners interacted on several occasions with local journalists.</p>
14.	<p>Has your partnership been involved in building the host country's <i>trade capacity</i> during this reporting period?</p> <p>Yes.</p> <p>If YES, please fully describe:</p> <p>Ecotourism is a primary economic development activity in the Altai Republic. Ecotourism is directly dependent upon public perceptions of environmental quality. Our work to improve the reporting of environmental issues can help to avoid dissemination of misinformation or exaggerated reports of public health concerns, as has been common in the media. By linking journalists directly to scientists and health experts at GASU we hope to improve the quality of information provided to journalists. One of the participants in the summer 2004 exchange was a journalism professor with a background in nursing and public health, and materials provided to GASU as examples for use in courses focus on appropriate techniques for reporting disease outbreaks and health concerns.</p>
15.	<p>How has information about your partnership been disseminated during this reporting period? As appropriate, please provide ALO with samples of the following as attachments to this report:</p> <ul style="list-style-type: none"> • Articles published in the campus, local, national, or international media • Features in any other media (radio, television, Internet, etc.) • Research papers published or presented • Video or DVD productions • Photographs that may be used in future ALO publications (enclose prints or a CD-ROM with high resolution images) <p>See appendices.</p>

16.	<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. In Summer 2005, another exchange of environmental/journalism work is planned. Partners will work together to jointly plan for this exchange. <ol style="list-style-type: none"> a) A workshop for journalists focusing on visual communication and photo journalism will be conducted in July 2005. b) A group of students and faculty from KU, Haskell Indian Nations University, and Northern Arizona University will travel to the Altai Republic in July. Their work will focus on addressing public communication and involvement related to environmental issues. c) A KSU graduate student, Wendy Griswold, will spend three months in the Altai Republic, studying Russian and conducting pre-dissertation research on adult education providers. 2. Follow up visits to Ukraine are planned to continue developing possible avenues of collaboration. 3. Complete an evaluation report on the project.

QUANTITATIVE ANALYSIS

		This period (October 1, 2004 - March 31, 2005)	Since beginning of ALO funding
1.	How many exchanges has the partnership supported for host country participants?	Faculty: Undergraduate Students: Graduate Students: Administrators:1 Others:	Faculty:4 Undergraduate Students: Graduate Students: Administrators:1 Others:
Describe the nature and duration of the exchange(s): In January 2005, GASU Dean of International Programs traveled to Ukraine to establish connections with new potential partners.			
2.	How many exchanges has the partnership supported for U.S. participants?	Faculty: Undergraduate Students: Graduate Students:1 Administrators: Others:1	Faculty:2 Undergraduate Students:2 Graduate Students: 2 Administrators: Others:3
Describe the nature, location, and duration of the exchange(s): In January 2005, U.S. partners traveled to GASU and Ukraine to work with journalists and potential new partners.			
3.	How many internships has the partnership supported?	Faculty: Undergraduate Students: Graduate Students: Administrators: Others:	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:53 Males:52 Total: 105	Females: 429 Males:424 Total:853
Describe the nature, location, and duration of the training: 3 presentations to GASU English language students (60 people) 2 presentations to students at the Altaian Gymnasium (25 people) 1 presentation to the GASU Russian language department students and faculty (20 people) 1 presentation to students in the region graduating high school			
5.	How many times has your partnership consulted/collaborated with a host country government entity/organization?	1	2
List and describe the nature of these consultations/collaborations: In January 2005, representatives from state-run media outlets participated in meetings with U.S. and Russian partners.			
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?	0	2

		This period (October 1, 2004 - March 31, 2005)	Since beginning of ALO funding
	List and describe the nature of participation in the panels and/or initiatives:		
7.	How many new degree programs has your partnership established?	0	0
	Please indicate the type of degree(s) (e.g., AAs, BAs, MAs, MSs, PhDs), the field(s), and briefly 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: \$30,800
	List separately and estimate dollar amounts:		

If you have any additional information or comments about your partnership that you would like to share, please do so here:

Please be sure to share your progress reports with your primary contact(s) at the host country USAID Mission.

