A New Professionalism
One goal of the Humphrey/SPURS Program is to strengthen the leadership skills of mid-career Fellows who come to MIT from all over the world for one academic year. The Fellows are selected on the basis of their professional accomplishments as well as the promise that soon after they return to their home countries they are likely to serve as leaders in developing and implementing innovative urban and regional policies. As administrators of the program, it is our job to nurture the Fellows’ leadership instincts and critical scrutiny. The SPURS/Humphrey Program at MIT has evolved over the 2 years as we continue to ask the critical question: What type of leadership and professionalism is necessary for our times as global interdependence intensifies, creating new opportunities for collective problem solving, yet simultaneously deepening uncertainties regarding the efficacy of conventional public policies for urban and regional development?

Today, the effectiveness of the conventional institutions created to foster urban and regional development—particularly in the public sector—is increasingly being questioned as cities and regions struggle with severe fiscal problems that public sector institutions seem unable to solve. Oustide of government is on the rise worldwide, and this negative sentiment has evolved widespread skepticism about conventional professional expertise: whether such expertise is truly rigorous and autonomous; whether such expertise is useful for addressing the complexities and uncertainties of our times; and whether exports of the old kind have been ethical in following professional codes of conduct or have been malleable to pressure from politically and economically powerful groups who put special interests over the public good. This has led many to question any theory of economic or political development that argues that professional expertise is necessary for addressing developmental problems. This, in turn, has raised other fundamental questions about what constitutes good leadership and what form(s) of engagement distinguish the new professional from their predecessors. There is no definitive answer to such questions. What we do know is that some elements of the conventional model of professional leadership need to be revised. For example, in the old, orthodox model, professional leaders were expected to have a comprehensive and holistic view of problems. Based on such a holistic view, they were to propose an integrated set of interventions to develop cities, regions, and nations. The logic underlying this comprehensive approach was convincing at first glance. After all, once problems are created by a set of intercorrelated factors, they can only be fully solved by a set of integrated interventions that address all aspects of such problems. Yet, this logic has not proven useful in problem solving. Why? Because comprehending any problem in its totality—particularly such complex problems as those that have intensified with deepening global interconnectedness—is very difficult, if not impossible. A comprehensive view requires a thorough understanding of the entire system, which is not a set of static relationships but one constantly evolving for a variety of reasons. No professional can fully comprehend, let alone control such a system. True, this did not deter some professional leaders from proposing a set of integrated strategies for urban and regional development; but, such integrated approaches have been very difficult to implement, provoking both bureaucratic and political resistance and frustrating the leaders who, in desperation, often abandoned democratic principles in favor of more authoritarian approaches to enforce policies. And, as is well known, authoritarian approaches are not sustainable in the long run. Even in the short run there are usually many unanticipated consequences of past policies. Such side effects invariably undermine the key objectives of the policies, creating new problems rather than solving old ones.
This fall, the second year of the SPURS Program offered an American planning series designed to expose Fellows to the institutional, social, economic, and political environment of urban planning in the United States. Seminar topics included: urban planning from the perspective of a local public official; economic development and redevelopement; the city-state-national relationship; public participation; and land-use regulations and property rights.

American Planning Seminars

This fall, the Fellows made four professional site visits to planning institutions and organizations. The first was to the Fenway Community Development Corporation (FCC). Former Humphrey Fellow Manuel Delgado, who is now a CDC board member, invited the Fellows to learn about how the nonprofit community organization works. The work of FCC was so interesting to many of the Fellows because it is different from the centralized planning practiced in many other countries. Fenway CDC has been an active supporter and provider of professional affiliations for the Fellows, and we look forward to continuing the relationship in the future.

Professor Ralph Gakenheimer organized the second professional visit—to the Boston Metropolitan Area Planning Council (MAPC). Six MAPC staff members spoke to the Fellows about the council’s work as a regional planner. The Fellows were impressed by the organization, which maintains a large-scale transportation, land use, and social policy plan for Greater Boston. Once again, MAPC has offered to host Fellows for their professional site visit.

The third professional visit took place while the Fellows were in Washington, D.C. for the Global Leadership Forum. Emil Rodriguez and the SPURS staff, including Professor Gakenheimer, coordinated a visit to Arlington, VA, to learn about the city’s recent successes in Transit Oriented Development. The Fellows were very pleased by city staff, and the visit included a walking tour of the Rosslyn-Ballston Corridor, a newly developed area recognized as an area of “smart growth.” The Fellows returned to MIT raving about the experience.

