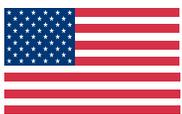




# GLOBAL UNDERGRADUATE EXCHANGE PROGRAM IN PAKISTAN

## Ten-Year Impact Evaluation



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### **IREX (International Research & Exchanges Board)**

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A ten-year impact evaluation of the Global Undergraduate Exchange Program in Pakistan (Global UGRAD-Pakistan) that explores gains in participants' leadership development, academic and professional skills, commitment to community service, and deepened cultural ties between the people of the United States and Pakistan. Funding for this evaluation was cost-shared by IREX.

The Global Undergraduate Exchange Program in Pakistan is sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by IREX.

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# Executive Summary

Established in 2010, the Global Undergraduate Exchange Program in Pakistan (Global UGRAD-Pakistan), a program sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by IREX, is an academic and cultural exchange program that places participants at universities and colleges around the United States for a semester of non-degree undergraduate study. Since inception, the program has empowered Pakistani college-age youth to enhance their leadership, academic, professional, and community engagement skills while promoting mutual understanding. Through academic coursework, community service, and immersive cultural experiences on their host campuses and in their host communities, participants develop a nuanced understanding of the United States’ rich geographic and cultural diversity — while also sharing their unique perspectives with Americans in cities, small towns, and rural areas across the country.

As a learning organization committed to a data-driven approach, IREX conducted an evaluation to assess the impact of the first ten years of the program. Its findings will inform future programming to better position participants and alumni to achieve program goals and further enhance and sustain program impact.

Through a series of surveys and phone interviews with both alumni and host university and college representatives, the evaluation assessed the extent to which Global UGRAD-Pakistan made an impact on participants’ leadership skills, academic skills and knowledge; community engagement; cultural ties with the United States; their host institution communities in the United States; and their home communities in Pakistan. The evaluation also sought to determine if there is evidence that participants are contributing to economic growth and deeper, peaceful relations between the United States and Pakistan.

The evaluation survey was distributed to the 1,776 alumni who participated in one of the program’s 18 semester cohorts from fall 2010 to spring 2019. A total of 590 alumni responded to the survey, a 33% response rate. A subset of 31 alumni selected from survey respondents participated in 30- to 40-minute interviews to add depth and richness to the survey data. In addition, five advisors from United States colleges and universities that hosted Global UGRAD-Pakistan participants were interviewed to learn about the impacts on American host campuses.

The overall analysis of survey results indicates that Global UGRAD-Pakistan participants are strengthening their leadership skills and confidence; are actively participating in and retaining a commitment to the value of community service, both during and after their U.S. experience; are developing essential professional skills and subsequently accessing higher education and employment opportunities; and are building relationships and participating in cultural exchanges that result in meaningful and positive perception change of America and Americans among program participants and their communities at home in Pakistan.

## Global UGRAD-Pakistan: A Decade of Impact

 <b>Leadership Development</b>	 <b>Education and Employment</b>	 <b>Commitment to Service</b>	 <b>Promote Mutual Understanding</b>
<p><b>Over 70%</b> of alumni serve in a leadership role, and each alumnus, on average, shared skills and knowledge from the program with between 150-600 people – creating a cascading ripple effect of impact</p>	<p><b>80%</b> of alumni are projected to earn a graduate degree, and nearly two-thirds of non-student alumni have full-time jobs (exceeding the national average of 39%)</p>	<p><b>Nearly 44,000 hours</b> of service volunteered by alumni in host communities across the United States, and over 80% continue to serve their communities at home in Pakistan</p>	<p><b>97%</b> of alumni maintain relationships with Americans they met during the program, and 90% have shared their U.S. experience with their communities - forging stronger ties between the people of the United States and Pakistan</p>

Global UGRAD-Pakistan places a strong emphasis on leadership development and is guided by the Leadership, Engagement and Action for Pakistan (LEAP) framework, which anchors all program activities as points along a participant's individual leadership journey. The evaluation showed that Global UGRAD-Pakistan has succeeded in preparing participants for lifelong leadership practices – over 70% currently serve in leadership roles and 84% use leadership skills gained from the program at least once a week. Community service and network connections had the greatest impact on alumni leadership skills. Nearly 75% of alumni have stayed connected through an all-alumni Facebook group. Over half of respondents reported that they have continued to develop their leadership skills since participation in Global UGRAD-Pakistan, and that the program had lasting impact on their confidence and openness to diversity.

Global UGRAD-Pakistan's 20-hour volunteer service requirement is a form of experiential learning that enables participants to see how an American organization functions, how citizens identify problems in their communities, and how they design and implement effective interventions. Since 2010, participants have performed nearly 44,000 hours of community service at organizations in host communities across the United States, with many going above and beyond the required minimum. Over 80% of alumni reported contributing to their home community in Pakistan on a regular basis and over three quarters reported that they have created positive change in their communities as a result of participation in the program. Furthermore, each alumnus has shared skills and knowledge from the program with between 150-600 others, extending Global UGRAD-Pakistan's influence beyond its immediate beneficiaries.

Global UGRAD-Pakistan intentionally exposes participants to a wide range of identities and perspectives while enriching U.S. host communities' understanding of Pakistan. This approach is designed to combat an "us versus them" mindset, building substantive cross-cultural connections and countering the appeal of violent extremist narratives. Global UGRAD-Pakistan guides participants through diverse U.S. cultural experiences, aided by the program's Digital Cultural Passport,<sup>1</sup> and provides opportunities for them to introduce Pakistan to American audiences through required country presentations. The evaluation showed that the program had an impact on building mutual understanding between people of the United States and Pakistan. Ninety-seven percent of alumni maintain relationships with Americans they met through Global UGRAD-Pakistan and over 90% reported that they had shared their U.S. experience with their home communities within six months of being surveyed. Furthermore, interviews with campus advisors in U.S. host communities showed that alumni dispelled myths about Pakistan and provided an important window for Americans into Pakistan and Pakistani culture.

Overall, the evaluation reveals valuable insights into both anticipated and unanticipated impacts of the Global UGRAD-Pakistan program. It shows that the program is achieving its objective of positioning young people to successfully complete higher education and pursue meaningful professional paths. Furthermore, it makes clear that the program succeeds in creating impact beyond the participants themselves. Participants share their experience with others in ways that multiply positive impact in their home communities, in their American host communities, and in increasing mutual understanding between Pakistan and the United States. The findings also reinforce how critical networks and community service are for leadership development and reveal some opportunities to further enhance the program's leadership framework, such as through alumni activities. The evaluation has been an opportunity to both identify the results and impact of IREX's ten years administering and adapting the Global UGRAD-Pakistan program in partnership with the U.S. Department of State, and to inform future programming so that Global UGRAD-Pakistan continues and increases its sustained impact in developing emerging community leaders in Pakistan who have strong ties to the United States.

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1 The Passport prompts participants to pursue diverse U.S. cultural experiences and activities across six areas: Arts and Music, Holiday and Diversity Celebrations, Sports and Leisure, Community Leadership in Action, Youth Concerns, and Local Pride.

# Introduction

As Pakistan strives toward a prosperous and secure future, its young people — the largest generation of youth ever recorded in its history — will shape the country’s trajectory. Its population is the world’s fifth largest and one of the youngest, with 64% of Pakistan’s more than 212 million people below the age of 30.<sup>2</sup> If effectively harnessed, this large youth population, projected to continue growing through 2050,<sup>3</sup> is Pakistan’s greatest resource.<sup>4</sup> Youth have the potential to fuel economic development, curb the influence of violent extremism, and foster positive bilateral relations and lasting stability.

However, today Pakistan has the world’s second-largest number of school-age youth not enrolled in education (22.8 million).<sup>5</sup> Young people struggle to find good jobs,<sup>6</sup> a quarter are illiterate,<sup>7</sup> and many feel left out of society. A recent UNDP Pakistan National Human Development Report found “the majority of the youth feel their voices are not heard and that they have little say in decision-making.”<sup>8</sup> If left untapped, undereducated and unengaged, Pakistan’s “youth bulge” will not only be unprepared to develop the nation’s economic potential, it will lie vulnerable to disinformation, intolerance, distrust, and radicalization. Youth whose ideas and energy are not effectively channeled pose a risk to the security of the country, the region, and U.S. foreign policy goals.<sup>9</sup>

The problem of a large but underutilized youth population is increasingly urgent in the COVID-19 context. According to “Pakistan’s Looming Coronavirus Crisis,” a recent analysis from the U.S. Institute of Peace, “a prolonged national shutdown could quickly be paired with spiraling food and humanitarian crises, with serious consequences for social stability and law enforcement.”<sup>10</sup>

To address Pakistan’s current and future economic and social challenges, youth need opportunities to become engaged community leaders with the skills and experience to tackle pressing issues and implement change. The United States is a top international study destination for Pakistani students<sup>11</sup> and **the Global Undergraduate Exchange Program in Pakistan (Global UGRAD-Pakistan) — a program of the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA) —** is uniquely positioned to build Pakistan’s human capital and power its economic growth by investing in youth education, leadership, and skills development, while fostering mutual understanding between the people of the United States and Pakistan through the following goals and objectives:



**Goal:** Pakistani youth leaders positively address challenges in their communities and deepen connections between the United States and Pakistan.

**Objective:** Emerging youth leaders from diverse communities in Pakistan strengthen their leadership competencies and commitment to community engagement and become cultural ambassadors who foster mutual understanding between the people of the United States and Pakistan.

## OUTCOMES

1

Participants strengthen their leadership skills

2

Participants increase their academic skills and knowledge

3

Participants gain insight into the American value of service and increase their engagement in their host and home communities

4

Participants build relationships and cultural ties with their host institutions and communities

2 <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=PK>

3 <http://hdr.undp.org/en/content/unleashing-potential-young-pakistan>

4 <https://pk.usembassy.gov/the-united-states-and-pakistan-partners-for-prosperity/>

5 <https://www.unicef.org/pakistan/education>

6 <https://blogs.lse.ac.uk/southasia/2018/02/09/young-blood-pakistans-bulging-youth-population-needs-employment-opportunities/>

7 <https://cscr.pk/explore/themes/social-issues/wasted-potential-youth-bulge-a-ticking-time-bomb/>

8 <http://hdr.undp.org/en/content/unleashing-potential-young-pakistan>

9 <https://www.cfr.org/backgrounder/effects-youth-bulge-civil-conflicts>

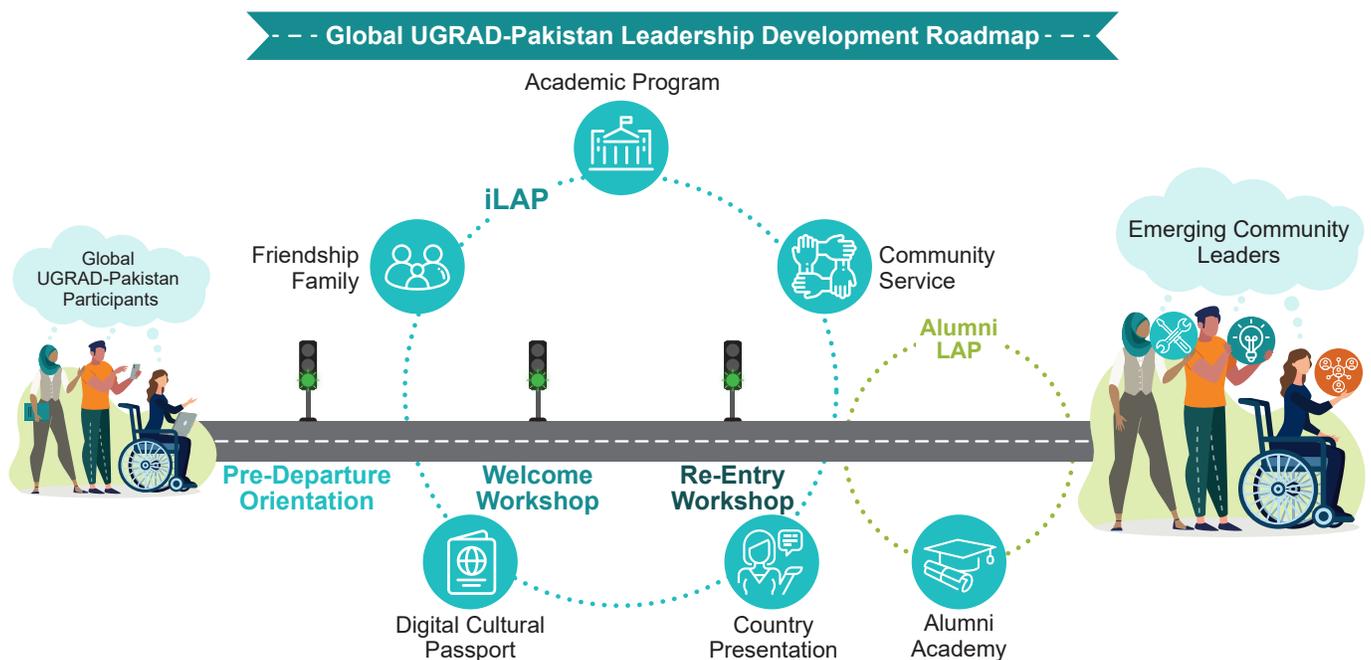
10 <https://www.usip.org/publications/2020/04/pakistans-looming-coronavirus-crisis>

11 Australia and the United States are currently the top choices among Pakistani degree-seeking students: <http://uis.unesco.org/en/uis-student-flow>. Pakistan sent 7,957 students to the United States in 2018-19, an increase of 5.6 percent over the previous year: <https://www.iie.org/Research-and-Insights/Open-Doors/Data/International-Students/Places-of-Origin>

Implemented by IREX since its inception in 2010, the Global UGRAD-Pakistan program has benefitted more than 2,000 youth - a milestone reached in spring 2020. The semester-long academic and cultural exchange program includes enrollment in a full-time undergraduate course load at an American institution of higher education, participation in targeted leadership development and professional skills-building training, completion of at least 20 hours of community service, and engagement in various cultural opportunities, including country presentations, local holiday celebrations, and visiting with “friendship families” who may host participants for meals and introduce them to community events and activities.

