

**Indigenous Studies Field School for Global Exchange in Northeast
India: Fostering Educational and Public Health Initiatives**
<https://indiafield.school.blog/>



Final Report
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Partnering Institutions

University of South Florida (USF), Tampa Florida, USA
Rajiv Gandhi University (RGU), Arunachal Pradesh, India
Research Institute of World's Ancient Traditions, Cultures and Heritage (RIWATCH), Arunachal Pradesh, India



USF and RGU students, USF/RGU/RIWATCH faculty and experts engaged in field activities

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About the Project

There are more than 300 million indigenous people worldwide. About one-third of them, live in India. Indigenous people are an underserved group and experience severe health disparities. Response to their health problems depends upon our ability to recognize the social determinants of health (e.g., access to services, culture). However, little is known about the social determinants of indigenous people's health in India and worldwide. To address this need, the University of South Florida (USF) in Tampa, Florida, USA, Rajiv Gandhi University (RGU) in Arunachal Pradesh, India, and Research Institute of World's Ancient Traditions, Cultures and Heritage (RIWATCH), a community-based research organization in Arunachal Pradesh, established a unique Indigenous Studies Field School for Global Exchange in Arunachal Pradesh, India to develop among USF and RGU students in public health and social/behavioral disciplines, innovative cultural resource knowledge and field research skills to prepare them to explore the status and social determinants of indigenous people's health. In addition to in-class training, students engaged with local indigenous communities and developed field projects in collaboration with them (Community-based Participatory Research approach). In the long-run, the Field School will potentially increase the number of indigenous health researchers in India and the USA. In addition, the project has resulted in sustainable partnerships between USF-RGU-RIWATCH and indigenous people to conduct research that will inform development of relevant health initiatives, to submit cutting-edge research proposals to funding agencies, and to ultimately improve the lives of indigenous people.



From top left: USF/RGU students and USF/RGU/RIWATCH faculty and experts with Dr. Joram Begi after his presentation at the Cultural Resource Training. Dr. Begi was the Chief Information Commissioner for the state of Arunachal Pradesh in 2018 and was the former Director of Higher & Technical Education in Arunachal Pradesh; USF students at the USIEF office in Delhi; USF/RGU students being welcomed by RIWATCH in their Roing campus, Arunachal Pradesh.

Major Activities (Grant period: 2016-2019)

For a description of all the activities conducted in each year of the grant, please see Table 1. In addition, please find below, a detailed description of four major activities undertaken as part of the project, namely: (1) The RGU faculty team's visit to the USF campus in January 2018, (2) Development of Field School's curriculum modules, (3) The First Field School in Northeast India in May 2018 (Pilot Phase of the Field School), and (4) Assessment of students' learning and their feedback on the effectiveness of the Field School.

1. RGU teams' visit to the USF campus in Tampa, Florida, USA:

In January 2018, the USF's grant team welcomed their partners' from the RGU in India to the USF campus (a team of 5 researchers from the Arunachal Institute of Tribal Studies, RGU). While at USF, the RGU team met with USF leadership and faculty, administrators and staff, and presented their research to students in the School of Social Work. These interactions involved engaging conversations on experiences of indigenous communities in the U.S. and Northeast India, as well as differences and similarities in the geographical, cultural, linguistic, religious and historical contexts of the two countries. The two teams also exchanged notes on their research work with communities in diverse geographical settings such as India, U.S., Haiti, Spain, and various Latin American countries. They thoroughly enjoyed the insightful conversations with Dr. Morehouse and were amazed by the activities of the Florida Education Fund, a not-for-profit organization that strives to ensure educational advancement for historically underrepresented groups. Such meetings promoted insightful discussions on different educational systems, pedagogical techniques used by faculty, student learning styles, and student populations in India and the USA. As part of local community engagement, the RGU team visited a variety of social

service agencies in the Tampa Bay Area including a Salvation Army Counseling Centre that serves men struggling with drug abuse issues, the Crisis Center, an agency that provides medical and psychological support for survivors of child abuse, domestic violence, and sexual violence. The RGU team also met with professionals from the Hispanic Services Council (HSC), and their constituents who reside in the Wimauma area of Hillsborough County in Florida and who are migrant families originating from Mexico and Guatemala. The India team enjoyed insightful conversations with the migrant families and their children, tackling a variety of topics, for example, maternal languages, aspirations for US-born children, usefulness of educational reading projects for them and their children, and immigration policies-related challenges. While in the Wimauma rural community, the RGU team also visited Reddick Elementary School, meeting with teachers, administrators, and library staff, who revealed specific challenges faced by students and families of migrant farm worker communities in the USA. Despite this full schedule, the USF team also took the time to accompany the RGU team to the Disney World in Orlando and to some popular local beaches.



The RGU team during their visit to Tampa/USF along with Drs. Carrion, Rahill, and Joshi; this photo was taken during their visit to the Hispanic Services Council's project site in the Wimauma area of Hillsborough County, Florida.



USF and RGU faculty with the Dean of College of Behavioral & Community Sciences, USF



The RGU faculty presented in the School of Social Work's classes and interacted with the students

Among the grant activities that were completed by the USF-RGU team during the RGU team's visit to USF was the finalization of the curriculum for the Indigenous Studies Field School for Global Exchange [*Important Note: In May 2018, the first group of students from USF landed in India and were joined by RGU students in the Pilot Phase of the Field School. Together, they first*

participated in a cultural resource management training conducted by USF and RGU faculty and experts from RIWATCH, immersed in an indigenous context, and then practiced the knowledge and methodologies learned by collaborating with indigenous people to undertake research projects that were relevant to their communities. Students from both countries, and community members, were involved in every stage of the research projects]. We anticipate that the Field School will continue to be offered by the three institutions in the future and the projects that students undertake will build upon the work of previous student cohorts.

2. Development of curriculum modules:

The USF, RGU, and RIWATCH teams developed and finalized the modules that were then used to train students in the Field School (i.e., during the Cultural Resource Management Training and field research). For examples of modules and related online quizzes that were developed for training the students, please view the following - <https://indiafield.school.blog/modules-quizzes/>

The modules and the quizzes are embedded in the Field School's website and are available as a resource for students and researchers around the globe who are interested in working on indigenous health related topics.

3. The Field School in India in 2018 (Pilot Phase):

As part of the USF team that participated in the Field School in the summer of 2018, 16 Social Work students (all females) travelled across three settings in North India. All the students had completed foundation courses in social work (e.g., working with individuals, working in communities, research methods and statistics) and had completed at least twenty hours of field work in a social service agency. All but four students had at least some experience traveling to a foreign country. All the RGU students were graduate level students (i.e., they were either

pursuing a Master's degree or an MPhil degree in Tribal Studies). All of them belonged to different regions within the state of Arunachal Pradesh and to different tribes.