The last of this fall’s professional site visits was to Lawrence, MA, in December. Arranged in cooperation with Polina Bakhteiarov and Jeffery Juarez of the MIT@Lawrence Program, the Fellows visited the offices of Mayor William Lantigua and met jointly with Groundworks Lawrence and CommunityWorks Lawrence. Mayor Lantigua and the Fellows engaged in a lively debate about the difficult issues facing the city in the post-industrial economy as well as the mayor’s priorities.

Professional Site Visits

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SPURS & DUSP Collaborations

This is the fourth year of the Harvard Loeb/SPURS joint seminars, with each group taking turns hosting events. Both the Harvard Loeb Program and SPURS/Humphrey Program are one-year initiatives for mid-career professionals interested in the built environment. The major difference is that Loeb Fellows are mostly from the United States, while SPURS/Humphrey Fellows come from developing countries. The objective of organizing joint seminars is to provide a forum platform for the two groups to meet, exchange ideas on selected themes, and to extend their personal and professional connections.

On November 21, 2011, at Harvard’s Graduate School of Design, the Fellows joined a group meeting of Groundworks Lawrence, Lawrence CommunityWorks, and the city’s Director of Economic Development, Patrick Blanchette. The two community organizations have long standing ties with DUSP as well as ongoing projects dealing with homeownership, affordable housing, environmental reclamation, and transportation planning. Many of the Fellows expressed interest in working with the groups, and we have started to connect the professional interests of Fellows with the work of the two organizations.

SPURS was lucky to have four such enriching visits to local professional organizations this fall. In the spring, we look forward to two more—to the Metropolitan Boston Transportation Authority and to the Boston Redevelopment Authority.

The Fellows were asked to consider a number of questions, including: what can planners and policy-makers do to support the issue of equity in their positions; what is the best way to explain and evaluate planning outcomes; and what principles should guide plan formulation and implementation? She argued that neither democracy nor di-
Mediating Values-based and Identity-based Disputes

By Lawrence Susskind, Ford Professor of Urban and Environmental Planning, MIT; Visiting Professor of Law, Harvard; Chief Knowledge Officer, CBI

The Frank Sander Lecture at the Alternative Dispute Resolution Section Meeting of the American Bar Association (San Francisco, April 8, 2010)

The labor mediators in the room can explain how and why the United States has a dispute resolution system, mandated by law, for resolving collective bargaining disputes. When the public interest is threatened by a strike, the parties can be urged to come to the mediation table. There are other professionals in the room who can explain how and why commercial disputes are mediated or arbitrated—usually because specific contract provisions mandate such action. Today, no one is surprised if the labor mediators in the room can explain how and why commercial disputes are mediated or arbitrated—usually because specific contract provisions mandate such action. Today, no one is surprised if the labor mediators in the room can explain how and why commercial disputes are mediated or arbitrated—usually because specific contract provisions mandate such action. 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hurtful to others? Yes or no? Does a city have the authority to impose restrictions on free speech (especially what some consider to be hate speech) in public space? What if the police were to arrest and fine certain citizens when they were seen engaging in violent or destructive behavior. It seems like the city would have the authority to do so, but would it be reasonable for the city to do so? These are some of the questions that my students have been discussing in class. They have been using these questions to explore the idea of mediation as a way to help individuals resolve conflicts and find common ground. In the past, mediation has been used in a variety of situations, such as disputes between businesses, disputes between individuals, and even disputes between nations. However, there are some challenges to using mediation in these situations. For example, it can be difficult to get all parties involved in a dispute to agree on the process of mediation. Additionally, it can be challenging to find a mediator who is impartial and unbiased. Despite these challenges, mediation can be a valuable tool for resolving conflicts. It is important to understand the potential benefits and drawbacks of using mediation in different situations. 

1. Facilitate dialogue and offer opportunities for deeper mutual understanding and relationship building. Instead of trying to resolve the dispute, help the parties understand and respect the views of their opponents and, most of all, help them avoid demonization. Again, maybe this will create a different climate in which something approaching more traditional settlement is possible at a later time.

2. Appeal to overarching values: That is, refrain such disputes by appealing to values that the parties might share rather than focusing on the conflicts that precipitated the dispute. By referencing universal values—for example, equal rights, freeedom or non-violence—a mediator may be able to help the parties find common ground. Recognizing common values can open lines of communication, build trust and otherwise improve relations. They may also be a springboard to inventing new ways of working, and we may have to develop a roster of mediators with special expertise in values-based disputes.