Participants immerse themselves in their host communities and engage with Americans, building relationships that foster mutual understanding and lay the groundwork for strengthened bilateral relations between the United States and Pakistan. Equipped with the foundational leadership skills, experiences, resilience, and commitment necessary to lead transformative change, returning participants receive continued support to serve as engaged community leaders and role models to other youth in Pakistan.

Each program activity serves as a marker on a guided, scaffolded leadership development journey, unified by the **Leadership, Engagement and Action for Pakistan Framework** (LEAP framework). Designed by IREX<sup>12</sup> specifically for the Global UGRAD-Pakistan program, the LEAP framework draws on the Social Change Model of Leadership,<sup>13</sup> which frames leadership as a collaborative, inclusive, values-based process that works towards the goal of positive change. LEAP meets participants at their own start line, anchors them on their way to becoming engaged leaders, and allows them to understand and continually reflect on their progress.



In 2020, ten years after the program’s inception, IREX evaluated the impact of the Global UGRAD-Pakistan program on participants’ leadership skills, academic skills and knowledge, community engagement, and cultural ties with the United States. Through a series of surveys and phone interviews with both alumni and host institution representatives, the impact evaluation assessed the extent to which Global UGRAD-Pakistan made an impact on participants and their communities — both their host university and college communities in the United States and their home communities in Pakistan — and whether there is evidence that participants are contributing to economic growth and deeper, more peaceful relations between the United States and Pakistan.

12 <https://www.irex.org/sites/default/files/node/resource/irex-leadership-approach-dynamic-leaders.pdf>  
 13 <https://cpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/b/1275/files/2014/11/Social-Change-Model-of-Leadership-A-Brief-Overview-Wagner-2dgecz3.pdf>

# Evaluation Approach

The Global UGRAD-Pakistan impact evaluation explored two types of impact:

1. What impact did the program have on participants' leadership development, education and employment, and active community engagement?
2. How successful was the program in fostering mutual understanding and linkages with the United States?

## Global UGRAD-Pakistan Change Process Framework

The Global UGRAD-Pakistan impact evaluation was designed to examine these evaluation questions based on the change process<sup>14</sup> detailed in the following table. The program is aimed at building participants' skills, knowledge, awareness, and connections (Build). As participants put these new capacities into practice (Apply) and share them with others (Spread), they create impact in their own lives as well as in American host and Pakistani home communities (Intermediate change). As the number of Global UGRAD-Pakistan alumni has grown, so has the potential for their collective impact (Systems change).

**TABLE 1. GLOBAL UGRAD-PAKISTAN CHANGE PROCESS FRAMEWORK**

	<b>Build</b>	<b>Apply</b>	<b>Spread</b>	<b>Intermediate Change</b>	<b>Systems Change</b>
<b>Leadership Skills</b>	Participants gain leadership skills	Participants put skills into practice during time in the United States	Participants share skills from the program with others in their host and home communities	Participants seek out ways to continue their leadership development Participants take on leadership roles	Higher level of leadership
<b>Education &amp; Employment</b>	Participants gain academic and professional skills	Participants use new skills to apply for graduate education or jobs	Participants share skills from the program with others in their host and home communities	Participants pursue graduate education or other professional and academic exchanges Participants make gains in their employment	Higher levels of education and employment
<b>Community Service</b>	Participants build commitment and skills to serve home community	Participants put commitment and skills into practice in host community	Participants share learning, skills, and experience from the program in service to their home community	Participants engage in home community Participants start new community initiatives	Higher level of community service
<b>Mutual Understanding</b>	Participants develop connections with Americans	Participants maintain and strengthen American connections	Participants share their understanding of the United States with other Pakistani people American host community members share their understanding of Pakistan with other Americans	Participants and U.S. contacts gain in mutual understanding Pakistani people gain understanding of United States Americans gain understanding of Pakistan	Enhanced U.S.-Pakistani relations

<sup>14</sup> A change process is a simplified theory of change that portrays how a program is designed to contribute to longer term societal change. Each change is a hypothesized outcome of the program.

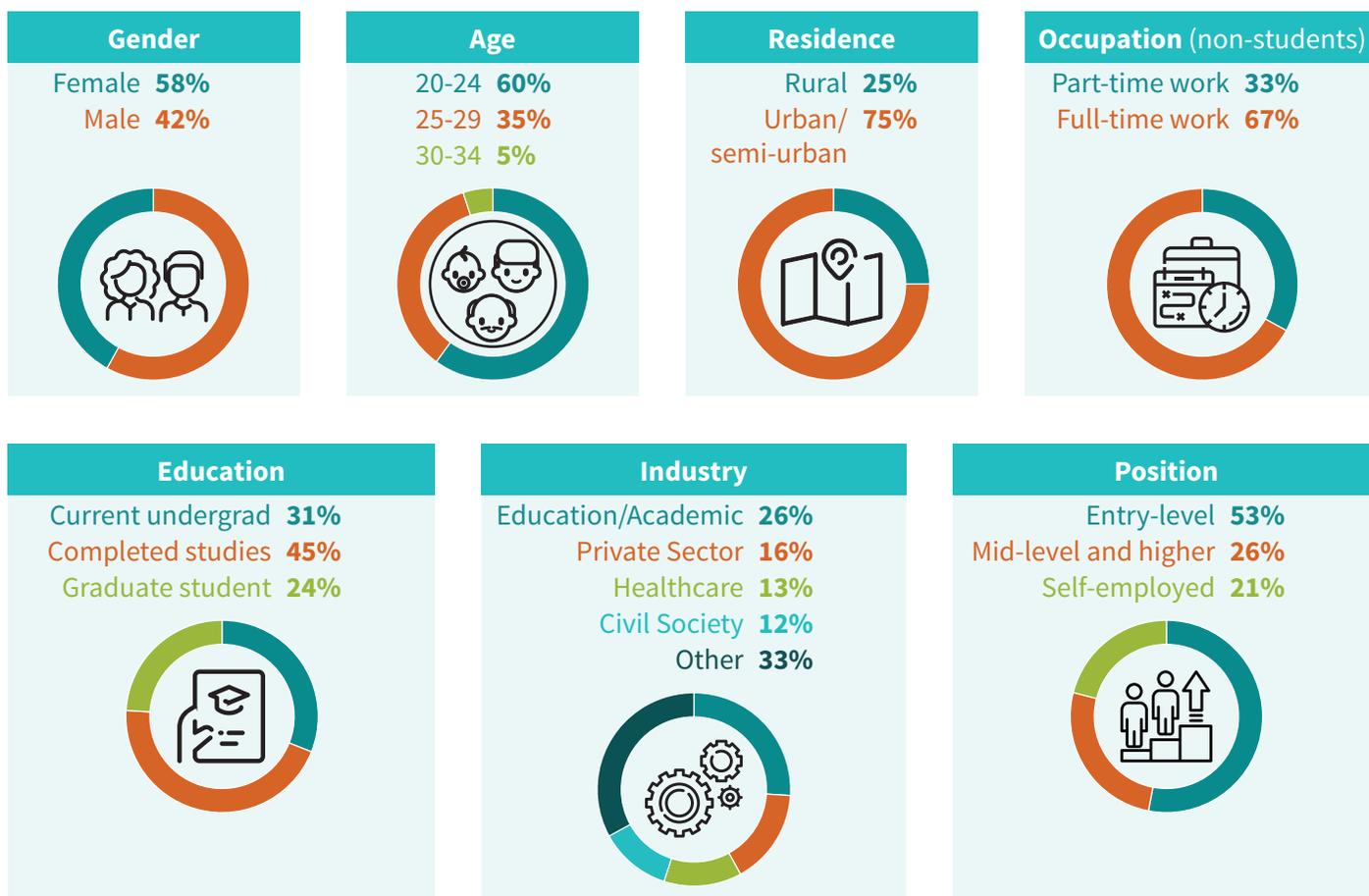
# Participants

## Survey Participants

At the close of the spring 2020 semester, the Global UGRAD-Pakistan program had over 2,000 alumni. Conducted in 2019, the impact evaluation survey was distributed to the 1,776 alumni who participated in one of the program's 18 semester cohorts from fall 2010 to spring 2019. A total of 590 alumni responded to the survey, a 33% response rate. A quarter of respondents were older alumni from fall 2010 to spring 2014. Almost two-thirds were between 20-24 years old and over a third were 25-29. Over half were female and over 25% were from rural communities. Close to half had completed their studies and nearly a third were still enrolled as undergraduate students. A quarter were studying for a graduate degree. A third of all respondents (students and non-students) were working full time, compared to almost 25% working part time, including those with multiple part-time gigs. Of those working, over half were in entry-level positions, compared to a quarter in mid-level and higher positions. About one-fifth were self-employed. Employed Global UGRAD-Pakistan alumni work in a wide range of fields. Over a quarter were in the education or academic sector, followed by 16% in the private sector, 13% in health-related positions, and 12% in civil society organizations. Fewer alumni worked in communications, the public sector, and social entrepreneurship ventures.

## Interview Participants

A subset of 31 alumni selected from survey respondents participated in 30- to 40-minute interviews to add depth and richness to the survey data. The semi-structured interviews began with a framework of themes to be explored and allowed new ideas to be brought up during the interview as a result of what the interviewee said. There was a gender balance among the alumni who were interviewed, and they represented cohort years from 2010 to 2018. In addition, five advisors from U.S. colleges and universities that had hosted Global UGRAD-Pakistan participants were interviewed to learn about the program impacts on American host campuses.



## Research Tools

### Survey Instrument

The survey was designed to assess three areas: post-program impacts on alumni, gains in mutual understanding between the people of the United States and Pakistan, and the extent to which alumni maintained ongoing contact with people met during the program. See *Annex A* for survey questions.

### Interview Protocol

Interview protocols were developed for both alumni and host campus advisors, and focused on post-program impacts, sustained contacts, and gains in mutual understanding. Interview data were recorded after gaining informed consent, then transcribed by professional transcribers and coded by trained IREX staff. See *Annex B* for interview questions.

## Analysis Approach

### Survey analysis approach

Survey data were analyzed by calculating the frequency for each category in multiple choice questions and by calculating averages for questions that asked alumni to rate their level of agreement with a statement.

### Interview analysis approach

Responses to each interview question were coded into content categories based on the different types of responses given by interviewees, then excerpted to provide illustrative examples in the report.

## Results

This section describes the impacts of the Global UGRAD-Pakistan program after participants returned to Pakistan. The evaluation questions that guided the analysis explored four areas of impact:

1. *Alumni Leadership Development*
2. *Education and Employment*
3. *Commitment to Service*
4. *Promotion of Mutual Understanding*

*I am a small-town girl and was extremely shy before going to the United States. Upon my arrival back home, I feel confident and can voice my opinions without being afraid of anything. UGRAD has instilled confidence...in me.*

2010 Alumnus

## Leadership Development

Applying lessons learned from 20 semester cohorts, IREX has continually fine-tuned its approach to developing leadership skills. Grounded in leadership development theory and created for the Pakistan context, IREX's LEAP framework has



underpinned all program activities since 2019. Through the LEAP framework, participants are challenged to develop various leadership competencies throughout their fellowship including their own leadership skills and confidence (Leading Myself), further growth through opportunities to take on a leadership role in their school or community to lead projects (Leading a Team) and apply these learnings to support existing community initiatives and spearhead new ones (Leading a Community). Each program activity serves as a marker on a journey that allows participants to understand and reflect on their progress, guided by a framework tailored to their needs as young emerging leaders.