Preparation Process, Immersion Experience, and Post-trip Presentations: In addition to the orientations offered by the USF Education Abroad office, the USF faculty leaders (Drs. Joshi and Carrion) conducted a comprehensive and intensive on-boarding process for students. This process comprised of (a) a specific orientation (e.g. travel tips for India, ways to greet Indians, food, weather, keeping in touch with family members while away, health, medications), (b) a review of international social work and required readings on social issues relevant to India, specifically Arunachal Pradesh and its indigenous communities (e.g., health of indigenous communities, human development indicators, social work and public health practice), (c) logistical details such as traveling with the group at all times, following a buddy system, being up to date on required blog postings, informing the faculty leaders of any challenges early on, and (d) a panel discussion, when possible, with students who had participated in an education abroad program to India in the past. Based on the aforementioned sessions and the assigned readings, students then completed a quiz and shared a tentative topic for a research paper that they would work on while in India and submit upon their return from the Field School. In addition, the faculty leaders at USF required students to complete a human subjects' protection certification (an online, approximately 5 hour course) before departing for India.

While participating in the Field School immersion trip, USF and RGU students kept daily reflection journals and also contributed to the program travel blog on the specific dates assigned to them. Upon USF students return to the USA, and RGU students' return to their campus, they completed additional readings and searched for more resources to complete their research papers

[A collection of student papers is available via the Field School Website -

<https://indiafield.school.blog/student-essays-2018/>].

As a final step and to help students reflect on their immersion experience and research projects, a post-trip presentation day, open to anyone in USF was organized. A similar reflection exercise was also completed in RGU. Such an event allowed the students an opportunity to discuss: (a) their experience working with indigenous communities, (b) what they learned about indigenous health, (c) what did the Field School experience mean to them, (d) what did they learn by working in international teams, and (e) in what way can they apply what they learned in the Field School to their practice with diverse populations (e.g., indigenous communities in India or the USA).

During their time in India, both USF and RGU students engaged in 3 components of the Field School. These components were conducted as part of the Knowledge Initiative Grant and comprised of: (1) Participation in the International Training on Culture as a Resource, (2) Immersion in an indigenous context by living in an indigenous community area, visiting a variety of social service and health organizations that work with indigenous communities, interacting with professionals, leaders and members of indigenous communities, and (3) Practicing the knowledge and methodologies learned in the training by collaborating with indigenous people to undertake research projects that are relevant to their community. The resource persons for the international training included experts from USF, RGU, and RIWATCH.



USF and RGU students, USF/RGU/RIWATCH experts, members of an NGO called Amyaa, and community members planting trees in the District Hospital at Roing, Arunachal Pradesh; Dr. Tarun Mene talking to students about conducting field research on sensitive topics related to indigenous communities (e.g., prevalence of suicide).

The richness of students’ experiences are captured in a detailed day-to-day blog that the USF and RGU students compiled as a required part of their Field School curriculum:

<https://swhimalayas2018.wordpress.com/> - We hope that you enjoy reading about their experiences of immersing in an indigenous context as much as we have.

During the few days that USF students spent in New Delhi before flying to Northeast India, USF students frequently engaged with people including children who had or were experiencing poverty, homelessness, physical or mental health problems, substance abuse issues, domestic violence, or had been victims of sex trafficking. Their interactions varied based on the

kind of organizations that students visited. For example, in a shelter run by an organization that works with street children, students played games with children, engaged with their teachers, and their youth mentors who as minors had lived in the same shelter. Students also visited an organization that works with sex trafficking victims. On another occasion, students accompanied the staff of an old age home as they walked through different floors to meet the residents. The student group then embarked on its journey to the rich diversity of Assam and Arunachal Pradesh in Northeast India including visiting the world-famous tea plantations of the region. In Dibrugarh, Assam, students participated in the Cultural Resource Training, visited local hospitals (e.g., Department of Psychiatry, Assam Medical College), interacted with a variety of professionals and learned about different treatment programs (e.g., social workers, physicians, nurses, psychologists). They also enjoyed their interactions with the Vice Chancellor of Dibrugarh University and with the faculty and students from the Department of Social Work, and their visit to a local elementary school. It is noteworthy that through the Field School project, the three teams have also engaged with Dibrugarh University, an alumni of the Knowledge Initiative Grant.

On their way to Arunachal Pradesh, students relished an overnight stay in a Buddhist monastery (Golden Pagoda - <https://namsai.nic.in/tourist-place/golden-pagoda/>) and their interactions with the head monk. The golden pagoda is built in the Thai/Burmese style and also houses a center for cultural research of the Tai Khampti-singpho tribes, a library and a monastery. The USF and RGU student groups that were interested in topics related to the Tai Khampti-singpho tribes were able to use this opportunity to talk to a variety of community members. For the remaining days in Arunachal Pradesh, students and faculty lived in bamboo cottages in the RIWATCH campus (our community partner that works closely with different

indigenous communities). Under the guidance of RIWATCH Executive Director (Mr. Vijay Swami) and other staff, and leaders of local tribal communities, they visited families, engaged with youth, children, faith healers, and elders, visited local museums, and participated in religious events. Further, they visited a local hospital (i.e., District Hospital Roing, Arunachal Pradesh), engaged with women's groups, met with and learned about the accomplishments of a local women's self-help group, and also joined hands with members of an NGO called Amyaa to first clean and then plant trees in the campus of the District Hospital at Roing. Many USF and RGU students also conducted interviews with local community members as a way of gathering information about their research topics (e.g., domestic violence, polyandry, suicide and depression among tribal youth, comparison of opium addiction among the Tai Khampti tribe in Arunachal Pradesh and rural communities in the USA). The student research papers are available for reading via the Field School website -

<https://indiafieldschoolblog.files.wordpress.com/2019/07/india-final-2018.-pdf.pdf>. Another important aspect of the immersion experience entailed visiting local families that hosted them for lunches/dinners, attending impromptu religious or healing ceremonies, participating in dance and singing sessions with the local youth, and washing and drying clothes like the local community members.

Despite hectic schedules, the faculty leaders ensured that they collected USF and RGU students' perceptions about the effectiveness of their learning experience throughout the journey. For example, after every two days, the faculty leaders did a circle exercise with clearly laid out rules (e.g., nobody would interrupt the person who is speaking, everyone will be respectful and will help build a safe environment where people can share). No matter what the setting was (e.g.,

hotel, village, a conference room), students' found a corner where they would sit in a circle and reflect on the learnings for the day and on what could be done to improve the experience.

Some of the activities that USF-RGU students and USF-RGU-RIWATCH faculty/experts participated in are also captured in the following media reports:

<https://arunachaltimes.in/index.php/2018/05/19/intl-workshop-on-cultural-resource-mgmt-underway/>

<https://thedawnlitpost.com/rgu-usf-complete-research-workshop/>

<https://arunachaltimes.in/index.php/2018/05/24/usf-students-visit-riwatch-museum/>

<https://arunachaltimes.in/index.php/2018/05/25/dc-interacts-with-visiting-students/>

<https://arunachaltimes.in/index.php/2018/05/31/workshop-on-cultural-resource-mgmt-concludes/>

The USF faculty and students were also fortunate to meet with Dr. Diya Dutt (Deputy Director of USIEF) and Josmi Joseph (Project Coordinator) in their beautiful office in Delhi. They shared important information about many Fulbright opportunities that USF students and faculty are eligible to apply for in the future.