3. Consider interests and values separately—for example, equal rights, freeedom or non-violence—a mediator may be able to help the parties find common ground. Recognizing common values can open lines of communication, build trust and otherwise improve relations. They may also be a springboard to inventing new ways of working, and we may have to develop a roster of mediators with special expertise in values-based disputes.

4. Confront value difference directly: Help the parties confront their difference in a controlled fashion and in other disputes like them. There have been occasions, although they are limited in number, when groups with diametrically opposed values and identities have, through the therapeutic effects of truth-telling, cast aside generations of hatred or mistrust and moved into the long slow process of reconciliation. One need only look at all the many divided countries and cultures around the world (like South Africa and Northern Ireland) to see that transfor- mation and reconciliation are possible.

Let me say a bit more about each of these approaches:

Let me use the school case to illustrate why it might be valuable to separate the portions of a dispute concerning interests and values. While the case was making its way through the courts, the children involved became victims. The children of the family that brought the lawsuits became the targets of bullying on the playground and the family was socially ostracized. Might it have been possible to address these aspects of the dispute while allowing the larger policy question to be addressed in some other way? Mediation, in this case, could have been used to re- solve a portion of the dispute that dealt with both shared and conflicting interests.

Mediation can be used to try to alter relationships among disputants while not resolving their underlying value dispute. In the school case, it is hard to believe that the parties could not find a way of de-escalating the conflict and accommodat- ing opposing views. One of my students suggested, since the underlying disagree- ment was about corporate pressure to en- sure diversity, that the company add still another poster saying something like "I believe in traditional Christian values and I work at Marbot!" The issue of learn- ing how to help employees with radically different social values live together was never addressed in the actual case. Mediation could have offered this possibility.

Reframing a dispute in terms of overarch- ing values the parties might share is a form of resolution, although it requires a restatement of the problem the parties are being asked to solve. In our efforts to imagine what mediation of the Out- fast case might have come up with, my students imagined a face-to-face meeting involving the festival organizers, the Salvation Army, the local government, and the community. My students then created a mediation scenario that specified upon guidelines that would please both the Outfast organizers and the pro棕tostors might look like. In several mock versions of the mediation, we were able to formulate a local ordinance that would increase the odds of accommodating both sides and meeting the city's concerns. 

Mediators aren't therapists, but it does take a kind of therapeutic engagement and understanding of the participants who might be metrically opposed and deeply-held val- ues and beliefs. On the other hand, it may be that similar protagonists might be induced to trust each other and to explore and question each other's values. People may think they know what they believe. They may have a special hatred, a special level of discomfort, but there appears to be more room that we think was available when it comes time for us to sort out how their beliefs will be applied in a specific situation. It may be correct to assume that people engaged in value or identity-based disputes won't agree to compromises, but other forms of ac- commodation and reconciliation are still possible. I think that the dispute resolu- tion community has given far too little thought to the logic of reconciliation. When we think about the divided societ- ies that have managed to build workable peace negotiations or even generations of bloomed, we have to be encouraged.

Finally, when I imagine applying the logic of reconciliation to the health care town halls held last summer or the current de- bates about climate change, immigration or abortion, I see new possibilities. Imag- ine something along the lines of the Ne-gotiated Rulemaking process we now take for granted. A neutral selected by a joint commission of Congress (perhaps in con- junction with the Executive Branch) would engage in one or more of the mediated approaches I have described this morn- ing. This would take place within a given time frame, at the end of which a team of mediators. It might be televised or streamed live. It might be a video of the negotiation or of the number of local or at state or local levels. The mediation would seek to achieve one or more of the five outcomes I have de- scribed: (1) separate interests and values and to generate agreement on the interest-based portion of the dispute; (2) to engage the dispute in the hope of achieving deeper mutual understanding and produc- tion working relationships, (3) appeal to overarching values and find some accom- modation; and (4) confront value differ- ences directly and seek reconciliation. The results in each case might not look or feel like a traditional settlement. However, ev- er, in the way that the results of a negoti- ated rulemaking constitutes a proposal that the agency with the relevant statutory authority can use as a basis for the rule that would eventually issue, a little progress on values-based and identity-based disputes may be all we should hope to achieve.