## Global UGRAD-Pakistan LEAP Framework

Leadership Competency	Leading Myself	Leading a Team	Leading a Community	Result: Emerging Community Leader
Program Activities	<ul style="list-style-type: none"> <li>● Pre-Departure Orientation</li> <li>● Welcome Workshop</li> <li>● Academic Skills Building</li> <li>● Coursework</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Cultural Passport</li> <li>● Country Presentation</li> <li>● Alumni Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Community Service</li> <li>● Re-Entry Workshop</li> <li>● Alumni Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Take action for positive community change</li> <li>● Apply academic skills and continue learning</li> <li>● Leverage connections between U.S. and Pakistan to address community challenges</li> </ul>
Knowledge, Skills, & Attitudes	<ul style="list-style-type: none"> <li>● Confidence</li> <li>● Critical Thinking</li> <li>● Problem Solving</li> <li>● Goal Setting</li> <li>● Academic Skills</li> <li>● Time Management</li> </ul>	<ul style="list-style-type: none"> <li>● Tolerance</li> <li>● Collaborative Problem Solving</li> <li>● Conflict Management</li> <li>● Cross-Cultural Communication</li> <li>● Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation Skills</li> <li>● Cross-Cultural Communication</li> <li>● Citizenship</li> <li>● Ethical Responsibility</li> </ul>	
Cross-Cutting Skills	Self-Awareness, Resilience, Open-Mindedness, Meeting Expectations, Adaptability			
Values	Integrity, Life-Long Learning, Collaboration, Diversity and Inclusion, Social Responsibility			
Tools	LEAP Online, Digital Badges, Professional Leadership Profile, In-Country LAP, and Alumni LAP			
Support	Global UGRAD-Pakistan Team, Host Advisors, Host Institution Campus Community, Friendship Families			

Through this evaluation, IREX sought to understand how Global UGRAD-Pakistan alumni have continued to hone their leadership skills after the program, and to what extent the program impacted their leadership journey. The evaluation results showed that a high percentage of alumni currently serve in leadership roles. **Over 70% of Global UGRAD-Pakistan alumni reported serving in a leadership role** that includes initiating or organizing meetings or activities. A third of them serve in a leadership role 80% or more of the time.

Alumni continue to put leadership skills from Global UGRAD-Pakistan into practice after their participation in the program. **Eighty-four percent of alumni indicated that they still use the leadership skills and knowledge gained from the program at least once a week.** They have also continued their development as leaders. The survey results found that over half of Global UGRAD-Pakistan alumni reported they have continued to develop their leadership skills after the end of the program by attending conferences and workshops, along with reading relevant books and articles.

Network connections and community service have had the greatest impact on alumni leadership skills. Nearly 75% of alumni are current members of an all-alumni Facebook group that allows for connections to both their own cohorts and across cohorts. The program also had a lasting impact on increased confidence and openness to diversity. When asked to describe the ways in which the program had made a difference to their leadership journey, over two-thirds of interviewees cited gaining confidence and over half named increased openness, specifically to diversity and new possibilities. The findings also show that Global UGRAD-Pakistan impacted alumni leadership journeys by providing new ways of understanding leadership, which in turn inspired alumni to conceptualize different ways to make change in their communities.

### Major Findings



## FINDING 1: A HIGH PERCENTAGE OF ALUMNI CURRENTLY SERVE IN LEADERSHIP ROLES.

Over 70% of Global UGRAD-Pakistan alumni reported serving in a leadership role that includes initiating or organizing meetings or activities. Of this group, nearly three-quarters serve in a leadership role 40% or more of the time (at least

two days a week on average) and a third serve in a leadership capacity 80% or more of the time (at least four days a week on average). Research has demonstrated that experiences such as discussion about diversity, mentorship, campus involvement, community service, leadership positions, and formal leadership programs make a difference in leadership outcomes of college students.<sup>15</sup> Since each of these components are integral to the Global UGRAD-Pakistan program, it is likely that Global UGRAD-Pakistan alumni practice leadership more often than the general population of college-educated adults.

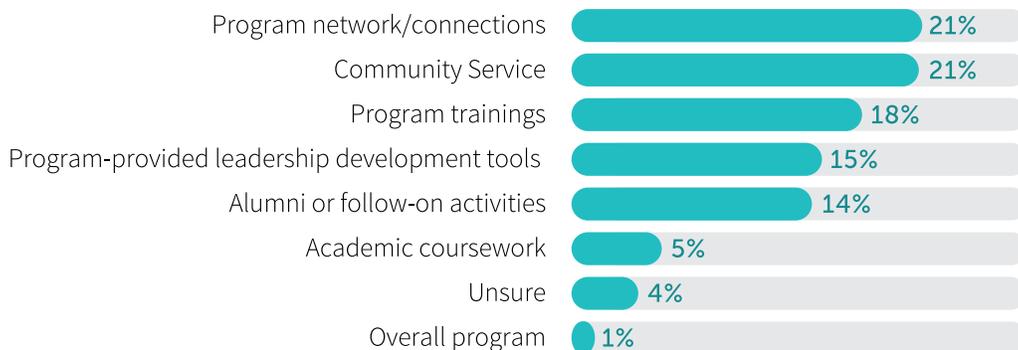
**FIGURE 1: PERCENT OF TIME ALUMNI REPORTED SERVING IN A LEADERSHIP ROLE (N=497)**



## 2 FINDING 2: NETWORK CONNECTIONS AND COMMUNITY SERVICE HAD THE GREATEST IMPACT ON ALUMNI LEADERSHIP SKILLS.

The aspects most frequently cited as most important for developing leadership skills were the program network (including participants, host institutions, and social media groups) and community service, followed by program trainings, leadership development tools, and alumni activities. Although not a structured activity, nearly 75% of alumni are currently members of an all-alumni Facebook group that allows for connections to both their own cohorts and across cohorts. Lastly, 5% of respondents cited academic coursework as the most important aspect of the program for strengthening their leadership skills.

**FIGURE 2. PERCENT OF ALUMNI WHO REPORTED EACH PROGRAM COMPONENT AS IMPORTANT FOR DEVELOPING LEADERSHIP SKILLS (N=497)**



Other responses given by alumni about aspects of the program that impacted their leadership skills included:

- *[Asking] us to become very independent and lead all aspects of our life confidently*
- *When I had to do the country presentations in a big crowd and manage everything*
- *Interaction with people during my program*
- *Participating in student activities, managing events*
- *Meeting new and diverse people. Talking to them. Meeting professors.*

*Meeting with other participants in the Global UGRAD program had a great impact on me because they all have some kind of charisma... through interactions with them, I thought – I can be like them. If they are doing these things, I can do these things.*  
2016 Alumnus

One alumnus shared, “I wouldn’t say that four months [is] enough to learn everything, but I would say that it jump-started my skills. It honed my skills in a way that I’m still learning and I’m still developing.”

15 <https://bit.ly/3hKjicu>

### 3 FINDING 3: ALUMNI CONTINUE TO PUT LEADERSHIP SKILLS FROM GLOBAL UGRAD-PAKISTAN INTO PRACTICE.

Eighty-four percent of alumni indicated that they still use the leadership skills and knowledge gained from the program at least once a week. Numerous alumni shared examples of applying the skills they learned through the program, ranging from public speaking and giving presentations to collaborating on projects to networking.

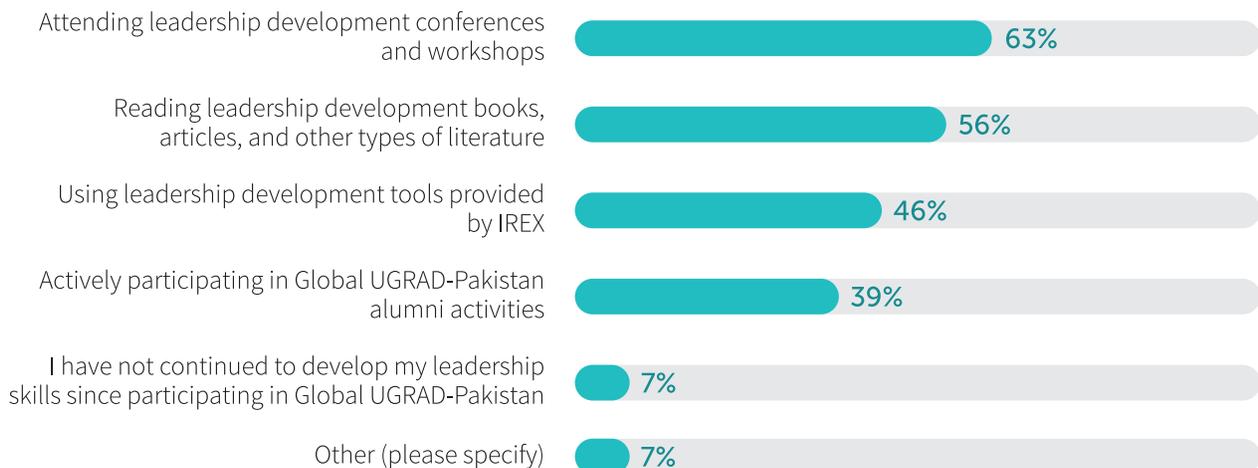
*Global UGRAD actually made it possible for me to speak without hesitation. And when I gained this confidence to speak without hesitation, I found out that I actually enjoyed speaking in public... After that realization, I have been more confident in what I have to say, and right after the UGRAD program, I was selected as one of the pioneer members of Pakistan Youth Dialogue. (2018 alumnus)*

*The program helped me realize the privileges I have had throughout my life and encouraged me to use them for good. My work ethic, ability to empathize with others and ability to speak up when required improved greatly thanks to the experiences gained during UGRAD. This helped me in various situations and provided me with enough skills to positively influence my community and workplace. (2015 alumnus)*

### 4 FINDING 4: ALUMNI HAVE CONTINUED THEIR DEVELOPMENT AS LEADERS.

The survey results found that over half of Global UGRAD-Pakistan alumni reported they have continued to develop their leadership skills after the end of the program by attending conferences and workshops, along with reading books and articles. In addition, almost half reported they have used tools provided by IREX after their fellowship to continue developing their leadership skills, and over a third have done so by participating in alumni activities. Only a small percentage of alumni (7%) reported they have not continued to develop their leadership skills following the end of the program.

**FIGURE 3. APPROACHES ALUMNI HAVE USED TO DEVELOP THEIR LEADERSHIP SKILLS SINCE THE PROGRAM (PERCENT OF ALUMNI) (N=497)**

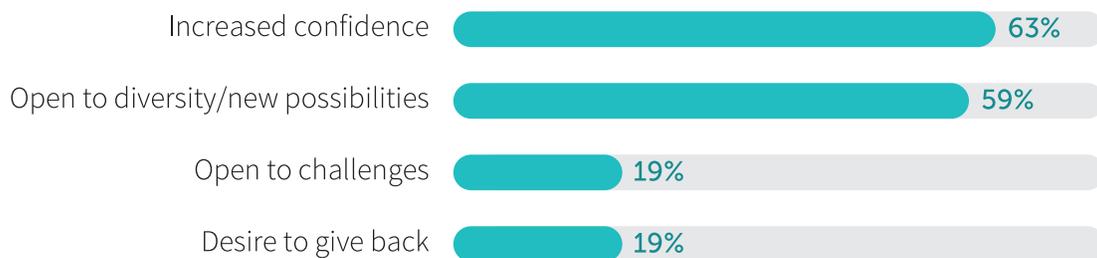


## 5 FINDING 5: GLOBAL UGRAD-PAKISTAN HAD A LASTING IMPACT ON INCREASED CONFIDENCE AND OPENNESS TO DIVERSITY.

When asked to describe if the program had made a difference on their leadership journey, and if so, how, almost two-thirds of alumni mentioned gaining confidence. Over half cited increased openness, specifically to diversity and new possibilities. Other common impacts on alumni leadership journeys included a new desire to give back to their communities and becoming more open to challenges.