4. Assessment of student learning & student feedback on the effectiveness of Field School:

As was laid out in the grant, the USF and RGU teams collected data during the pilot phase of the Field School to: (a) Assess the change in knowledge of students (e.g., Pre and post surveys) and (b) Assess the overall satisfaction of students with the Field School training and any suggestions for improvement (e.g., Satisfaction survey). Upon returning to USF, two of Dr. Joshi's research assistants created a SPSS database and entered these data. Subsequently, the data were analyzed and based on the findings, quality improvements were made to the curriculum/modules that were to be used with a different cohort of students in the Final Phase of the Field School in 2019.

Some of the findings from students' responses are presented on the next page.

Results (responses of 21 students from USF and RGU)

Goals of participation in the Field School:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Experience a culture much different than my own.	1	4.8	4.8	4.8
	Experiencing a completely different culture	1	4.8	4.8	9.5
	Exposure to diverse cultures that I previously knew very little about. Travel to a location that I would have never likely done on my own. College credit. Developing cross cultural friendships, contacts, and relationships.	1	4.8	4.8	14.3
	Gain experience in human subject research field. close knit group interaction with group of my peers. Travel to an area I would not have gone to on my own (Arunchal Pradesh). Experience in international social work.	1	4.8	4.8	19.0
	Gaining experience working with individuals from a different country and learning about the health of different regions in india.	1	4.8	4.8	23.8
	Having first hand experience with field work in different area and community, broaden perspective on different cultures and tribes, understand how education system was in different countries especially U.S	1	4.8	4.8	28.6
	I wanted to interact with students from abroad as I have a very different education and also about what views they had related to their program.	1	4.8	4.8	33.3
	I wanted to learn about different cultures in a academic setting.	1	4.8	4.8	38.1
	I wanted to learn and interact with another culture other than my own instead of reading about different cultures in a classroom, I wanted to immerse myself in one and it was extremley rewarding.	1	4.8	4.8	42.9

Immerse myself in a different culture and experience/ witness first hand the people's day to day lives. To build new connections and work with different social work students.	1	4.8	4.8	47.6
Interacting with the western students and educators, to know the perspectives schools as how they perceive the indigenous (tribal) life/people, to gain insight about research activities and field study.	1	4.8	4.8	52.4
Introduce to new people and exposure to different cultures	1	4.8	4.8	57.1
Learn about indigenous people, and experience the culture as well as traveling to another country	1	4.8	4.8	61.9
See a completely different society and how it functions. I hoped to interact with members of tribes.	1	4.8	4.8	66.7
To gain a better understanding of indigenous people and their communities	1	4.8	4.8	71.4
to get out of my comfort zone. To really expose myself to new cultures. Use this opportunity to better myself as a future social worker.	1	4.8	4.8	76.2
to have an idea of how the American education system works and to interact with the USF students.	1	4.8	4.8	81.0
to learn about a place that is different from my home.	1	4.8	4.8	85.7
To learn about indigenous indians and better understand social work in india	1	4.8	4.8	90.5
To learn more about international social work and see what opportunities are available	1	4.8	4.8	95.2
Travel abroad, learn about other cultures, learn about religious practices, and learn about other health related topics in India.	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Satisfied with information learned in Field School:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	66.7	66.7	66.7
	Agree	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

Most interesting part of the Field School:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arunachal Prades! The mountains were beautiful	1	4.8	4.8	4.8
	Being exposed to different parts of India	1	4.8	4.8	9.5
	I was interested in the similar values we share despite huge day to day differences we might experience.	1	4.8	4.8	14.3
	Interact with the tribal communities.	1	4.8	4.8	19.0
	Interacting and working with the Rajiv Gandhi University. I really enjoyed learning about their culture having time with academic and non academic settings to hangout.	1	4.8	4.8	23.8
	Interacting with different tribes and meeting with the students and professors from RRGU. Also, traveling to different parts of India considering each area was so different. Every experience throughout this trip was interesting!	1	4.8	4.8	28.6
	Interesting facts about Mishmi tribe culture and interaction with tribe and USF students	1	4.8	4.8	33.3
	Introduction to a culture I knew very little about and have very limited exposure to. Exposure interaction and working with cross cultural students and faculty.	1	4.8	4.8	38.1
	It was interesting to find many things about the idu tribe because we knew nothing about them. Many differences and similarities within us.	1	4.8	4.8	42.9
	Learning about different tribes, their language, and culture. also getting to see a traditional ritual. Seeing the major differences among the visited states was very fascinating.	1	4.8	4.8	47.6

Learning about the culture and health practices of the community that supports the Golden Pagoda monestary.	1	4.8	4.8	52.4
Learning about the tribal customs and rituals within the Arunachal Pradesh area. visiting the schools and hospitals was also really informative.	1	4.8	4.8	57.1
meet and experience the culture, lifestyle, diversity, and learn about life outside of the USF team	1	4.8	4.8	61.9
The ability to visit areas of india that are restricted and we wouldn't have been able to reach otherwise	1	4.8	4.8	66.7
The interaction with the RGU faculty and students interested me. Going to various parts of india also interested me in the program.	1	4.8	4.8	71.4
The variety of interactions we were able to have. From in depth agency interactions in new dhli, to more personal interactions with community members and groups in Arunachal Pradesh, to still more intimate interactions with our peers from Rajiv Ghandi University. These were all incredibly meaningful and greatly enhanced the overall experience of the trip.	1	4.8	4.8	76.2
The workshop "collaborative approach of sociocultural and health study of indigenous community" by the RGU and USF	1	4.8	4.8	81.0
There was less tourist things and more learning how people live.	1	4.8	4.8	85.7
to interact with different people of different ethnicities.	1	4.8	4.8	90.5
To learn about the culture and how the concept of mental health is being perceived by the indigenous people.	1	4.8	4.8	95.2
Working with scheduled tribes is what drew me to the program, I also liked the timing of the trip as an out of state USF student.	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Key learning points from Field School:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. Always good to clear doubts on the field itself 2. The mind should be open to new thoughts and perspectives 3. Make good use of the opportunity provided	1	4.8	4.8	4.8
	1. Be flexible with time and activities 2. cultural humility and willingness to listen with an open mind is necessary to interact with others. 3. When working in a community, you must understand the environment and its members and involve local individuals in change efforts.	1	4.8	4.8	9.5
	1. Despite the fact that Arunchal Pradesh is small in terms of both land mass and population, it is incredibly rich in diversity amongst the many tribes that live there. 2. International social work requires a great deal of patience, flexibility, and attentiveness with regards to listening to accents, different cultural expectations, and different view points. 3. There are both positives and negatives in collectivistic cultures and it is important to try and find middle ground to keep up with changes in the culture and economy.	1	4.8	4.8	14.3
	1. Drug and alcohol addiction in India is rapidly increasing 2. Interaction with different people of cultures that are different from your own is imperative in being culturally competent. 3. Westernization affects indigenous tribes in india across the world	1	4.8	4.8	19.0
	1. How different the education systems are 2. How different people are from each other. 3. How world has been reduced to a small community.	1	4.8	4.8	23.8