Imagine that prior to Congressional delib- erations on legislation, or prior to issuing executive orders, a mediated negotiation were to take place. A preliminary conflict assessment would be required to bring a manageable number of appropriate stake- holders to table. The kind of deliberative poll that Jim Fish- kin at the University of Wisconsin advocates might be used to bind those who are representatives to the views of their constituencies, at least at the level of the project. Organizations that are malleable, especially in response to an organizational and practical need to promote reconciliation.

CONCLUSIONS:

1. Mediation can, in fact, be help- ful when parties are engaged in what are primarily values-based or identity- based disputes. I don't think the usual problem-solving logic of mediation, however, necessarily applies. There are other logics that can, in fact, be helpful.

2. These alternative approaches to media- tion need to be institutionalized so people don't have to figure these questions out on their own. They need to be institutionalized so people don't have to develop their own models of how to proceed. We need legislation to spell out how this might work—a parallel to the National Labor Relations Act or the Negotiated Rulemaking Act. Formal experimentation ought to precede the development of such legislation—just as we did with Negotiated Rulemaking.

3. Mediators may have to learn some new ways of working, and we have to develop a roster of mediators qualify- ed to take on these types of disputes so the parties don't waste their time trying to hire mediators who are not trained or qualified for this kind of work.

4. Judges will surely need to be educated about these alternative mediation logics. We've got to convince the courts that something short of comprehensive and tra-ditional notions of settlement may be the most desirable outcome in certain kinds of value-based and identity-based disputes.

5. It is important that our profession es- tablishes a working group to dig into this question and decide what posture it wants to take on the question of mediating val- ues-based and identity-based disputes.

6. Finally, it would help if the research community would document the log- ics of mediation. It is especially important that research on mediation for a long time, like Justice Circles that focus on mediation rather than litigation. Many thanks for listening. And, my thanks to everyone else who has done work on peace-making, reconciliation, and dialogue has given us so much to build on.
Fall Retreat – Falmouth, MA

Each fall at the beginning of the school year, SPURS Fellows, staff, and DUSP International Development Group (IDG) faculty go on a weekend retreat. The retreat has become an important part of building friendships, getting to know the skills and interests of the Fellows, and enhancing the relationship between faculty and SPURS Fellows. For the second year in a row, the retreat was held at Sea Crest Beach Resort in Falmouth, MA.

A number of important things happened during this year’s retreat. One was that most IDG faculty came and talked to the Fellows about their professional and research interests. In addition, as always, SPURS Professors Cherie Abbman and Ralph Gakenheimer were involved with the fall retreat throughout the weekend.

One important tradition is the dinner discussions. This year the discussions centered around religion and the media, coming on the heels of the outrage generated by the proposed Ground Zero mosque. At each table, Fellows, faculty, and SPURS staff traded ideas about religion in their respective countries, which generated a wealth of diverse perspectives on the state, the media, and religion in society.

A third important part of the retreat was a series of presentations by four Fellows, Sophia, Emil, Sławek, and Tomik. Each fellow gave short talks about their home countries—Cameroon, Dominican Republic, and Poland, respectively. Sophia spoke passionately about his work with Habitat for Humanity in Cambodia, sharing stories about the vital work performed. Emil prepared a number of videos about the Dominican Republic and explained how tourism imagery misrepresents his country. Lastly, Sławek and Tomik led an interactive game of 20 questions about Polish history, culture, and society. For example, did you know that Chicago has the greatest concentration of Poles in the United States?

The retreat also provided plenty of free time and late-night dancing so the Fellows could relax and get to know each other. During the day, some of the Fellows discussed religion and the media. For example, did you know that Chicago has the greatest concentration of Poles in the United States?

Writing and Communication News

Writing Experiences and Challenges

By Cherie Mot Abbman, Lecturer in Communications

Over the last four years, MIT’s SPURS/Humphrey program has focused attention on enhancing communication skills. We believe that understanding how communication flows in the US, and specifically at MIT, can help our Fellows better understand the culture, expectations, and intricacies of the written and spoken word.

As such, MIT Fellows are asked to work on writing and communication skills starting in June, before they arrive, while they are here in residence at MIT, and throughout the year. We ask for writing samples in June in order to help us craft a set of writing workshops throughout the year for the Fellows. Writing themes include: sentence-level and paragraph-level writing, American policy memos, cover letters, and resumes. In addition, we ask each Fellow to keep a weekly writing journal about their experiences at MIT and in the US. Here is a brief outline of the subjects that we attempt to touch on by the end of the year.