*With placements in over 222 host institutions across 48 states, Global UGRAD-Pakistan immerses participants in American diversity. Academic curriculum and cultural enrichment activities present diversity as a key American value and maximize meaningful contact with diverse people and perspectives.*

**FIGURE 4. PERCENT OF INTERVIEWEES REPORTING EACH TYPE OF IMPACT FROM GLOBAL UGRAD-PAKISTAN ON THEIR ALUMNI LEADERSHIP JOURNEY (N=31)**



Many alumni gave examples of how the program helped them become more open to diversity:

*Here in Pakistan, I had a limited perspective. I had a limited conception of the possibilities that can happen. But in America, there were so many choices. There were so many different ways to do things, so many different people who had different perspectives. That improved my adaptability, so now I can keep adapting to newer things and upgrade my knowledge. (2016 alumnus)*

Other alumni described increased confidence due to the program:

*I take initiative more often now. I am less scared of the outcome. I am not scared anymore to interact with people who [have] slightly different opinions than I do. (2014 alumnus)*

*I think that this program gave me confidence and gave me the ability to do what I'm doing right now. (2011 alumnus)*

*If I look at my personal journey, it has helped me become a lot more confident than I was before. I was not participating in a lot of opportunities that life presented before this program. But being there for four months, being on my own, I think it was very important in polishing my personality and giving me confidence. (2014 alumnus)*

## 6 FINDING 6: INDEPENDENT LIVING IN A U.S. CONTEXT HONED FOUNDATIONAL SKILLS.

While some alumni reflected on their increased confidence and openness, others highlighted more foundational skills, including independent living, decision-making, punctuality, and time management:

*I had never done my dishes in Pakistan before. I had never done laundry, and I had to do it in the U.S. My time management, I was always late to class and to meetings here in Pakistan... I've gotten punctual just because of the program... punctuality, discipline, the habit of reading and asking questions, being curious about stuff, that wasn't there before. I am now a curious individual just because of the program. (2010 alumnus)*

## 7

### FINDING 7: GLOBAL UGRAD-PAKISTAN IMPACTED ALUMNI LEADERSHIP JOURNEYS BY CONVEYING THE TRUE MEANING OF LEADERSHIP.

The evaluation results found that the Global UGRAD-Pakistan program gave participants a new way of understanding leadership:

*I think this is what I have learned while I was there in the United States. It doesn't matter whether you are at a higher post or lower post. You must cooperate with your community and you must do. You must show from your own actions what a good leader is. (2012 alumnus)*

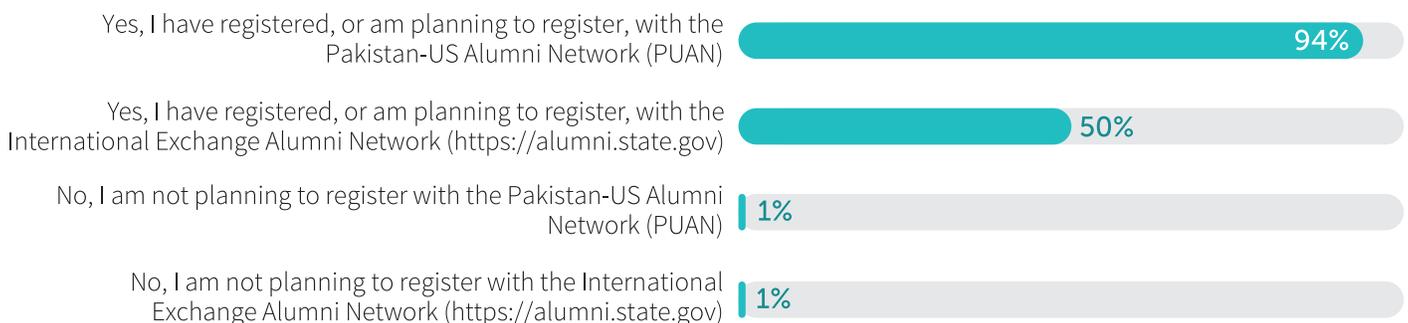
*Before the UGRAD journey, I wasn't able to describe the word 'leadership.' For me, leaders are those in our political sphere – politicians. They are leaders. We are inspired by them. I didn't think, at that time, that I could be a leader. I learned in the UGRAD journey that I can be a leader. It's not about doing big things like changing the entire world. It's taking small steps which can make a small change in your community, in your surroundings. And you can do anything. (2014 alumnus)*

## 8

### FINDING 8: ONGOING ALUMNI ENGAGEMENT.

As described in the findings section above, the leadership journey for Global UGRAD-Pakistan alumni extends well beyond the fellowship period. Alumni reported ongoing participation in leadership development activities and that they are continuing to put skills from the program into practice, welcoming diversity, and taking leadership roles in their own communities. Almost all of them also stay engaged with the Pakistan-U.S. Alumni Network (PUAN), and half of them belong to the U.S. Department of State's International Exchange Alumni community. This suggests that the Global UGRAD-Pakistan program gave participants an appreciation and understanding of the benefits of being part of a network with others who have shared experience of a U.S. exchange program.

**FIGURE 5. PERCENT OF ALUMNI REGISTERED WITH THE PAKISTAN-U.S. ALUMNI NETWORK AND THE INTERNATIONAL EXCHANGE ALUMNI NETWORK (N=444)**



Perhaps as evidence of alumni commitment to ongoing leadership development, a significant percentage of alumni expressed interest in continued leadership activities. Most preferred face-to-face meetings or events, but about half expressed interest in tools and resources, online courses/workshops, and an online networking platform.

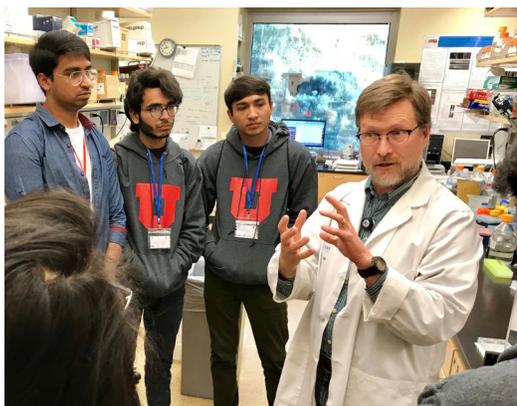
**FIGURE 6. PERCENT OF ALUMNI INTERESTED IN EACH TYPE OF LEADERSHIP DEVELOPMENT ACTIVITY (N=441)**



## Education and Employment

Global UGRAD-Pakistan addresses a key priority for both the United States and Pakistan: building Pakistan's human capital and powering its economic growth by positioning emerging leaders to successfully complete higher education and embark on careers that create positive change and contribute to economic advancement. Through this evaluation, IREX sought to understand how Global UGRAD-Pakistan makes a difference to alumni educational and employment success following the program.

The evaluation results showed that Global UGRAD-Pakistan levels the playing field for individuals coming from different backgrounds, including those who come from rural areas or have experienced socioeconomic limitations. Over two-thirds of Global UGRAD-Pakistan alumni who responded to the survey had completed their undergraduate studies and close to a third were still currently enrolled, adding up to **a projected 99% college completion rate**. This high rate of college completion prepares them to successfully enter the workforce and/or pursue additional higher education, strengthening their ability to impact their communities and professional fields as emerging leaders.



In fact, over half (56%) of Global UGRAD-Pakistan alumni have completed graduate education and 24% were enrolled in a master's or PhD program at the time of the survey, which means that **approximately 80% of Global UGRAD-Pakistan alumni will have graduate degrees**. In addition, almost 10% have completed a Fulbright or other additional exchange program. Over 80% of alumni reported that leadership skills, understanding of diversity and inclusion, academic coursework, and relationships with people from their host institution gained through the program made a positive difference to their later educational success. Interviewees shared additional ways that the program supported their educational success, including new ideas for research, increased clarity around their field of interest, and increased English proficiency.

For those pursuing professional endeavors, the results are also impressive. **Almost two-thirds of non-student alumni reported having full-time jobs**, which is significantly above the national average (only 39% of all youth under 25 are employed.)<sup>16</sup> Alumni professional journeys appear to be dynamic as well: over a third reported gaining new employment in the past year, 25% received an increase in salary, and another 25% were promoted or moved to full-time work. Over half have a job in their desired professional area. Some alumni have altered their career paths to put greater focus on supporting their home communities. For example, one respondent dedicated her career to disability issues in Pakistan after volunteering with a visually impaired person in the United States.

Many alumni attribute success in their professional endeavors following the program to a variety of gains from Global UGRAD-Pakistan, including confidence, soft skills such as communication, networking, or interviewing, and other skills such as improving time management or research practices. Alumni reported that these gains provided them with greater access to opportunities, and alumni perceived that they had higher credibility with employers.

### Major Findings



#### FINDING 1: NEARLY ALL GLOBAL UGRAD-PAKISTAN ALUMNI COMPLETE COLLEGE.

Over two-thirds of Global UGRAD-Pakistan alumni who responded to the survey had completed their undergraduate studies and close to a third were currently enrolled, adding up to a 99% college completion rate. Since only 8.6%<sup>17</sup> of Pakistanis over the age of 25 possess a college degree, Global UGRAD-Pakistan participants are far more likely to have succeeded in completing their undergraduate education, regardless of gender or home community. Thus, while the fellowship program itself is only one semester long, its alumni are overwhelmingly successful in attaining a college degree.

<sup>16</sup> World Education Services 2020 <https://wenr.wes.org/2020/02/education-in-pakistan>

<sup>17</sup> [http://uis.unesco.org/sites/default/files/datacentre/Educational\\_attainment\\_-\\_Niveau\\_d'%A9ducation\\_atteint.xlsx](http://uis.unesco.org/sites/default/files/datacentre/Educational_attainment_-_Niveau_d'%A9ducation_atteint.xlsx)



## FINDING 2: ALUMNI ACHIEVE HIGH RATES OF GRADUATE EDUCATION AND SELECTION FOR OTHER EXCHANGE PROGRAMS.

Over half (56%) of Global UGRAD-Pakistan alumni have completed graduate education and 24% were enrolled in a master's or PhD program at the time of the survey, which suggests that close to 80% of Global UGRAD-Pakistan alumni are projected to complete graduate degrees. Despite the fact that alumni from rural communities may face greater barriers in accessing graduate study, the results show that 67% of alumni from rural communities have completed a graduate degree, compared to 56% of alumni from urban communities and 49% from semi-urban communities. In other words, out of all the alumni from rural communities, two-thirds have completed a graduate degree since completing the program.

**FIGURE 7. RATES OF ALUMNI GRADUATE DEGREE COMPLETION SINCE COMPLETING GLOBAL UGRAD-PAKISTAN WITHIN EACH TYPE OF HOME COMMUNITY (N=431)**



In addition, almost 10% of alumni have completed an additional exchange program, including Fulbright, Erasmus, Commonwealth, Atlas Corps, and others. Compared to the national population,<sup>18</sup> Global UGRAD-Pakistan alumni are much more likely to pursue graduate education and exchange program participation. Additionally, continued relationships and access to faculty from their host institutions, who may provide supports such as letters of recommendation, also enable alumni to pursue new opportunities.

*We did have one student who went home and graduated and then became a Rhodes Scholar ... I think Augustana feels a little claim of ownership on having influenced him. It was only a semester but... I know that he had a couple of very strong faculty advocates that wrote fantastic letters of recommendation for him. (Host Advisor, Augustana University in South Dakota, a Global UGRAD-Pakistan host university since 2010)*

*I gained a great deal of knowledge that helped me guide my career in Pakistan. The program also helped me develop confidence, leadership skills, and other skills that have greatly enhanced my professional development. Reference letters from professors at my institution in the U.S. have helped me secure a Fulbright scholarship as well. (2017 alumnus)*

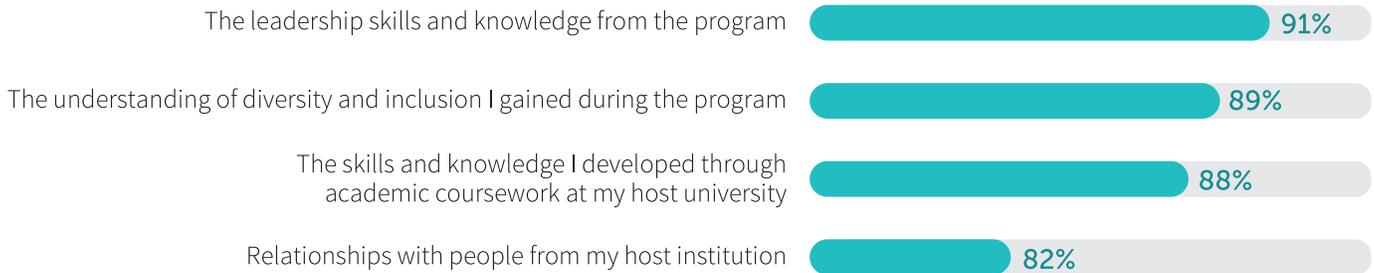
<sup>18</sup> In 2017, 1.8% of the 25+ population held an MA and 0.5% held a PhD. In 2018, 9.4% of those enrolled in tertiary education were in an MA program and 1.8% were in a PhD program (UNESCO Institute for Statistics, <http://data.uis.unesco.org/>)



### FINDING 3: EXPERIENCES DURING THE PROGRAM CONTRIBUTED SIGNIFICANTLY TO ALUMNI EDUCATIONAL SUCCESS FOLLOWING THE PROGRAM.

Alumni were asked whether Global UGRAD-Pakistan had impacted their educational success, and, if so, to rate the areas of the program that made a positive difference on their educational success. Leadership skills were cited by 91% of alumni, followed closely by the understanding of diversity and inclusion and academic coursework.