1. How to conduct ethical work/research with tribal communities. 2. Some of the health issues with the Arunachal Pradesh area. 3. education is a key component of increasing the quality of the lives/ health of individuals in the tribes.	1	4.8	4.8	28.6
1. I learned how subjective we as westerners can be when interacting with other cultures. Therefore, staying open minded is key to success. 2. I learned that people of various disciplines (other than social work) partake in social justice within their communities. 3. I learned that indigenous and tribal groups have been heavily influenced by mainland India and western culture.	1	4.8	4.8	33.3
1. It is important for the indigenous people to drive the programs developed in their community. 2. Modern/western culture and practices are not superior to indigenous practices and cultures. 3. It is important to work with indigenous people to maintain their traditions and culture/language/ roots for the well being of their community and individuals.	1	4.8	4.8	38.1
1. It is important to learn where you are going before hand in order to better understand 2. Being open to different people and different cultures is an important aspect of social work 3. You don't have to just do counseling as a social worker; you can set up organizations, support the environment, be the lead in creating support groups and so much more.	1	4.8	4.8	42.9
1. Learned about Mishmi culture and their tribes 2. Dialect of Americans 3. Learned about status of women in Mishmis	1	4.8	4.8	47.6
1. Linguistics 2. Native american Parallels 3. Local Organizations	1	4.8	4.8	52.4

1. One's culture is a significant part of one's identity 2. Rituals and traditions are key tools in a culture 3. Language contributes to every part of our lives.	1	4.8	4.8	57.1
1. shift from US centered thinking to more global standpoint 2. Open mind and open heart = lots of learning and reflection 3. We all have different ways of approaching social problems.	1	4.8	4.8	61.9
1. Significance of people and people contact 2. Collective initiative of educational institute of difficult countries for the cause of social well being. 3. global perspective on the upliftment of the indigenous community	1	4.8	4.8	66.7
1. Strengths of other cultures 2. How society impacts education 3. similarities despite differences	1	4.8	4.8	71.4
1. The concept of poverty is viewed different in Arunchal Pradesh compared to Delhi and even florida. In AP, individuals can grow their own food and build their own shelter with bamboo, while hunger and homelessness is an issue in Delhi and Florida. 2. Family dynamic and connectedness is essential when providing counseling to individuals in this culture. I learned some key points when conducting research in any culture. 3. I learned more about the health conditions of children within AP and the interventions that are used.	1	4.8	4.8	76.2
1. The diversity in language and culture and customs and beliefs throughout india . Differences and similarities to us. 2. Difficulties in conducting research in different areas unique to specific area. 3. The unique skills and talents of professionals and social workers from India. The conditions under which they must work.	1	4.8	4.8	81.0

1. the importance of culture and as social workers one must be culturally competent. 2. Learning about different traditions of scheduled tribes. 3. It is important to collaborate with people from different backgrounds.	1	4.8	4.8	85.7
1. there are a lot more diversity in India than I thought and it is best to ask rather than assume. 2. some of the tribes dialect and language are endangered. 3. there is a rising number of drug use and abuse as well as suicide rate among certain scheduled tribes among people age 15-29 fro suicide and young children for drug use!	1	4.8	4.8	90.5
1. We should be prepared before going for research. 2. We have to look upon hot the people are and learn about them as it will be helpful for interactions. 3. Then we should have more programs like these.	1	4.8	4.8	95.2
1. We should examine situations from various viewpoints instead of assuming that we know what is best 2. There are strengths of all cultures 3. Despite cultural differences, we still have similarities	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Knowledge about sociocultural factors increased:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	71.4	71.4	71.4
	Agree	4	19.0	19.0	90.5
	Neutral	1	4.8	4.8	95.2
	Disagree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Understand key points to consider when working with Indigenous Populations:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	76.2	76.2	76.2
	Agree	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

Understand ethical issues related to research with indigenous communities:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	76.2	76.2	76.2
	Agree	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

Cultural resource training was beneficial:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	95.2	95.2	95.2
	Agree	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Suggestions for improvements to Field School:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 hour break everyday after lunch (for journey and self care). Interact with wildlife conservation organization. Shopping every other day and only 1 time in Arunachal. More hands on learning and less lectures.	1	4.8	4.8	4.8
	I really enjoyed this program and learned a lot. The improvement I can suggest is to have more small groups (like we did with the women's group) because this gives us a chance to ask more questions one on one. Also, more time to ask questions at the Arunachal Pradesh hospital.	1	4.8	4.8	9.5
	I wish I had more time to interact with the doctors at the hospital and maybe have a one on one with them.	1	4.8	4.8	14.3
	I would have appreciated more quiet reflection time. I understand that much is packed into a finite time period.	1	4.8	4.8	19.0

In addition to having a buddy - pair up with another buddy group for info sharing and support. Less shopping and more visits to historical/architectural sites. Suggested reading about geographic area before travel (weeks ahead). Begin activities earlier in the day with rest time or optional afternoon activities scheduled. Start class time earlier. Use of name tags during class time in US and AP to help learn names.	1	4.8	4.8	23.8
Increase number of days for interacting with indigenous people and inside villages.	1	4.8	4.8	28.6
Journal time in the mornings/afternoons (maybe after breakfast or lunch)	1	4.8	4.8	33.3
More consistent evening meetings (short ones!) and more ice breakers for group prior to trip leaving and with RGU kids	1	4.8	4.8	38.1
More in class sessions or not within the same week.	1	4.8	4.8	42.9
More interactions with tribal members from all socio-economic levels- those who have received an education and those who have not.	1	4.8	4.8	47.6
More opportunities to talk with people working with education and social services	1	4.8	4.8	52.4
More time for 1 on 1 interaction with both sets of faculty. Give out contact info for local contacts in case of separation, not just in terms of airline delays, but something with a local point of contact phone # for each student to have in case of accidental separation from group so that they could ask a local person for help by showing them a piece of paper. Even when asked changes, brief students on where we're going when getting in vans because this personally helps me prepare for potential questions I may want to ask.	1	4.8	4.8	57.1
Not so much shopping, or atleast if so in more places like the billi haat, that was the best places	1	4.8	4.8	61.9