Appendix A. Media reports and publications

1. Mills, Abby. I was surprised to find the life in two countries so similar. Postscriptum, no. 4. January 27, 2005. Page 6.
2. At our age the science and journalism are very powerful. Postscriptum, no. 4. January 27, 2005. Page 7.
3. The Altai won the heart of the girl. Altaidyng Cholmony, no. 18. February 5, 2005. Page 18.

Article written by Abby Mills, published in the Postscriptum

Если бы вы пересекли Землю через ее центр, то на другой стороне земного шара, только немного южнее, обнаружили бы штат Канзас, США.

К сожалению, мне пришлось ехать более длинным путем.

Оставив свой дом в Оверланд Парке, в Канзасе, я пересекла 12 часовых поясов за два дня, чтобы в течение одного семестра изучать русский язык в Горно-Алтайске. Сюда я приехала в сентябре, а домой возвращаюсь 22 января.

Но этот регион начал интересовать меня задолго до сентября.

В июле я ездила в Республику Алтай в составе группы американцев, исследовавших качество воды. Мы анализировали не только качество воды в разных районах республики, но и то, как экологические проблемы освещаются в российской прессе. В группу входили профессора и студенты двух университетов Канзаса.

Впервые же о сотрудничестве университетов Канзаса и Горно-Алтайска я услышала в 2003 году, когда делегация ГАГУ приезжала в Лоренс, штат Канзас. В то время я работала в местной газете и получила задание написать статью о работе российских ученых и студентов.

Одной из целей сотрудничества было открытие кафедры журналистики в университете Горно-Алтайска. Меня, студентку четвертого курса университета Канзаса, изучающую журналистику и русский язык, заинтересовала возможность изучения обеих специальностей в России.

С тех пор мой профессиональный интерес к республике Алтай стал личным. Здесь у меня появились настоящие друзья. Через три месяца я чувствую себя здесь как дома, и, честно говоря, мне не хочется уезжать.

Конечно, я скучаю по друзьям и семье, которые остались в США, и очень хочу увидеть их снова. Но здесь очень многое стало дорогим для меня, благодаря людям, которые помогли мне, когда я оказалась в незнакомом для меня мире.

Щедрость и открытость русских постоянно удивляют меня. Команда каратистов, приехавшая в Горно-Алтайск из Новосибирска, пригласила меня к себе, чтобы я смогла узнать больше о других регионах России. Девушка, которая работает в Информационном Бюро, куда я часто хожу, предложила мне остановиться у нее, узнав о моих проблемах с гостиницей. Совершенно незнакомые люди, услышав обо мне, приглашали меня в гости, чтобы помочь в изучении русского языка.

И это только несколько примеров русского гостеприимства, с которым я столкнулась здесь. Я не хочу сказать, что все русские гостеприимны. Это зависит от человека. Я также не утверждаю, что американцам это качество не присуще. Но американская культура более индивидуалистичная, и, следовательно, мы более закрыты по отношению к незнакомым людям. Конечно, у меня есть друзья в Америке, которые всегда готовы мне помочь, и я, также, никогда не откажу им в помощи. Но, кажется, за три месяца пребывания в Горно-Алтайске, у меня появилось столько таких друзей, сколько за 21 год жизни в Канзасе.

Несмотря на существенные различия в менталитете, я была удивлена, обнаружив, насколько жизнь в двух странах похожа. Американцы и русские смотрят одни и те же фильмы,

слушают одну и ту же музыку. Мы все иногда недовольны правительством, работой, учебой, но нас радуют дети, друзья, семья.

Наталья Валерьевна Белозерцева

If you drilled a hole through the center of the Earth, beginning in Lawrence, Kansas, and heading slightly north, you would wind up in the Altai Republic, Russia.

Unfortunately, I had to take the long way around.

I traveled through 12 time zones over two days by plane and bus to reach this remote area of south-central Siberia. I arrived Sept. 22 to study Russian and left Jan. 22 to continue my studies in St. Petersburg.