**FIGURE 8. AREAS OF GLOBAL UGRAD-PAKISTAN PROGRAM REPORTED TO MAKE A POSITIVE DIFFERENCE TO ALUMNI EDUCATIONAL SUCCESS (N= 450)**



Interview data reveal how the program experiences alumni had impacted their later educational journeys. One interviewee, who now works as an educator, described how the new approaches she encountered in her U.S. courses showed her the potential to bring larger change to Pakistani higher education:

*In the U.S., I was able to take interdisciplinary courses which are not available in Pakistan. It provided me with the base for extending my academic understanding to a more socially relevant and critical approach. I learned the basics and relevance of research, which has helped me in my career for writing conference papers. It has also helped me when I started to teach students. In short, it introduced me to a bigger scope and the possibility of bringing reform through advanced academia in educational institutes of smaller scale. (2016 alumnus)*

Other alumni interviewees stated that Global UGRAD-Pakistan motivated them to explore new topics for research inspired by their experiences in the United States:

*I'm currently doing my master's. I am doing extensive research on schools here and the quality of education here because that is what I want to work on and improve... I wouldn't have gotten onto this journey of this research-based master's had it not been for the U.S. (2012 alumnus)*

*My thesis project for my architecture degree was incited by the chasm I felt within my cultural identity in the U.S. I spent my last semester in Pakistan designing an institute that would help youth like me reconnect with their culture. (2018 alumnus)*

For others, participating in the program changed the direction of their studies completely:

*When I went to the U.S. and I experienced a completely 100% different angle on education, I came back and it took me some time, but eventually I changed my major to education. So, my entire future is kind of taking a different course. I want to go into education now. (2018 alumnus)*

*When I came back, I was certain I wanted to be an educator, not a sociologist. But I decided not to change my major. However, after coming back, I was so depressed that I was unable to work on my thesis. This would have cost me a whole other year. So I changed my major to education and will graduate next semester with a teaching degree and the spirit of giving better tools to the next generation. (2018 alumnus)*

*I am now able to choose the field I wanted to pursue my master's in... [switching] from a microbiologist to public health, that's not very common in Pakistan. I wish to serve as a health communication specialist and combat conflict issues to pave the path for healthy society. (2017 alumnus)*

In addition to shaping the direction of alumni educational journeys, studying in the United States supported increased English fluency, which impacted graduate educational opportunities and even the focus of graduate research:

*I used the English proficiency I gained in the U.S. and my networking skills to apply and secure admission to the University of Utah for graduate school for the spring 2020 semester. (2016 alumnus)*

*I did my thesis on the impact of Global UGRAD on the spoken English of participants. So, UGRAD in another way helped me in getting the degree. (2016 alumnus)*

## 4 FINDING 4: THE MAJORITY OF NON-STUDENT ALUMNI HAVE FULL-TIME EMPLOYMENT.

Impacts from Global UGRAD-Pakistan extended beyond education to employment. The majority (61%) of non-student alumni reported having full-time jobs at the time of the survey. Alumni who were not currently employed full-time included those doing internships and those who were self-employed, looking for work, and working part-time as employees or doing multiple gigs.

## 5 FINDING 5: ALUMNI REPORT STRONG GAINS IN EMPLOYMENT.

Continued professional and career growth among Global UGRAD-Pakistan alumni appears to be strong. Over a third of alumni reported gaining new employment in the past year, 25% received an increase in salary, and another 25% were promoted or moved to full-time work. Over half (54%) have been hired for a job in their desired professional area since participating in Global UGRAD-Pakistan.

**FIGURE 9. EMPLOYMENT CHANGES REPORTED BY ALUMNI (N=450)**



Beyond receiving a promotion or salary increase, alumni also credited their participation in Global UGRAD-Pakistan with advancing their career success in other ways. A number of interviewees cited having a broader set of professional options than they would have without participating in the program.

*I think the exposure of the U.S. culture and also the market there opened up a wide variety of opportunities that I could pursue. Fields that I wouldn't have pursued before UGRAD looked like possible realities after the program. (2014 alumnus)*

*Global UGRAD has led me to consider various career paths. It has also led me to have to not wait until graduation for a job, so I have started freelance content writing after coming back to my home country. It has shown me a bigger picture of professional development and has made me aim higher when it comes to career. (2019 alumnus)*

*I was doing my degree in finance, which I completed upon my return, but I didn't apply for jobs in finance. Instead, I applied for customer development and successfully landed a job in it at a multinational [company]. I was able to take this decision after my UGRAD experience where I unleashed my strengths. (2015 alumnus)*

*As a result of taking an elective course during the UGRAD program, I developed strong interest in education policy. This is the field I pursued for my advanced degree as well as [for my employment]. (2013 alumnus)*



## FINDING 6. ALUMNI EMPLOYABILITY HAS BEEN IMPROVED BY NETWORKING, INTERVIEWING, AND OTHER SKILLS FROM THE PROGRAM.

When asked how their participation in the Global UGRAD-Pakistan program supported their professional development/career path, 15% of survey respondents specifically mentioned that increased confidence has been a catalyst for greater professional success.

*I would like to say that I am extremely fortunate that I got selected for Global UGRAD-Pakistan and this program has supported me on every step in my career and professional life. [I have] my second job since graduation and got hired just because I had the experience of visiting the U.S. and learning new things. I was more confident and more impactful during my interviews. It all happened because the Global UGRAD-Pakistan program polished my communication skills and personality so well and boosted my confidence. (2016 alumnus)*

*I now have an aim much bolder than what I previously had in mind. Thanks to Global UGRAD-Pakistan, I am employed as an engineer but I now have a sense of what I need to do to ultimately get to where I want to be, which is not just an employee at a company but a leader in a field. My dream now has a plan. (2018 alumnus)*

Other alumni attributed their professional success to the leadership and networking skills they developed while in the program:

*Being a participant of Global UGRAD-Pakistan, I honed my leadership skills, which really help me to express myself in my organization. Because of my leadership skills, I have been promoted to a senior position in the organization. (2016 alumnus)*

*Through my participation in the Global UGRAD-Pakistan program, I had the opportunity to acquire a number of new skills, leadership skills in an outside professional setting, valuing diversity and inclusion, respect for different people, cultures and differences of opinion, ability to work well with others in a team setting, and learning how to effectively network with the right people and make meaningful connections. (2017 alumnus)*

*I have been applying networking skills from Global UGRAD-Pakistan during my international master's program... With people from 20+ nationalities in my program, I was able to build strong relationships on the personal and professional level. I could discuss various interesting ideas with potential supervisors as well for research and internship opportunities, which are a huge contribution to my professional development. (2015 alumnus)*

Alumni also cited a variety of other gains from the program as instrumental to success in their professional endeavors, including soft skills such as communication and interviewing, and other skills such as improving time management and research practices:

*It helped me develop team skills and time management skills, which ultimately helped to secure a job in my desired organization and then to excel in its training program. (2017 alumnus)*

*I applied my networking skills, communication skills and problem-solving skills to help build small startups and have been currently working with PakVitae aiming to solve the drinking water crisis in the world. (2014 alumnus)*

*The very fact that I was able to improve my communication and language skills so dramatically was the most important factor for me, because it created an ability in me to progress and do good work in my community. It has helped me in my professional growth, as a professional in organizations which I have worked with. (2015 alumnus)*



*With the help of this program, I learned the leadership skills, confidence, and professionalism, which helped me to start my own work as an architect, which requires a lot of social communication... I think this program has helped me as otherwise I wouldn't be confident enough to participate in my field as I am doing right now.*

2016 Alumnus



Some alumni have altered their career paths in ways that placed greater focus on supporting their home communities:

*Participating in the Global UGRAD-Pakistan program helped me to see the importance of community service and moved me to choose a career where I am able to benefit the community of my current place of employment as a college lecturer — by occasionally engaging in discussions and spreading awareness about the variety of educational opportunities that the young students from lesser-exposed communities can [take advantage of]. (2014 alumnus)*



*Global UGRAD-Pakistan has made me realize the importance of the social uplifting of underprivileged people. I am lucky to be a part of the largest organized effort in the history of Pakistan to enhance financial inclusion and literacy. (2013 alumnus)*

*Global UGRAD-Pakistan taught me to help others. And that's the most important positive change I am seeing in myself. (2017 alumnus)*

Others described how Global UGRAD-Pakistan was beneficial to their professional development:

*The program gives me an edge over my peers as I have had the practical experience of traveling and managing my health, finances, and academics in a foreign country. The networking skills I learned during the workshops helped me as I set up my business after graduation. (2018 alumnus)*

*I realized that our society has a huge potential and needs only to bridge a few gaps. My experience in the U.S. enabled me to identify some of those gaps. I understand it is not easy, but I want to be one of the bricks in building our society. (2015 alumnus)*

Many alumni shared that they have gained greater access to opportunities and greater credibility, for example:

*When I came back here, people give you a different position. They think that you are credible and they want to listen from you or your experiences. They talk more eagerly about your experiences and they accept what you say because it is different from their imagination. People know that you have experienced these kinds of things, so they believe what you say. (2018 alumnus)*

Alumni from rural areas or lower socioeconomic backgrounds felt the program leveled the playing field:

*Before going to the U.S., I thought that studying in the U.S. was only a possibility for the people who are very rich in Pakistan, that a mediocre family person can't afford to study in the U.S. But I belong to a mediocre family, and I got the [fellowship] also. (2010 alumnus)*

## Commitment to Service

The Global UGRAD-Pakistan program's 20-hour volunteer service requirement is a form of experiential learning that enables participants to see how an American organization functions, how citizens identify problems in their communities, and how they design and implement effective interventions. **Since 2010, participants have performed 43,958 hours of service at organizations in host communities across the United States**, with many going above and beyond the required 20 hours. Alumni frequently credit the program's community service component with changing their professional goals. Through this impact evaluation, IREX sought to understand the impact Global UGRAD-Pakistan participants have had on others, including through community service and other efforts to create positive change, and to what extent alumni have shared their learning, skills, and experience from the program in service of their communities.

Over 80% of alumni reported contributing to their community on a regular basis and almost two-thirds have performed at least four hours of community service a month since completing Global UGRAD-Pakistan. **Over three quarters of survey respondents reported that they have created positive change in their communities** as a result of their participation in the Global UGRAD-Pakistan program. Almost two-thirds were actively involved in community improvement groups and almost a third were involved with community advocacy. Furthermore, on average, each alumnus shared skills and knowledge from the program with between 150-600 people, extending Global UGRAD-Pakistan's influence beyond its immediate beneficiaries.



*After returning to Pakistan in 2011, Mujtaba received an alumni small grant to host an arts competition for underserved children in Lahore. That grant and years of hard work brought him face-to-face with Queen Elizabeth II, who honored him with the prestigious Queen's Young Leader Award. The award recognizes young leaders from around the world for improving the lives of others. "Global UGRAD-Pakistan gave me the opportunity to launch Discovering New Artists [a non-profit organization]", Mujtaba says, "and that's where it all started."*

### Major Findings

#### **1** FINDING 1: ALUMNI CONTRIBUTE TO THEIR COMMUNITIES AS A RESULT OF GLOBAL UGRAD-PAKISTAN.

Over 80% of alumni reported contributing to their community on a regular basis and almost two-thirds have performed at least four hours of community service a month since completing Global UGRAD-Pakistan. Not only are some alumni directly engaged in community service, they have inspired others to become engaged in service, as well.

*The positive change that I created can be seen from the number of participants or people who listened to my talk, saw my actions and practiced [community service] in their lives as well. For example, giving back to our society ... especially my friends are now more involved in volunteering. (2018 alumnus)*

**FIGURE 10. PERCENT OF ALUMNI REPORTING IMPACTS OF GLOBAL UGRAD-PAKISTAN ON THEIR COMMUNITY SERVICE (N= 450)**



## 2 FINDING 2: ALUMNI REPORT HIGH RATES OF PARTICIPATION IN COMMUNITY IMPROVEMENT OR ADVOCACY.

Only 18% of alumni reported not participating in community improvement activities since completing the program. Almost two-thirds were actively involved in community improvement groups and almost a third were involved with community advocacy.

**FIGURE 11. PERCENT OF ALUMNI WHO REPORTED PARTICIPATING IN COMMUNITY IMPROVEMENT ACTIVITIES (N=511)**



Other community engagement activities included conducting workshops or trainings in their community, volunteering in different activities at their institutions or at local community organizations, and tutoring or mentoring others:

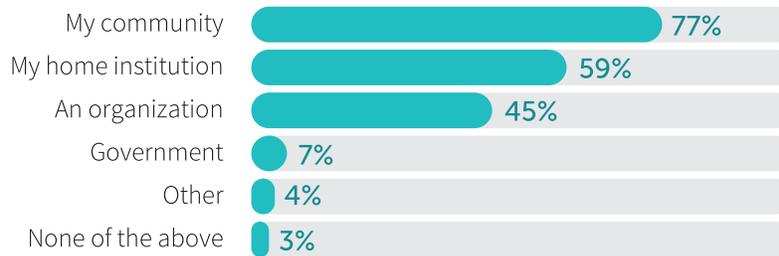
*I have also been engaged with multiple local SMEs [small to medium-sized enterprises] to solve their business and operational problems using the knowledge I got from observing U.S. businesses during my exchange. The result has been a significant reduction in costs and increased customer base for the businesses. (2015 alumnus)*

Among those that indicated they had not participated in community engagement activities in the past six months, many cited being out of their communities for further studies, as well as busy work schedules.

## 3 FINDING 3: THE MAJORITY OF ALUMNI HAVE MADE POSITIVE CHANGE IN THEIR COMMUNITY.

Over three-quarters of survey respondents reported that they have created positive change in their communities as a result of their participation in the Global UGRAD-Pakistan program. In addition, alumni have contributed to change in their home universities, organizations, and in some cases, government institutions.