Overall the study abroad was great. things happen and plans change which is understandable. I would change eating the same food in Dibrugh University repeatedly.	1	4.8	4.8	66.7
Participants housed in one place and not different hotels, meet an igu in person	1	4.8	4.8	71.4
Participants willingness towards learning new things and more bonding between USF, RGU and general public.	1	4.8	4.8	76.2
Punctuality, less shopping or make it a choice if someone wants to go or not, visit more historical places	1	4.8	4.8	81.0
Religious field activities and interactions	1	4.8	4.8	85.7
Students should be informed of the exact people and roles they play prior to question and answer sessions. This would make it easier for students to prepare thoughtful questions in relation to their research topic.	1	4.8	4.8	90.5
There must have "intensive community- academic interactions" , more improvement of CBOS and NGOs to set the goal of coverage of the people	1	4.8	4.8	95.2
This trip involved shopping every day. I think this should be limited. I personally would rather engage in museums and more historic landmarks rather than clothing shops. I also feel more time should be spent with RIWATCH in Pradesh. That interaction stays with me the most. Less time can be spent in Assamas in my opinion.	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Additional comments:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14.3	14.3	14.3
A great experience: Thank you :)	1	4.8	4.8	19.0
Everyone has been so kind and welcoming.	1	4.8	4.8	23.8
I liked this program and it should happen more frequently	1	4.8	4.8	28.6
I really enjoyed this trip and I felt like I learned more about a different culture which completely changed my perspective on people and myself.	1	4.8	4.8	33.3
Increase the number of days, and students should be given more time to interact with peoples and students as well.	1	4.8	4.8	38.1
Incredible trip! thank you for your hard work :)	1	4.8	4.8	42.9
It was a great experience coming into the program. I am really thankful for the oppurtunity and hope it is not the last. Thank you!	1	4.8	4.8	47.6
It would be great if the	1	4.8	4.8	52.4
More interactions with a variety of indigenous tribal groups. Brief students on organizations and individuals they will be interacting with. Ex. Jeanne Navdanya was a great presentation.	1	4.8	4.8	57.1
More museums, animals, and schools. but overall it was amazing experience and I would highly recomend it to others.	1	4.8	4.8	61.9

More water (the water was great at RIWATCH) but atleast 3 large bottles a day per person at rest of places. All put in rooms for available each morning so do not run out. Encourage flight purchase earlier and money exchange. Really enjoyed interaction with Indian Faculty and students and others. Enjoyed being unplugged- nice feature to help in being present. More internet access is NOT needed and encourage getting to know eachother and time to reflect. food was great in all locations. No need for additional american options. The few provided were fun and efficient.	1	4.8	4.8	66.7
Overall it was a great learning experience. Because of it I am more open to different oppurtunities to broaden my knowledge and life experience. I have met some amazing individuals who will one day be my colleagues. So much was happening across the world that I would have never known if it was not for this program. thank you Dr. Joshi and Dr. Carrion for making this program possible.	1	4.8	4.8	71.4
Thank you for this oppurtunity it truly was an amazing program.	1	4.8	4.8	76.2
Thank you USF and RGU	1	4.8	4.8	81.0
this experience helped me realize that I need to be more welcoming and open to new experiences. Everyone here was so kind and thoughtful and I would like to be more like that in my everyday life.	1	4.8	4.8	85.7
This was a wonderful experience!	1	4.8	4.8	90.5

This was an amazing experience! It was busy, but I thought the amount of activity was appropriate because it kept me energized and engaged. I would not have wanted to come to India to sit around! Beautiful job. accomdating everyone's wishes overall impossible to please everyone all the time. This trip was incredibly meaningful to me on both personal and academic levels and i know I'll remember it for a lifetime.	1	4.8	4.8	95.2
Wonderful experience!	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Table 1: Detailed description of the activities conducted during the project period 2016-2019

Project Activities by Grant Year	Time Frame
YEAR 1 – GETTING STARTED, PLANNING & PREPARATION (SEPT 2016–AUG 2017)	
<p><u>Activities conducted after receiving the USIEF/NOA on October 10th, 2016:</u></p> <p>Established the mechanism for ongoing distance collaboration between the three teams: At the beginning of the project, the three partnering institutions (USF, RGU, and RIWATC) mutually decided to meet virtually at least once a month to initiate and keep track of project activities. For example, development of course curriculum/modules, travel of Indian Faculty to USF, travel logistics for faculty, visa formalities, student recruitment for the Field School, student travel, field work logistics for students, organizing the cultural resource management and field research training for student participants, and managing changes in project activities due to weather/terrain conditions or political events. Despite the distance that separated the teams, we are able to achieve the goal of collaboration by connecting with each other via multiple channels, for example, email, phone calls, WhatsApp, messages to the India-based teams through USF’s connections in New Delhi (in case USF and India-based teams were unable to connect electronically or through phone due to bad weather conditions).</p> <p>Applied for and obtained mandatory Human Subjects Protection approval: Since the project involved collection of data from humans and subsequent publications and grant submissions based on the results (for example, two of the data collection activities included in the project were as follows: (1) Undertaking field research projects on health related issues among indigenous communities; (2) Surveys administered to students to measure their satisfaction with different aspect of the Field School, to measure their gain in knowledge and competencies, and to measure their application of concepts learnt in the Field School); therefore, the teams had to apply for and successfully obtained a Human Subjects Protection Approval from all partners involved.</p> <p>Setting up of Memorandum of Understanding between USF and RGU and RIWATCH: The USF team had to renew its MOU with RIWATCH and had to set up a new MOU with RGU. For USF-RGU, a new MOU had to be drawn; both USF and RGU had to complete multiple steps before the MOU could be finalized because the MOU contained detailed information about the subcontract of the grant to RGU. Together the teams worked on finalizing the MOU agreement, and make the necessary modifications in the MOU agreement.</p> <p>Setting up RGU as a subcontractor for the Grant/Award: The USF-RGU team worked diligently and completed the logistically complicated and administratively cumbersome process of establishing a formal subcontract between USF and RGU for the successful implementation of the project. After much deliberation, the two teams were finally able to chalk out a plan. Subsequently, the USF team helped the RGU team to apply for and get a DUNS and SAM registration number, required by the USA government, so that the subcontract could be finalized and RGU could receive foreign funds. Every year, USF helped RGU renew their SAM registration. This process took a majority of the project time in the first year of the grant; however, it proved to be a rich learning experience for both institutions in terms of setting up the mechanism for managing international grants/awards.</p> <p>Setting up payment mechanisms for stipends and honorariums for the RGU faculty and RIWATCH: The USF team, with the assistance of the Human Resource Department at USF, initiated and completed the process of setting up the mechanism for making payments to all of the project partners (i.e., RGU faculty, and RIWATCH) and vendors (e.g., website developer). For this process, Dr. Joshi, Dr. Simon John and Mr. Vijay Swami compiled and completed all the documents for the teams including taxation documents for foreign individuals. In addition, the process of actual transfer of funds across international institutions was established.</p> <p>Finding about and completing the logistics for the exchange visit of RGU faculty to the USF campus in Florida: The USF team worked very closely with the International Students and Scholar Services Office at USF to gather information about and complete the documents that were needed for the visit of RGU faculty to USF campus in Florida. The documents that the USF team had to complete in collaboration with RGU for each of the five RGU faculty members who eventually visited USF in the second year of the grant included the following - (a) a copy of each faculty traveler’s</p>	<p>Sept. 2016– Aug. 2017</p>