When I tell most people about my year-long program, most understand why I would want to study in St. Petersburg, but can't figure out how I wound up in Siberia. I have long thought that the general apathy of the Western world to Russia outside of Moscow and St. Petersburg did harm to both countries. I wanted to find out for myself what hidden treasures Russia had to offer. The opportunity presented itself on a canoe trip down the Kansas River.

I was working as a reporter for the *Lawrence Journal-World* in the summer of 2003, when a delegation from Gorno-Altai State University visited Lawrence. The group is part of an exchange between the Siberian university and three Kansas universities: Kansas State University, Haskell Indian Nations University and my alma mater, the University of Kansas. Members from all of these institutions gathered in Lawrence for the canoe trip and I was sent to cover the story for the paper. I met with group organizers to find out what they were working on.

The partnership began with water quality. Kansas and the Altai Republic have similar continental climates and conditions that lend themselves to similar agricultural activities. The regions share ecologies and also ecological dilemmas. EMEB has funded scientific exchanges for the past five years to identify what those problems are in the sphere of water quality, study the extent of the danger, and develop innovative ways of solving contamination hazards.

A recent addition to the project is journalism. Journalism is an essential part of ecological work in the sense that journalists explain to politicians and the public at large the issues involved in and ultimate conclusions of scientific work. The grant aims to compare how journalists go about this work in each country and help train journalists to accurately "translate" highly technical scientific material.

As a senior journalism student studying Russian and looking for a way to combine my interests, the grant immediately interested me. Since that time, however, my professional interest in the Altai Republic has turned personal.

It was difficult to leave the many friends that I made during my four-month stay in Gorno-Altai. I have thought of them every day afterward and the kindness they offered to a girl lost in a foreign culture will stay with me for the rest of my life. So will the friends themselves. My relationships there have become so dear to me, crossing the cultural and physical distance between us is more of an interesting challenge that will have to be solved than any kind of impediment to our friendship.

The kindness and generosity of the Russians I met in Gorno-Altai amazed me. A group of girls from a class in which I had given a lecture thought (correctly) that I may be lonely and invited me to join in their group of friends. After our first meeting, we were already inseparable. A visiting karate team from Novosibirsk invited me to stay with them in their own homes just to show me their city. A woman I knew only because she worked at the Internet café I frequented invited me to stay in her apartment after hearing about difficulties with renovations in my apartment. These are just a few of the many examples of the way in which people went out of their way to make me feel welcome.

I, of course, can't say that all Russians are so hospitable. That obviously varies from person to person. I also don't want to imply that Americans are cold or unfriendly. But our culture promotes self-sufficiency over group mentality, which makes us seem more closed. I have friends in the United States of whom I could ask anything and who could ask anything of me, but I have nearly as many in Russia

after only 4 months as I have made in my 21 years of life in Kansas. Russians simply aren't as reserved about asking for or offering help as are Americans.

This is one of several fundamental differences between the Russian and American cultures, but they are fewer than one may think. On the whole, I was surprised at just how similar life is in Russia. We listen to the exact same music and watch the exact same movies. We have the same complaints about school, work and the government and we hold things like family, pets and friendship in the same high esteem.

Gorno-Altaiisk taught me the beginning of a very valuable lesson. I speak Russian better than when I arrived, of course, but that is really only one part of the goal. As I began to communicate with Russians I learned to identify our similarities and work through our differences. I have tried to connect with people not as an outsider, but as a person. The end result showed me how the lines between "us" and "them" that were so vivid only 30 years ago can be blurred by simple friendship.

Appendix B. Images



GASU and US partners meet with journalists.



Abby Mills is interviewed by a reporter from the Yrystu newspaper, a publication for youth printed in the Altaian language.



English language students at the Altai Gymnasium view a documentary about the current ALO project.



Students at the Altai Music Academy demonstrate their skills.



The mouth harp is a traditional Altaian instrument.



GASU and US partners visit the Institute for Agroecology in Kyiv.



GASU and US partners during a presentation to the Fulbright Fellows Alumni Association.



Partners meet with the Secretary of the Ecological Committee, Ukrainian Parliament.



The partners met with the director of the Institute for Journalism and the deputy director of international programs at the Kyiv National University.