**FIGURE 12. PERCENT OF ALUMNI WHO REPORTED MAKING POSITIVE CHANGE IN THE FOLLOWING AREAS AS A RESULT OF THEIR PARTICIPATION IN THE GLOBAL UGRAD-PAKISTAN PROGRAM (N=450)**



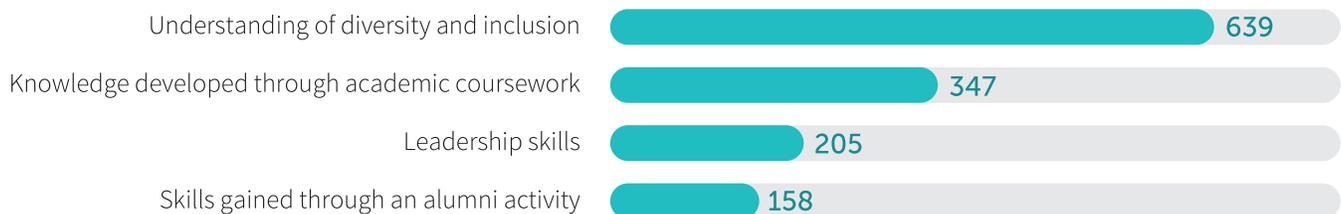
Over a third of alumni reported starting a new initiative as a result of the program; of these, 10% started a nonprofit. On average, each initiative benefited 100 people (ranging from 2 to 20,000). Often these initiatives resulted from experiences or insights gained while in the United States:

*Since I'm a civil engineering student, I took courses in the civil engineering department at my university... Here in Pakistan, I was working on a project, and that area is affected by water [shortages] most of the time... So, I told one of my [superiors] that I saw a recharge well in the U.S., and this solves the problem of water shared in the community. I convinced the [superiors], the directors of the housing department, and then they added the recharge well to the community development over there... I think this will be a major impact that I can be proud of... I got the idea from the UGRAD program by going to the U.S. and [it] just got implemented here in my city. And the people of this area will no longer have this water shortage problem. (2019 alumnus)*

## 4 FINDING 4: ALUMNI CREATE A MULTIPLIER EFFECT BY SHARING SKILLS AND KNOWLEDGE.

On average, individual alumni shared skills and knowledge from the program with between 150-600 people, depending on the type of skill/knowledge, which extends Global UGRAD-Pakistan's influence far beyond its immediate beneficiaries. Alumni reported sharing their understanding of diversity and inclusion most often, with over 600 people on average reached by each Global UGRAD-Pakistan participant. An average of about 350 people per alumnus had the opportunity to hear about knowledge developed through participants' academic coursework in the United States, followed by 200 who had the opportunity to hear about leadership skills gained through the program. Effectively, the program has magnified its reach at least fifty-fold – influencing 100,000 or more people in the past 10 years<sup>19</sup> – due to this ripple effect of alumni sharing knowledge and skills with others in their communities.

**FIGURE 13. AVERAGE MULTIPLIER EFFECT (AVERAGE NUMBER OF PEOPLE WITH WHOM ALUMNI SHARED KNOWLEDGE AND SKILLS) FROM GLOBAL UGRAD-PAKISTAN PROGRAM (N=478)**



<sup>19</sup> A more conservative figure would be the median number of people with whom each alumnus shared skills or knowledge. The median for all skills was 50 people. This means that the multiplier effect of the program is fifty-fold. For 2,000 alumni, that would mean a total of 100,000 people were reached with knowledge and skills shared from the program.

## Promoting Mutual Understanding

Global UGRAD-Pakistan participants gain critical skills, knowledge, and attitudes to apply and share after returning to Pakistan, contributing to mutual understanding and strengthening their communities. Under the Leadership, Engagement and Action for Pakistan (LEAP) framework, which highlights open-mindedness and inclusivity as essential leadership skills, the program intentionally exposes participants to a wide range of identities and perspectives. This helps combat an “us versus them” mindset, counter the appeal of violent extremist narratives, and build cross-cultural connections — both for participants and the U.S. communities that develop a more nuanced understanding of Pakistan by hosting them.

The Digital Cultural Passport guides participants to pursue diverse U.S. cultural experiences, challenging them to think outside the box and exposing them to a diverse range of American values, culture, and models of community leadership in their host communities. Country presentations give participants the opportunity to personally introduce Pakistan to American audiences at local schools and community organizations, counteracting stereotypes and building a strong foundation for mutual understanding. As community-level ambassadors for Pakistan, **participants have reached more than 93,000 Americans since 2010.** Friendship Families in U.S. host communities, who may provide temporary accommodation before on-campus housing opens, invite participants over for meals, or accompany them to cultural events, help students acclimate to community life and form substantive, long-lasting relationships with Americans.



The evaluation examined the question of whether alumni have maintained relationships made through the program, to what extent and for what purpose, and what impact any sustained relationships have had on alumni. In addition, the evaluation explored issues such as whether alumni overcame myths they had previously held about the United States during the program and whether they felt they had influenced Americans’ perceptions of Pakistan. The results showed that participants maintain relationships with their hosts, fellow students, and others in the United States long after returning home to Pakistan. In addition, they actively shift perceptions about the United States and Americans in their home communities by sharing their experiences with others when they return home after the program. **Ninety-seven percent of alumni have maintained relationships with Americans** they met through Global UGRAD-Pakistan and over 81% correspond at least monthly. Furthermore, over **90% of alumni have shared their U.S. experience with their communities** through activities such as giving a presentation or hosting an event within six months of the alumni survey. The results suggest that the program has dispelled myths on both sides and changed both Americans’ perceptions of Pakistan and Pakistani perceptions of the United States.

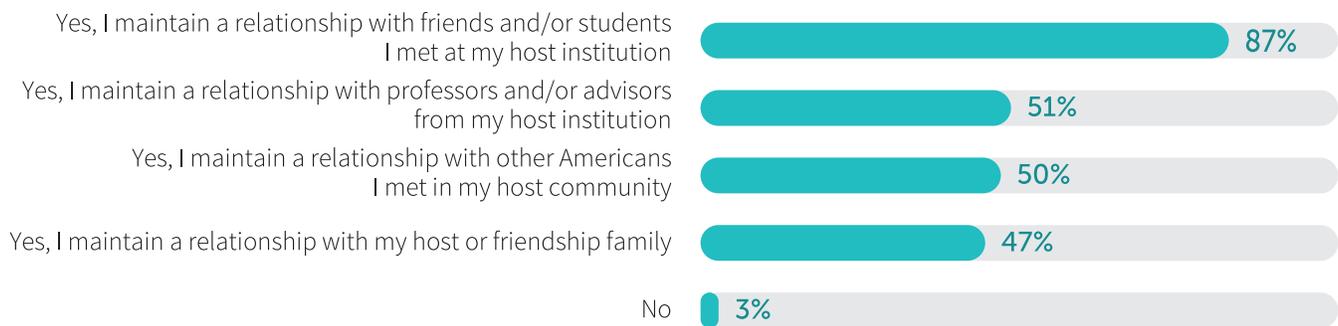
### Major Findings



#### FINDING 1: ALUMNI SUSTAIN RELATIONSHIPS MADE DURING THE PROGRAM.

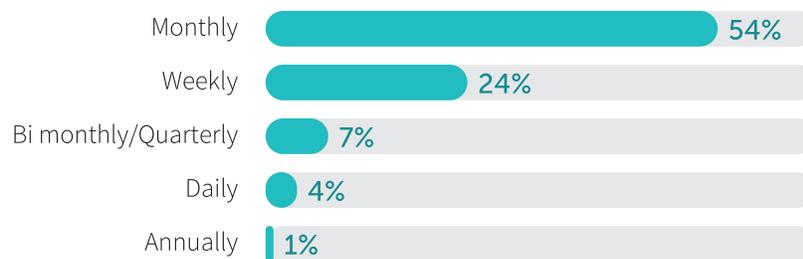
Global UGRAD-Pakistan alumni reported that they have sustained relationships with students, professors, and Friendship Families, sometimes over a long period of time. Almost 90% maintain connections with peers, while about half have continued contact with professors, Friendship Families, and others from their host communities.

**FIGURE 14. PERCENT OF ALUMNI MAINTAINING RELATIONSHIPS (N=450)**



In addition to maintaining relationships, over half of all alumni surveyed are in touch monthly with their American contacts while a quarter reported communicating weekly.

**FIGURE 15. PERCENT OF ALUMNI WHO COMMUNICATE WITH AMERICAN FRIENDS OR CONTACTS (n= 534)**



This is important because relationships create mutual understanding. Interviews with both alumni and host institution advisors emphasized the importance of these connections. Notably, while Global UGRAD-Pakistan places participants with American roommates to ensure maximum exposure to U.S. culture, not only do they connect with American students and advisors, they also build relationships with the international student communities on their host campuses. Interviews with host partners indicated that Global UGRAD-Pakistan participants become actively involved with other international student activities and clubs where they engage with students from all over the world, further exposing them to diverse perspectives:

*These students have made friends from all around the world. And so it makes the world smaller. They're not only making American friends; they're making other international friends. (Host Advisor, University of Central Missouri, which has hosted Global UGRAD-Pakistan participants since 2015)*

Host advisors also described the bond between the students and their Friendship Families:

*Over the past five years, some of the host families... when I run into them in the community, they have told me that they have been in touch with some of the students that they hosted or that they spent some time with. (Host Advisor, Saginaw Valley State University in Michigan, which has hosted Global UGRAD-Pakistan participants since 2012)*

Global UGRAD-Pakistan alumni and Americans have stayed connected primarily through social media, but this has been complemented by one-on-one virtual and in-person connection.

*I will sometimes connect with my friends/peers over social media, but there is one friend I made, who also invited me to meet their family. I have a very good relationship with them; we talk via video calls all the time. (2018 alumnus)*

*Even after seven years, I'm still talking to my friend and his family. There are a few others too with whom I interact on social media, although infrequently. But my friendship with [this particular friend] has grown very strongly. We are now like brothers. After 2012, we have met twice when he came to Pakistan for student recruitment. We went out for dinner and sightseeing too. We share stories about ourselves and our families too. (2012 alumnus)*



## FINDING 2: HOST INSTITUTION RELATIONSHIPS MADE A DIFFERENCE TO ALUMNI EDUCATIONAL SUCCESS AND TO THEIR ABILITY TO MAKE A DIFFERENCE TO THEIR COMMUNITY.

Given the sustained nature of relationships with American university contacts, it is not surprising that over 80% of alumni surveyed reported that these relationships have made a positive difference on their educational success and their ability to make a difference in their home community, as well as on their career development.

FIGURE 16. PERCENT OF ALUMNI RESPONDENTS WHO REPORTED EACH TYPE OF IMPACT OF HOST RELATIONSHIPS (N= 462)



## FINDING 3: ALUMNI HELP AMERICANS LEARN ABOUT PAKISTAN.

In interviews, alumni described how relationships developed during their fellowship have provided an important window for Americans into Pakistan as a country and on Pakistani people and culture:

*First of all, most of the people didn't know about Pakistan. We were the first Pakistani girls who had been placed there, and the first engineers as well. They thought Pakistan was a backward country... By being there, by studying engineering, they were very impressed by us and we changed their perspective. (2014 alumna)*

*There's no difference between us and them. First of all, we are all human beings, and saw there that they respect you more rather than whatever country you are from, whatever religion you have. They respect you in all ways.*

2015 Alumna

*I gave presentations about Pakistan and they were really surprised with two things. [First] that Pakistan has such a great musical heritage and musical culture, and second... the natural beauty of Pakistan. So, yeah, there were certain people with whom I had interactions and they changed their perspective of Pakistan, because they didn't think about Pakistan as having these mountains and these lush green valleys and these beautiful rivers. (2011 alumna)*

In interviews, U.S. host advisors described their campus communities learning from participants, from a greater awareness of the needs of Muslim students to a more nuanced understanding of Pakistan's cultural diversity:

*We haven't historically had a great number of Muslim students on campus, so one impact I think is cultural awareness on campus, even when it comes to things like halal food and spaces and places and food service around Ramadan. (Host Advisor, Augustana University in South Dakota, which has hosted Global UGRAD-Pakistan participants since 2010)*

*One of the things as far as cultural understanding goes... our first student that came was actually a Hindu, although most of them of course would be Muslim. But as they taught us about the different regions they come from and the many different languages that are spoken throughout the country and showed us pictures and everything, we got a much better sense of the diversity of their people and of their country. (Host Advisor, Saginaw Valley State University in Michigan, which has hosted Global UGRAD-Pakistan participants since 2012)*

## 4 FINDING 4: ALUMNI DISPEL MYTHS.

In interviews, alumni described how they were able to dispel incorrect beliefs about Pakistan by people in the United States during their fellowships:

*The thing is that [Americans] usually confuse people of Pakistan with India. They don't know about a country that is called Pakistan. For them, it's South Asia, and South Asia is India. So I was able to tell them that Pakistani people are different, and these are the different cultural values that we have. (2016 alumnus)*

*I know that a couple of [participants] actually got involved in campus ministry groups and that they really enjoyed going to Bible studies where they could explain things about the Koran and point out similarities and differences. One student said it was really a learning experience. (Host Advisor, Florida State University, which has hosted Global UGRAD-Pakistan participants since 2010)*

*One of our UGRAD students told me that he was moving into his room, and he met a father helping his son move in. After the father left, the other student said, 'My father said I shouldn't get to know you and I should stay away from you because you're Muslim.' [But they became] friends and they were good for the whole semester. So, it was like a father had one notion he was trying to impose on his son, but his son was open-minded enough that having a UGRAD student with him made a difference.*

2015 Alumnus

In addition, participants' experiences led them to overcome myths they had held about the United States:

*We have these certain stereotypes and you've been told about a certain group of people for your entire life that they're bad, they're bad, they're bad. So, you have this certain perception in your mind that, 'Okay, I should expect a lot of hatred and stuff.' But when I went there, most of my experiences were really, really nice, really positive. (2015 alumnus)*

*My participation in this program has made it possible for me to explain to normal people that, you know, the U.S. is not that evil as we actually consider it to be, and there has been a change in perceptions of a lot of people in Pakistan about the United States because of not only me, but all the other alumni. When we come back, we tell people about the realities over there. We tell people that there are poor people in the United States. We tell people that there is crime in the United States... I have been able to change perceptions, not only amongst my community, but also [other places] I have visited. I try to tell people about the realities of the United States, which is pretty common and normal. The realities are [we are] more the same. Everybody wants to live a happy life with their family, you know? So, that's the reality. (2015 alumnus)*

*[People in Pakistan believe] America is just a land where people have fun, and there is nothing difficult in living over there, and the people there are all just really privileged. So I was able to dismiss that [idea] ... that America is on a different planet where everything is really happy, really merry. I was able to tell them that no, these people have problems too. There are certain things that trouble them just like they trouble us, and it's not all about fun over there. (2016 alumnus)*

## 5 FINDING 5: ALUMNI IMPACT HOST COLLEGES, UNIVERSITIES AND COMMUNITIES.

Beyond helping Americans learn about Pakistan and dispelling myths about both the United States and Pakistan, alumni had impacts on their host colleges and universities and host communities more broadly. For example, after hosting Global UGRAD-Pakistan participants for several years, U.S. higher education institutions become better equipped to recruit and host international students:

*We really consider these students friends and true alums of the university even though they didn't necessarily graduate. They were only here for a semester, but with that base of students in Pakistan that have had a largely great experience at Augustana and here in Sioux Falls, we took the step last year to do some degree-seeking recruitment in Pakistan for the first time. So, I think that on our campus specifically, certainly these weren't the only Muslim students, but as our international student population grew, these guys helped us sort of build our infrastructure to be better hosts for Muslim students in general. So that's certainly impacted the broader campus culture. We just learned a lot and I think have far better infrastructure today to be a better host. (Host Advisor, Augustana University in South Dakota, which has hosted Global UGRAD-Pakistan participants since 2010)*

Another ripple effect of the program has been closer ties between the university community and the broader community because of Global UGRAD-Pakistan participants:

*In terms of the broader Sioux Falls [community], there is a small local Pakistani population, not very big, but they mostly belong to one particular mosque in town. The presence of these Pakistani students on campus helped draw the institution a little bit closer... to our Muslim friends, in particular at this mosque... Any time the university can draw itself closer to some of these community organizations through our students, we're very eager and willing and excited to do that. (Host Advisor, Augustana University)*

# Conclusion

Effectively developing the skills and channeling the energy of an expanding youth population remains among Pakistan's key challenges, as is countering the appeal of violent extremism. In order to ensure peace and economic prosperity in Pakistan, it is crucial to create greater opportunities for Pakistan's youth to reach their full potential and drive positive change. Through the Partners for Prosperity strategy,<sup>20</sup> the United States and Pakistan are committed to developing young leaders. Prime Minister Imran Khan aims "to focus on empowering our youth with skills," while former Chargé d'Affaires a.i. Ambassador Paul W. Jones has affirmed that "Pakistan's greatest resource is its people, and our partnerships in education... are investing in Pakistan's youth."

This ten-year evaluation of Global UGRAD-Pakistan reveals meaningful and sustained impacts on participants' confidence and leadership skills, careers and professional skills-building, community service commitments, and cross-cultural relationship building and exchange — impacts that demonstrate the program's key role in supporting young leaders to advance positive bilateral relations and contribute to Pakistan's continued economic and social development. For example, the community service experiences and network connections gained through the Global UGRAD-Pakistan program have the greatest impact on developing leadership skills that 84% of alumni use at least once a week when they return home. The program's community service component not only succeeds in developing leadership skills, but also develops a long-term commitment to community service, with over 80% of alumni reporting that they now contribute to their community on a regular basis. With a 99% university completion rate and almost double the national average of non-student alumni employed full time, Global UGRAD-Pakistan is also succeeding in its mission to prepare participants for further education and career development. Global UGRAD-Pakistan is also successfully delivering as an investment in public diplomacy by the American people. The cultural exchange component of the program has had lasting impact on building mutual understanding. Almost all alumni maintain relationships with Americans they met through the program and share their U.S. experience with their home communities in ways that dispel myths and reinforce lasting cross-cultural ties.

Together, quantitative and qualitative results from the survey and interviews with ten years of Global UGRAD-Pakistan alumni reveal a rich picture of significant program impacts. This impact is perhaps captured best through individual narratives of personal growth and development. As one 2010 alumna explained:

*Before the UGRAD journey, I wasn't able to describe the word "leadership." For me, leaders were politicians. They are leaders. We are inspired by them. At that time, I didn't think I could be a leader. I learned in the UGRAD journey that I can be a leader. It's not about doing big things like changing the entire world. It's taking small steps that can make a small change in your community, in your surroundings. And you can do anything.*

The evaluation showed that program activities built participants' skills, knowledge, awareness, and connections, that alumni then put these new capacities into practice, and that they multiplied the impact of the program by sharing them with others. This created impact in their own lives as well as in American host and Pakistani home communities. As the number of Global UGRAD-Pakistan alumni continues to grow, the potential for long-term collective impact also increases exponentially. As of 2019, the program's influence has reached an estimated 100,000 individuals. IREX will reflect on the results of this evaluation and work closely with the U.S. Department of State's Bureau of Educational and Cultural Affairs to determine ways in which programming can be adapted and evolved to further enhance the greatest impact possible for participating Pakistani youth as well as their host and home communities.

<sup>20</sup> <https://pk.usembassy.gov/the-united-states-and-pakistan-partners-for-prosperity/>

## Implications

IREX has used the results of the ten-year impact study to imagine new directions for Global UGRAD-Pakistan while preserving the success achieved through a decade of innovating and adapting the program. To ensure that the program continues to be responsive to the needs of participants, the evaluation asked alumni to identify challenges that they see as critical areas for leadership programs to address.

**FIGURE 17. PERCENT OF ALUMNI REPORTING THE MOST IMPORTANT FUTURE CHALLENGES IN PAKISTAN THAT A LEADERSHIP DEVELOPMENT PROGRAM COULD ADDRESS (N=442)**



To position participants to address some of these challenges, IREX has already developed new innovative activities. In its FY2020-funded program, IREX will implement its *Learn 2 Discern* curriculum to strengthen participants' critical thinking skills and resistance to disinformation, enabling them to serve as responsible, informed leaders on digital platforms and counter the appeal of violent extremist narratives in their communities. The newly proposed *Alumni Academy* and *Big Ideas Challenge* will prepare alumni to design follow-on projects responsive to community needs and compete effectively for the many donor funds available in Pakistan beyond ECA's investments. These proposed activities help target challenges that alumni see as critical areas for leadership programs to address by preparing them to identify and lead community-level solutions.



Other challenges that alumni saw as the most important issues that a leadership development project could focus on included education, systems change, women's empowerment, diversity and inclusion, interfaith harmony, misinformation online and in the media, peace and tolerance, extremism, and mental health. The impact evaluation findings have important implications for other leadership programs, both internally at IREX and externally. Specifically, a leadership model grounded in inclusion, diversity, and commitment to community service is not relevant only to needs within Pakistani society but all over the world, including the United States. Outreach to Global UGRAD-Pakistan alumni during the COVID-19 pandemic has revealed that their skills in assessing and responding to needs in their own communities are being put to new uses.

Sumaira, a 2014 alumna who became interested in disability rights advocacy during her Global UGRAD-Pakistan program at Emporia State University in Kansas, now runs

Youth with Disability Alliance (YDA), which aims to promote disability rights with the support of youth with disabilities. To support her community during the pandemic, Sumaira is collecting donations and distributing food and sanitation supplies to people with disabilities. YDA is also providing psychosocial support to groups that are particularly at risk, like children, older people, and pregnant women with disabilities.

Finally, this study provides evidence that an academic and cultural exchange program can create ripple effects beyond its individual participants. Through building, applying, and sharing capacities for leadership, inclusion, academic success, professional development, and community service, alumni contribute to broader change in their home and host communities as well as Pakistani society.

IRES looks forward to partnering with the U.S. Department of State's Bureau of Educational and Cultural Affairs to utilize the findings from this report to positively enhance program content as well as alumni programming in order to ensure the greatest sustained impact for Pakistani youth.

## Limitations

Results of the survey are generalizable to the full population of Global UGRAD-Pakistan alumni (2010-2019) because the survey respondents represented the full range of program cohorts and approximated the balance of gender and urban/rural home communities in the alumni population. Thus, averages and percentages calculated on the basis of the study sample are predicted to be similar for the full alumni population across the same cohort years.

The alumni interview results are based on 31 interviewees and should be seen as fairly representative of the type and range of experiences and perspectives the broader population of alumni have had. They are not fully representative of alumni experiences in the wider Global UGRAD-Pakistan population.

The host advisor interviews were limited to a small number due to time constraints and intended to provide a view of Global UGRAD-Pakistan alumni from the perspective of the U.S. host college or university. These results are valid but should not be considered representative of the full set of host institution advisors.

Results are not generalizable to other U.S. Government-funded fellowship exchange programs.

# Annex A: Survey Questions

The survey was distributed to the 1,776 alumni who participated in one of the program's 18 semester cohorts from fall 2010 to spring 2019. A total of 590 alumni responded to the survey, a 33% response rate.

## Demographic Information

1. Please select your Global UGRAD-Pakistan program cohort: .....
2. Please select your age range:
  - 20-24
  - 25-29
  - 30-34
  - 35+
3. What is your gender?
  - Male
  - Female
  - Nonconforming
4. How would you describe your home community? (Please select the best option)
  - Rural (small village)
  - Semi-urban (medium-size town)
  - Urban (city)
5. What is your home province or territory? .....
6. What is your current country of residence?
  - Pakistan
  - Other (please specify) .....

## Sharing Your American Experience

7. During the past year, with approximately how many people have you shared the following skills and knowledge that you learned during Global UGRAD-Pakistan?
  - Leadership skills
  - Knowledge developed through academic coursework
  - Understanding of diversity and inclusion
  - Skills gained through an alumni activity
8. Do you still maintain relationships with Americans whom you met while a Global UGRAD-Pakistan participant? (Please select all that apply)
  - No
  - Yes, I maintain a relationship with friends and/or students I met at my host institution

- Yes, I maintain a relationship with professors and/or advisors from my host institution
- Yes, I maintain a relationship with my host or friendship family
- Yes, I maintain a relationship with other Americans I met in my host community

9. [If yes] How often have you communicated with American friends or contacts over the past six months?

- Daily
- Weekly
- Monthly
- Other (please specify) .....

## Relationships Developed During the Program

10. The following statements are about relationships with other participants in your cohort since the Global UGRAD-Pakistan program ended. Please rate whether you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	N/A
I am in contact with other members of my cohort frequently, at least once a month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with others in my cohort have played a significant role in my career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with others in my cohort have made a positive difference to my educational success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with others in my cohort have allowed me to make a difference to my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. The following statements are about relationships with people from your U.S. host institution since the Global UGRAD-Pakistan program ended. Please rate whether you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	N/A
I am in contact with people from my U.S. host institution frequently, at least once a month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with people from my U.S. host institution have played a significant role in my career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with people from my U.S. host institution have made a positive difference to my educational success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relationships with people from my U.S. host institution have allowed me to make a difference to my community.	<input type="checkbox"/>					
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## Community Engagement

12. In the past six months, have you engaged in any of the following community engagement activities? (Please select all that apply)
- Active membership in a group or association that seeks to improve your community or society
  - Participated in an advocacy campaign
  - Other (please specify)
  - I have not participated in any community improvement activities since completing the program
13. If yes, please describe your community engagement activities in 3-4 sentences. ....
14. The following questions are about your community engagement.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	N/A
I have participated in community service activities at least 4 hours a month since completing Global UGRAD-Pakistan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My experience in Global UGRAD-Pakistan changed the way I view community service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of what I learned during Global UGRAD-Pakistan, I am committed to carrying out community service on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Leadership

15. Since completing Global UGRAD-Pakistan, how often have you served in a leadership role? Leadership may mean taking initiative or organizing meetings or activities.
- Less than 10% of my time on average (less than half a day per week)
  - Up to 40% of my time (1-2 days per week on average)
  - Up to 80% of my time (3-4 days per week on average)
  - Almost all of the time (5 days per week on average)
16. How have you continued to develop your leadership skills since participation in Global UGRAD-Pakistan? (Please select all that apply)
- Attending leadership development conferences and workshops
  - Using leadership development tools provided by IREX (e.g. Digital Cultural Passport, Leadership Action Plan (LAP), Re-Entry Workshop leadership guide, Welcome Workshop workbooks, etc.)
  - Reading leadership development books, articles, and other types of literature

- Actively participating in Global UGRAD-Pakistan alumni activities (e.g. alumni small grants, online trainings, webinars, etc.)
- I have not continued to develop my leadership skills since participating in Global UGRAD-Pakistan
- Other (please specify)

17. What aspect of Global UGRAD-Pakistan had the MOST impact on strengthening your leadership skills? (Please select one answer only)

- Alumni or follow-on activities (alumni small grants, online trainings, webinars, etc.)
- Program network (connections to program cohort, host institutions, social media groups, etc.)
- Academic coursework
- Community service
- Leadership development tools (Digital Cultural Passport, Leadership Action Plan (LAP), Online Alumni Platform, Re-Entry Workshop leadership guide, Welcome Workshop workbooks, etc.)
- Program trainings (Pre-Departure Orientation, Welcome Workshop, Re-Entry Workshop, etc.)
- Unsure
- Other (please specify) .....