<p>passport. Three of them did not have a passport so they had to apply for and get a passport so that they could travel to the USA; (b) final dates for a two week period when they could come to USF/USA; and (c) a bio sketch and a document stating that they are aware that they will need health insurance for their trip to the USA. The USF team on their part had to put together: (a) invitation letters for the RGU faculty that they eventually had to take to the US consulate in India for their J-visa interview; (b) letter indicating their proficiency in English; (c) letter indicating proof of financial support for their trip; and (d) letter indicating the amount of stipends/honorariums that would be paid to them under the grant. The USF team also met with the advisor at the Health Insurance office at USF and completed the needed formalities for buying insurance for the 5 RGU faculty who eventually visited USF in the second year of the grant.</p> <p>Given the long time it took to complete the visa related formalities for the RGU faculty and the travel that they had to undertake in India to get the visa appointments and then the face-to-face interviews at the US consulate in Kolkata, their trip had to be postponed to January 2018. This new travel period was mutually agreed upon by the USF and RGU teams.</p> <p>Initiated curriculum/modules development: In addition to setting up the subcontract and working on the visa related formalities, the USF/RGU/RIWATCH teams worked on the curriculum for the Field School. The three teams used the existing resources (i.e., books, periodicals, already developed materials) at their respective institutions to put together draft modules for the training of students. With guidance from RIWATCH, these modules were subsequently finalized during the visit of RGU faculty to the USF campus in January 2018.</p> <p>Request for personnel change in the RGU team: In the first year of the grant, a formal request was made to USIEF by USF for a change in personnel (one faculty) in the RGU team. This request was approved by USIEF and Dr. Tarun Mene joined the RGU team as a new member.</p>	
<p>YEAR 2 - PILOT PHASE OF INDIGENOUS STUDIES FIELD SCHOOL IN NORTHEAST INDIA (SEPT 2017–AUG 2018)</p>	
<p>Finalization of the subcontract and MOU between USF and RGU: After the Subcontract/MOU agreement was finalized between the USF and RGU administrations and necessary modifications were made, the final documents were signed by both universities. The process for making payments to different partners for the work they did in the first year of the project was also initiated. A link for the news report on signing of the subcontract/MOU is provided here and in the “News & Media” section of this report - https://arunachaltimes.in/index.php/2017/09/02/rgu-and-usf-sign-mou/</p> <p>USF and RGU student recruitment for the Field School: For student recruitment, the USF and RGU faculty undertook a variety of activities at their respective institutions (e.g., information sessions, participation in education abroad fairs). In USF, interested students had to submit an online application which included a short essay and had to meet the faculty for an in-person interview. This two-step process was established because (1) the partnering organizations in India (e.g., academic/research institutes, social service agencies, non-governmental organizations) did not always have the capacity to accommodate a large number of students, and (2) an interview with the interested students allowed the faculty an opportunity to gauge students’ level of travel preparedness, emotional maturity level, readiness to travel as part of a group, interest in indigenous people’s health, and their ability to work with others and deal with conflict. At times, the faculty also sought recommendation from a student’s advisor or an instructor who knew the student well.</p> <p>Finalizing student participants in USF and RGU: After completing the steps noted above, (1). The list of student participants was finalized, students were notified of their acceptance and were invited to commit to the Field School (i.e., pay the initial deposit for securing a seat in the Pilot Phase of the Field School in India), (2) The Education Abroad Office in USF assisted USF students with the attainment of visas, (3)The RIWATCH helped the USF students to attain a “special permit” required by the Government of India to visit Arunachal Pradesh, (4) the USF, RGU and RIWATCH teams coordinated the logistics of the USF students’ visit to Arunachal Pradesh, India and fixed meetings with the RGU leadership team, RIWATCH leadership team, RGU faculty, RGU students, and community members.</p> <p>Completion of visa formalities and finalization of RGU team’s visit to USF campus in January 2018: USF and RGU teams compiled all the documents that the RGU team (5 faculty) needed to get the J-visas to travel to USF/Tampa. The biometrics and visa interviews for the 5 faculty at the US consulate in Kolkata were secured for December 4 and 5th and they were finally able to receive their visas.</p>	<p>Sept., 2017– Aug. 2018</p>

The names of the 5 RGU faculty who travelled to USF were as follows:

S. No.	Name	Position
1	Dr. Simon John Samuel	Professor & Director of Arunachal Institute of Tribal Studies, RGU
2	Dr. Jumyir Basar	Professor, Arunachal Institute of Tribal Studies, RGU
3	Dr. Wanglit Mongchan	Assistant Professor, Arunachal Institute of Tribal Studies, RGU
4	Dr. Tarun Mene	Assistant Professor, Arunachal Institute of Tribal Studies, RGU
5	Ms. Lisa Lomdak	Assistant Professor, Arunachal Institute of Tribal Studies, RGU

RGU teams' visit to USF campus in January 2018: The USF team put together the day to day schedule for the visit of the RGU faculty to USF – that is, meetings with USF leadership, meetings with other faculty and students, visiting agencies that work with underserved populations, meeting with USF students who had committed to travel to India for the Field School, meetings to finalize the modules for the Field School. [A detailed description of their visit is provided in the main text of the “Major activities conducted during the grant period (2016-2019)].

Development of curriculum/modules for the Field School: The USF, RGU, and RIWATCH teams developed and finalized the modules that were then used to train students in the Field School (i.e., during the Cultural Resource Management Training and field research). For some examples of the modules that were developed and the related quizzes, please view the following link - <https://indiafield.school.blog/modules-quizzes/>

Pilot phase of the Field school: Details on this are provided in the main text of the “Major activities conducted during the grant period (2016-2019)”.

- Pre-departure workshops/orientation sessions were offered to USF students who were traveling to India in 2018.
- USF and RGU on-campus course requirements were completed by all students.
- USF and RGU students attended cultural resource management training and conducted field research: The richness of students' experiences are beautifully captured in the following blog that USF and RGU students of the Field School compiled: <https://swhimalayas2018.wordpress.com/> - The link to the Field School page (which also includes the student blog) is as follows (<https://indiafield.school.blog/>) and can be added to USIEF's News & Events page (<http://www.usief.org.in/MediaRoom.aspx>).
- Assessment of student learning and student feedback on the effectiveness of the Field School

Website development: USF finalized the vendor and set up the payment mechanism and contract agreement via the USF's purchasing department. When the RGU faculty visited USF in January 2018, the outline of the website was finalized and shared with the website developer.

YEAR 3 - IMPLEMENTATION OF FINAL PHASE OF FIELD SCHOOL FIELD SCHOOL (SEPT 2018–AUG 2019)

USF and RGU student recruitment, finalizing the list of students for the Field School, planning the logistics of the pre-departure orientation for USF students and the logistics of travel to India: The same process, as was noted for the pilot phase of the Field School (year 2), was used for all these components.

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Modifications made to the modules/curriculum based on findings from the student surveys conducted during the Pilot Phase of the Field School in 2018: Informed by the findings from the student surveys, changes were made to the Field School's overall curriculum, training modules, and the program logistics. All three partners collaborated on making these changes to improve the effectiveness of the Field School experience for USF and RGU students.

Completion of the website work: The website development work was completed in the final year of the grant. All the materials from the Field School trainings, students' project reports, pictures of their field work, pictures and reports of RGU faculty's visit to USF, and student blogs about their work are available in the Field School website (<https://indiafield.school.blog/>). We are also trying to link the Field School website with the USF, RGU, and RIWATCH websites. As soon as the official approvals are granted, this work will be completed and the current USF/RGU students and prospective students will be able to look at the work of the USIEF funded Field School and may potentially get interested in enrolling for the Field Schools to be held in the future.