18. What aspect of Global UGRAD-Pakistan had the LEAST impact on strengthening your leadership skills? (Please select one answer only)

- Alumni or follow-on activities (small grants, online trainings, webinars, etc.)
- Program network (connections to program cohort, host institutions, social media groups, etc.)
- Academic coursework
- Community service
- Leadership development tools (Digital Cultural Passport, Leadership Action Plan (LAP), Online Alumni Platform, Re-Entry Workshop leadership guide, Welcome Workshop workbooks, etc.)
- Program trainings (Pre-Departure Orientation, Welcome Workshop, Re-Entry Workshop, etc.)
- Unsure
- Other (please specify) .....

19. Please list 1-3 examples of instances in the past six months in which you have applied the skills you learned through the Global UGRAD-Pakistan program in your community, home institution, or professional development. (These may be presentation skills, project management, networking, interviewing, leading a team, etc.) Please be specific: for example, "I applied project management skills by..."

- Example of applying a skill .....
- Example of applying a skill .....
- Example of applying a skill .....

20. As a result of my participation in the Global UGRAD-Pakistan program, I have created positive change in (Please select all that apply)

- An organization
- My home institution
- My community

- Government
- None of the above
- Other (please specify the organization or environment in which you have created positive change) .....

21. If yes, please describe the positive change that you have observed. ....

22. The following statements are about leadership skills and knowledge you gained during the Global UGRAD-Pakistan program. Please rate whether you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	N/A
I use the leadership skills and knowledge from the program frequently, at least once a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The leadership skills and knowledge from the program have played a significant role in my career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The leadership skills and knowledge from the program have made a positive difference to my educational success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The leadership skills and knowledge from the program have allowed me to make a difference to my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. The following statements are about the understanding of diversity and inclusion you gained during the Global UGRAD-Pakistan program. Please rate whether you agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	N/A
I use the understanding of diversity and inclusion I gained during the program frequently, at least once a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The understanding of diversity and inclusion I gained during the program has played a significant role in my career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The understanding of diversity and inclusion I gained during the program has made a positive difference to my educational success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The understanding of diversity and inclusion I gained during the program has allowed me to make a difference to my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Education and Employment

24. Are you currently a student at college or university?

- Yes, I am currently enrolled as an undergraduate student
- Yes, I am currently studying towards my master’s degree or PhD
- No, I have completed my studies
- No, I did not continue my studies

25. Please select the statement about your employment situation that BEST fits your current situation.

- I am a part-time employee
- I am a full-time employee
- I have one or more part-time gigs
- I am not working
- Other (please specify) .....

26. The following statements are about skills and knowledge you developed through academic coursework at your U.S. host university. Please rate your level of agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Neither disagree or agree	Agree	Strongly agree	N/A
I use the skills and knowledge I developed through academic coursework at my host university frequently, at least once a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The skills and knowledge I developed through academic coursework at my host university have played a significant role in my career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The skills and knowledge I developed through academic coursework at my host university have made a positive difference to my educational success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The skills and knowledge I developed through academic coursework at my host university have allowed me to make a difference to my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Have you completed a graduate degree since participating in the Global UGRAD-Pakistan program?

- Yes
- No

28. Have you participated in a Fulbright or other exchange program since participating in Global UGRAD-Pakistan?

- Yes
- No

29. If yes, what is the name of the exchange program? .....

30. How would you describe your current position?
- Entry Level
  - Mid-level, Non-Supervisory
  - Mid-Level, Supervisory
  - Executive
  - Self-Employed
  - Other (please specify) .....
31. What is your current professional field? (Please select all that apply)
- Private Sector (business, entrepreneurship)
  - Civil society (NGOs, international organizations)
  - Public Sector (government, civil servants, elected officials)
  - Education and Academia (teachers, professors, researchers, university workers)
  - Communications (media, public relations, etc.)
  - Health (doctors, nurses, etc.)
  - Social entrepreneurship venture
  - Student
  - None
  - Other (please specify) .....
32. How many years have you worked in your current professional field?
- Less than 1 year
  - 1-3 years
  - 4-6 years
  - 7-10 years
  - 11-15 years
  - N/A

## Professional Field

33. In the last year, have you experienced any of the following? (Please select all that apply)
- Gained new employment
  - Received a promotion to a more senior position
  - Received an increase in salary
  - Changed from part-time to full-time work
  - Started a master's degree or PhD program
  - None of the above
34. Have you been hired for a job in your desired professional area since participating in Global UGRAD-Pakistan?
- Yes
  - No

## Developing Your Own Initiative

35. Since completing Global UGRAD-Pakistan, have you started your own initiative? (e.g. business, association, project, or community/on-campus group)
- Yes
  - No
36. [If yes] What type of initiative did you start?
- I started a for-profit business
  - I started a registered non-profit organization
  - I started an on-campus initiative (e.g. English Club, Career Skills Working Group, Women's Education Working Group, etc.)
  - I started a Virtual Exchange Project (VE) with a U.S. group or institution
  - I started another type of initiative (please list) .....
37. [If yes] What is the name and purpose of your business, organization, or other initiative? .....
38. [If yes] How many people have benefited from this initiative? .....
39. If yes, please describe the impact that has occurred from starting this initiative.
- Employs five or more people
  - Provides a needed for-profit service in one or more communities
  - Provides a public service in one or more communities
  - Addresses a community need
  - Other (please specify) .....

## Continued Success

40. How has your participation in the Global UGRAD-Pakistan program supported your professional development/career path? .....
41. Have you registered with the Pakistan-U.S. Alumni Network (PUAN) and the International Exchange Alumni Network (<https://alumni.state.gov>)? (Please select all that apply)
- Yes, I have registered, or am planning to register, with the Pakistan-U.S. Alumni Network (PUAN)
  - Yes, I have registered, or am planning to register, with the International Exchange Alumni Network (<https://alumni.state.gov>)
  - No, I am not planning to register with the Pakistan-U.S. Alumni Network (PUAN)
  - No, I am not planning to register with the International Exchange Alumni Network (<https://alumni.state.gov>)
  - If No, please specify why you are not planning to register: .....

## Future Programming and Follow Up

42. What are the most important future challenges in Pakistan that a leadership development program could help prepare individuals to address? (Please select all that apply)
- Environmental issues (including climate change)
  - Demographic changes (youth bulge, demographic dividend, aging population, migration, population growth, etc.)
  - Employment/job skills gap
  - Digital/New technologies
  - International cooperation/relationships
  - Poverty/Social inequity
  - Violence
  - Public health challenges
  - Other (please specify) .....
43. What types of leadership development activities would you be interested in participating in? (Please select all that apply)
- Online alumni networking platform
  - Online courses/workshops
  - Receiving links to different tools and resources that you can use to further your leadership development (e.g. guides, manuals, and articles on leadership development)
  - In-person (face-to-face) meetings, trainings, or events
  - Virtual mentors
  - Other (please specify) .....
44. Are there other leadership development programs offered in Pakistan that you think IREX should know about?
- Yes
  - No
45. [If yes] please list them here: .....
46. The Global UGRAD-Pakistan program may want to quote some of the great information provided in this survey and credit the individual behind the response. Do you consent to having your first name associated with quotable information you have provided?
- Yes
  - No
47. If yes, please provide your first name: .....
48. Would you be willing to provide more detail on the information provided in this survey?
- Yes
  - No
49. If yes, please provide your email address: .....

# Annex B: Interview Questions

A subset of 31 alumni selected from survey respondents participated in 30- to 40-minute semi-structured interviews to add depth and richness to the survey data. In addition, five advisors from U.S. colleges and universities that had hosted Global UGRAD-Pakistan participants were interviewed to learn about the impacts on American host campuses. After completing introductions and an informed consent procedure, interview participants were asked the following questions.

## Alumni Interview Questions

### STARTING QUESTIONS

1. Program records show that you participated in Global UGRAD-Pakistan in ..... (cohort) and that you were placed at ..... (college or university). Is that correct?
2. Where do you currently live (city)?
3. Could you please let me know if the best email is still [*email used for setting up the interview*]?

### DEVELOPMENT AS A LEADER

1. I want to start by asking about your development as a leader.
  - How would you describe where you are in your leadership journey since the Global UGRAD-Pakistan program?
    - Besides what you've mentioned, are there other ways that you have developed as a leader since the program?
  - Did participating in the program support that?
    - (if yes) Could you talk about how?
  - In general, do you think your leadership journey has been different because of your participation in Global UGRAD-Pakistan?
    - (If yes) How do you feel you're positioned differently than if you had not participated?
2. Was your education affected by your participation in the program?
  - (if yes) How was it affected?
  - (if yes) What about the program supported that to happen?
3. Was your employment affected by your participation in the program?
  - (if yes) How was it affected?
  - (if yes) What about the program supported that to happen?
4. Have you initiated the startup of an organization, service, or other initiative?
  - Could you describe what kind of initiative?
  - What about the program supported you to start this?
5. Did your skills from the program allow you to continue adapting and refining your leadership skills?
  - In other words, did the program prepare you to keep developing your skills?
  - (If yes) What about the program supported you to do this?

## DEVELOPMENT AS A LEADER

6. Do you think people you know — whether family, friends, colleagues — view you as a leader differently because of Global UGRAD-Pakistan?
  - Has anyone suggested that they see you differently or have observed your skills?
  - (if yes) can you give an example?

## MUTUAL UNDERSTANDING

1. Approximately how many of the U.S. contacts you made during the program have you sustained contact with? How would you describe the nature of these connections — are they close relationships, important professional relationships, people you follow on social media? (*we're aiming for how many are more active, sustained relationships/communication*)
  - Can you give an example?
2. Have you noticed any changes in the perspective that these U.S. contacts you've described have about Pakistan since you've known them?
  - What changes have you noticed?
  - Why do you think this has happened? (or what do you think is responsible for this change?)
3. Has your perception of the U.S. changed since the end of the program and if so, how would you describe the change?
  - What do you think is responsible for this change? Is there a way your experience in the program influences this?
4. Have you been involved in creating a new business or made other ties between the U.S. and Pakistan?
  - Can you describe this a little more?
  - What about the program supported you to start this?
5. (If not mentioned yet) Have you ever had the experience of dispelling a myth about either the U.S. or Pakistan? (give an example of a myth: all Pakistani women are oppressed; all U.S. youth take drugs)
  - (if yes) What was the situation where you did this? (ask when if not mentioned)

## CLOSING REFLECTION QUESTIONS

1. Reflecting on your Global UGRAD-Pakistan program, what was the singular most important part of the program for you that still has meaning and value today?
2. (optional; only if time) If you could redo your Global UGRAD-Pakistan program, what would you do differently?

# Advisor Interview Questions

## STARTING QUESTIONS

1. Program records show that your institution has had Global UGRAD-Pakistan students for the past .....\_ years. Is that correct? How long have you been the host advisor?

## CULTURAL UNDERSTANDING AND GLOBAL AWARENESS

2. Has hosting Global UGRAD-Pakistan students resulted in increased understanding of students' home country (Pakistan) and culture on your campus or in the larger community?
  - If yes, could you give an example?
  - If yes, what impact does this increased understanding have on your campus environment? (if general) Could you say more about that?
3. We define "global awareness" as an understanding of how environmental, social, cultural, economic, and political factors impact the world. Has hosting Global UGRAD-Pakistan students contributed to increased global awareness on your campus?
  - If yes, could you give an example?
  - If yes, what impact does increased global awareness have on your university?

## ONGOING RELATIONSHIPS BETWEEN MEMBERS OF THE HOST INSTITUTION AND UGRAD STUDENTS

4. Are you still in contact with past Global UGRAD-Pakistan participants? If so, about how many, and what's the nature of your contact (email, social media, etc.)?
5. Are you aware of whether anyone from your university planned to continue contact with Global UGRAD-Pakistan students once they returned home?
  - If so, are you aware of whether any of these relationships have been sustained?
6. Are you aware of whether there have been any collaborations or other activity besides ongoing contact between Global UGRAD-Pakistan students and members of your campus community?
  - If so, can you describe any of these collaborations?

## ADDITIONAL IMPACTS ON THE HOST INSTITUTION

7. Did Global UGRAD-Pakistan students make any other significant contributions to one or more campus initiatives?
8. Are you aware of any other ongoing impacts, either for your campus or in the larger community, from the Global UGRAD-Pakistan program?

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