Conversion of curriculum modules into online versions with self-assessment quizzes: In collaboration with the RGU and RIWATCH teams, the USF team converted the course content of the training modules offered to students during the Cultural Resource Training in the Field School into online courses. In addition to converting the course materials into an

electronic format, self-assessment quizzes were also developed and uploaded with the modules. The modules and the associated quizzes are embedded in the Field School's website (<https://indiafield.school.blog>) and are available as a resource for students and researchers around the globe who are interested in working on indigenous health related topics. In addition, in the future, when the Field School will be offered to other cohorts of USF and RGU students, they will have the option of completing the modules and quizzes in their respective locations before starting their journey/travel and before they begin their field work in Arunachal Pradesh.

Unforeseen circumstances that made it difficult to implement the Final Phase of the Field School in 2019: The Pilot Phase of the Field School was successful and student surveys resulted in improvements in the curriculum, logistics, and planning for the Final Phase of the Field School that was scheduled to be implemented in May 2019. However, certain unforeseen circumstances led the three teams to make the decision to cancel the Final Phase of the Field School; it is to be noted that the reasons for the cancellation were not related to any issues/challenges emanating from the project itself. Both reasons were beyond the control of the project teams.

- (a) ***Cancellation of the USF students' 2019 summer trip to India:*** The USF team was ready to travel to India and join the RGU and RIWATCH teams in May, 2019, to participate in the Final Phase of the Field School in Arunachal Pradesh. However, a few months before the trip, the USF team had to take the difficult decision to cancel the India trip for the USF students. The USF team had to take this decision because there was wide media coverage of the volatile socio-political climate in India in the months leading up to the national elections in April/May 2019. These reports suggested that the situation would likely get even more challenging during the time of national elections in April/May 2019 (and this was the time that USF students/faculty were scheduled to travel to India). Although in the past, Drs. Joshi (PI) and Carrion (Co-I) have traveled to India with students without any problems during the elections time, this time around the socio-political situation looked very different. The places that the USF team was supposed to travel to were likely to get affected (e.g., Delhi, Assam, Arunachal Pradesh), and it would have been challenging to travel with American students given the disruptions that can happen during elections (e.g., protests, curfew, bandh, violence etc.). The USF community was concerned about different scenarios/situations that might suddenly come up (e.g., likelihood of violence, curfew, bandhs, disruptions in routes etc.), and their impact on the safety, security, and travel plans of the USF students while in India. In addition, USF students spend a lot of time (e.g., visas, medications, travel) and money for the India trip, and any disruptions (i.e., curfew, bandh, protests etc.) and consequent changes in plans (e.g. stopping their travel, cancellation of field visits, trainings, meetings), would have resulted in a lot of waste of their time and the money they paid as fees. Hence, keeping in mind the above noted factors, the USF, RGU, and RIWATCH teams felt that it would be risky to bring USF students to India in May 2019.
- (b) ***Cancellation of the alternative plan.*** The second option that the three teams considered was to undertake the trip in the end of July 2019. However, since that time period clashes with other courses that USF students' have to take and it was also very close to the beginning of USF's new semester (Fall semester); the USF students would not have been able to participate. However, even though the USF students could not travel in July 2019, the USF-RGU-RIWATCH team felt an obligation/responsibility towards the RGU students who had already enrolled for the 2019 Field School. Thus, the USF team (Drs. Joshi, Carrion, and Rahill) sought permission from USIEF to visit the RGU campus in the third and last week of July 2019 to join the RGU faculty and RIWATCH experts in holding the Cultural Resource Management training for RGU students and in leading the RGU students for field visits to relevant communities/organizations. The USIEF approved this alternative plan. The three teams were ready for the Field School in July, and Dr. Joshi, Dr. Carrion, and Dr. Rahill were ready for their trip to India. Unfortunately, a week before Dr. Joshi (PI) was scheduled to catch her flight to India, she had severe pain in her abdomen and was admitted to the hospital. In the days that followed, she was diagnosed with a life threatening condition and had to undergo a major surgery. She needed at least 4 full months for post-surgery recovery. As a result, the Field School had to be cancelled. Given that the pilot phase of the grant was extremely successful, the three teams made the decision to not ask for an extension and to close the grant on a positive note. The USIEF supported this decision of the project teams.

Details of Participants

University of South Florida - <https://www.usf.edu/>

Number of US-based participants who travelled to India in 2018 for the Pilot Phase of the Field School: 2

1. Dr. Manisha Joshi (Principal Investigator)
Associate Professor, School of Social Work, College of Behavioral & Community Sciences, & Joint Faculty in College of Public Health,
University of South Florida, Tampa Florida, USA – 33612.
2. Dr. Iraida V. Carrion (Co-Investigator)
Associate Professor, School of Social Work, College of Behavioral & Community Sciences, University of South Florida, Tampa Florida, USA – 33612.

Number of US-based participants who were scheduled to travel to India in 2019 but could not do so because of cancellation of the Final Field School: 3

1. Dr. Manisha Joshi (Principal Investigator)
Associate Professor, School of Social Work, College of Behavioral & Community Sciences, & Joint Faculty in College of Public Health,
University of South Florida, Tampa Florida, USA – 33612.
2. Dr. Iraida V. Carrion (Co-Investigator)
Associate Professor, School of Social Work, College of Behavioral & Community Sciences, University of South Florida, Tampa Florida, USA – 33612.
3. Dr. Guitele J. Rahill (Co-Investigator)
Associate Professor, School of Social Work, College of Behavioral & Community Sciences, University of South Florida, Tampa Florida, USA – 33612.

Rajiv Gandhi University - <https://www.rgu.ac.in/>

Number of India-based participants who travelled to the USA in 2018 for a faculty exchange visit: 5

1. Dr. Simon John Samuel (Co-Principal Investigator)
Professor & Director of Arunachal Institute of Tribal Studies, Rajiv Gandhi University, Rono-Hills, Doimukh, Arunachal Pradesh, India.
2. Dr. Jumyir Basar (Co-Investigator)
Professor, Arunachal Institute of Tribal Studies, Rajiv Gandhi University, Rono-Hills, Doimukh, Arunachal Pradesh, India.


3. Dr. Wanglit Mongchan (Co-Investigator)
Assistant Professor, Arunachal Institute of Tribal Studies, Rajiv Gandhi University,
Rono-Hills, Doimukh, Arunachal Pradesh, India.
4. Dr. Tarun Mene (Co-Investigator)
Assistant Professor, Arunachal Institute of Tribal Studies, Rajiv Gandhi University,
Rono-Hills, Doimukh, Arunachal Pradesh, India.
5. Ms. Lisa Lomdak (Co-Investigator)
Assistant Professor, Arunachal Institute of Tribal Studies, Rajiv Gandhi University,
Rono-Hills, Doimukh, Arunachal Pradesh, India.

Project Outcomes

The specific outcomes of the project are presented in Table 2. Certain additional long-term outcomes of the project are also presented following the table.

Table 2: Project outcomes related to the milestones.

Tools	Indicators	Success criterion
Overall project		
Checklist of milestones	Achievement of project milestones for year 1, 2, and 3	The Pilot Phase of the Field School was successfully completed and few modifications/revisions were needed for the Final Phase of the Field School. However, due to certain unforeseen circumstances, unrelated to the project, the final Field School implementation had to be cancelled. The USF-RGU-RIWATCH team plans to offer the Field School opportunity to USF and RGU students in the future. The findings presented below are only with reference to the pilot Phase of the Field School.
	Students' perceptions about effectiveness of learning experience, change in knowledge, change in behavior, and impact of participating in the Field School (<i>Kirkpatrick's four levels as described below</i>)	
<i>Level I:</i>	Perceptions/Reactions	
Field School Evaluation survey	(a) Quality of one-week in-campus coursework, cultural resource management training at RGU, and field research experience; (b) quality of relationship with faculty/mentors; adequacy of resources available and arrangements made to foster learning, effectiveness of instructional materials/activities; (c) and adequacy of strategies used to foster global exchange of ideas between USF and RGU students and indigenous community members; and (d) reactions to programmatic and logistical aspects of their experience.	All the students (100%) reported satisfaction with the different aspects of the Field School at the end of the Pilot Phase (year 2). Specifically, 67% strongly agreed and 33% agreed that they were satisfied with how the Field School was implemented.
<i>Level II:</i>	Knowledge/learning	
Knowledge Enhancement	Knowledge of indigenous cultural resources, field research methods, and ethics of conducting research with indigenous people	90% of the students indicated knowledge gains in specific subject areas at the end of the Pilot Phase (year 2).
<i>Level III:</i>	Behavior change	
Skills Assessment	Faculty feedback on students' changes in skills/competencies/behaviors on subsequent performance (e.g., successful completion of ethics in research training, field research project).	All the students successfully completed all competencies at the end of the Pilot Phase (year 2). Each one of them completed the ethics in research certification and their field projects. The papers based on their research projects are available via the following link - https://indiafield.school.blog/student-essays-2018/

<i>Level IV:</i>	<i>Impact</i>	
Follow-up surveys	(a) Extent to which students applied concepts learnt in the Field School; (b) number of students who shared information received at the Field School with other students/faculty, conducted presentations or wrote papers in other courses related to their learning experience at Field School, published scholarly work, presented at conferences, received funding to do research involving indigenous people, or took up jobs that involve working on indigenous health related topics.	<p>90% of the students applied the Field School concepts within 6 months and 1 year of attending the Field School. Specifically,</p> <ol style="list-style-type: none"> 1. One student also accompanied Drs. Joshi and Carrion to Spain for a different Education Abroad program. 2. Another student presented on her Field School experience at a conference and also participated in an education fair to motivate other students to join the Field School in the future. 3. All the students presented and shared information they received at the Field School with other students/faculty via oral presentations on the “education abroad presentations day”, in classrooms, and through class assignments.  <p><i>A Field School participant with Dr. Carrion after presenting on her Field School experience</i></p>

Additional outcomes:

A. In addition to what has been noted above, here are some concrete examples of how the Field School in India has affected student success and experience, and the community.

1. Many students report that they have gained a lot professionally and personally, particularly the importance of keeping in mind the diverse socio-cultural contexts in which people are situated. They have reportedly started focusing a lot on becoming self-aware of their biases and becoming more culturally competent in their interactions with

their colleagues and with clients/patients in their internship agencies.

2. Since participating in the Field School, students have undertaken important endeavors:

- a. More international travel and volunteered with international organizations
- b. Applied for and some of them have been successful in working as graduate assistants in other international/study abroad programs at USF
- c. Developed their research papers further and have presented the findings in professional conferences
- d. A few of the students have also helped Drs. Joshi and Carrion with data entry and analysis of survey data that they had gathered in the past in collaboration with RIWATCH and community members of the Id Mishmi tribe
- e. RGU students have also started exploring opportunities for joining doctoral programs in US-based universities including at USF

B. The three teams (USF, RGU, and RIWATCH) have had several brainstorming sessions in which they have reflected on the lessons learned in the Pilot Phase of the Field School. In these sessions they have discussed a variety of topics including: (1) different strategies to continue the Field School that the three teams initiated as a result of the Knowledge Initiative Award from USIEF, (2) how to keep the connections active with each other and the student participants after the grant period is complete (i.e., working on collaborative research and teaching projects, analysis of research data, careers that student participants have taken up since attending the field school, collaborative grants that members of the three teams are working on, more collaborative work), (3) the three teams also discussed presenting the lessons learned from this grant in a variety of national and international conferences, (4) some of the faculty from USF and RGU and Mr. Vijay Swami from RIWATCH have already

started collaborating on some new projects. For example, Dr. Carrion might go to RGU as a Fulbright Specialist to conduct work on Cancer-related beliefs and attitudes towards treatment (she recently received a Fulbright Specialist award). In addition, she, Dr. Joshi, Dr. Simon John, and RIWATCH submitted a collaborative research proposal to the University Grants Commission in India under their newly established STRIDE program.

News & Media

1. The Field School website: <https://indiafield.school.blog/>
2. USF wide announcement about the grant: <http://www.usf.edu/cbcs/social-work/news-events/india-initiative-awards.aspx>: <http://www.usf.edu/cbcs/social-work/news-events/india-initiative-awards.aspx>
3. News article in SPAN magazine regarding the work of Drs. Joshi and Carrion, and RIWATCH and RGU in Arunachal Pradesh – <https://span.state.gov/health/improving-lives-of-indigenous-people/20181102>
4. News article in The Arunachal Times regarding signing of an MOU between RGU and USF: <https://arunachaltimes.in/index.php/2017/09/02/rgu-and-usf-sign-mou/>
5. News article in The Arunachal Times regarding RGU team’s visit to the University of South Florida campus in Tampa Florida, USA: <https://arunachaltimes.in/index.php/2018/01/25/aits-finalise-cultural-resource-management-training-in-us/>
6. Brief report in the CBCS newsletter about the RGU teams’ visit to USF: <http://communique.cbcs.usf.edu/issues/2018/0213.html>
7. News articles that capture the activities that USF-RGU students and USF-RGU faculty and RIWATCH experts participated in are available via the following links:
 - (a) <https://arunachaltimes.in/index.php/2018/05/19/intl-workshop-on-cultural-resource-mgmt-underway/>
 - (b) <https://thedawnlitpost.com/rgu-usf-complete-research-workshop/>
 - (c) <https://arunachaltimes.in/index.php/2018/05/31/workshop-on-cultural-resource-mgmt-concludes/>
 - (d) <https://arunachaltimes.in/index.php/2018/05/24/usf-students-visit-riwatch-museum/>
 - (e) <https://arunachaltimes.in/index.php/2018/05/25/dc-interacts-with-visiting-students/>

Photo & Video Gallery

A rich collection of photographs and videos are available via the Field School website (<https://indiafield.school.blog/>). Specifically, please visit the following links:

Blog put together by USF and RGU students who participated in the Field School in 2018: <https://indiafield.school.blog/blogs/>

RGU team's visit to USF in 2018 - <https://indiafield.school.blog/rgu-visit-to-usf/>
Activities - <https://indiafield.school.blog/gallery/>

