1. Writing Assessment – June, July and August: In June, each Fellow was asked to write a paper comparing his/her country to the United States. Using these comparative analyses, we are able to assess each Fellow’s writing ability in terms of strengths and challenges. Each essay gives us a first data point to use in terms of assessing progress in written communication.

2. Email/Letter Writing Intricacies – September. Email can be hard to understand. It is a linear form of communication that often lacks the gentleness that face-to-face communication can bring. At the same time, what you put in writing an email can say a lot about you professionally. We addressed the intricacies of email communication including writing structure, tone, and style.

3. Tools to Improve Writing – September/November/December Workshops. In these workshops we focused on sentence level writing, paragraph level writing, and different forms of communication. Sentences and paragraphs are short and easy to work with in a workshop setting.

In addition, transitional words are always a source of confusion and we covered these as well. As we advanced in our understanding of paragraphs, we tackled the idea of paragraph flow and developing and supporting a single idea in a paragraph, and then moved on to writing professional affiliations letter.

4. Tools to Improve Speaking Skills – Spring Workshops. Having focused on writing in the fall, we will work on oral presentation skills for the spring. How do you present yourself to an audience once delivered – the written vs. spoken word experience. The class did more than accomplish its objectives; it also provided a safe haven – a community where it was acceptable to make mistakes, ask questions, and to learn.

In past years, ideas seemed to flow freely in the journals, which served as a place to write loss formal or more personal ideas. This year our Fellows are talking as many as four classes, and as a result, the journals have become less of a priority. To re-focus some stress from our Fellows, we decided to make the journals optional for the spring. Fellows will continue to travel over the upcoming break and perhaps continue to write in their journals. We are hoping for many more insights, observations, and realizations as a result of their journeys…

English as a Second Language (ESL) Class

By Kate Barker, ESL Instructor

This year, a new workshop designed specifically for the Humphrey Fellows was introduced. After receiving the results of the English Evaluation Test, administered by MIT’s English Language Program, it became clear that a significant number of Fellows would benefit from an English class tailored to their specific needs. While Fellows had previously taken English classes, additional learning opportunities were requested.

The goal of the class was to develop competence and confidence in listening and speaking and to meet the objectives of the Humphrey Program by teaching about the customs, culture, and society of the United States, and by allowing Fellows to share information about their own societies and cultures.

Fellows practiced their English skills by listening to audio clips, student reports, and short videos. Guided by a textbook, the Fellows participated in small group discussions to practice grammar, vocabulary, and pronunciation. During one class, the Fellows presented each other’s fortunes using the future perfect tense and were thrilled by the promise to become grandparents, senators, and presidents of their countries someday.

The class did more than accomplish its objectives; it also provided a safe haven – a community where it was acceptable to make mistakes, ask questions, and to learn.

We explored the cultural puzzles that emerged each week outside of class. The Fellows expressed their frustration in understanding lectures and the fast-paced conversations of native speakers; as well as their fear of being misunderstood.

The Fellows gained confidence speaking with their American peers. Returning to their home countries, they will be able to share the experiences and insights they gained during this year’s retreat.
A Conversation Among Fellows

Since that day, demonstrations continued every evening and thousands of participants paraded. It was extremely cold and snowing, but we stood there for hours knowing that we could not turn back. We knew that if we gave up, the consequences would be very bad. Surprisingly, political changes went on very fast. On December 10, for example, we were already able to cross the borders with Austria, and we were there to cut the fences, and we today still have a piece of it at home.

Don't worry about the legacy of your generation; there is still room for hope. You brought your daughter to show that you experienced it in first person this year at MIT. It is not easy to forget what was here and what she did, but she will bring the rest of her life to show her children in a correct fluid English.

For sharing the history of the "Velvet Revolution," I would like to let you know that the 17th of November is a very important date for us in the former Czechoslovakia. On November 17, 1989, so-called "Velvet Revolution" was started in Prague by a student demonstration, which immediately started to celebrate International Students' Day.

One final remark—I realized we are not clear enough. This revolution was not about the division of Czechoslovakia. It was about the transition from a totalitarian political system to a democratic one, and the transition from a centrally planned economy to a market-oriented economy. Czechoslovakia was divided three years later only by politicians without any public involvement, but the public in general was not in favor of this step. Independent Slovakia was established on January 1, 1993.

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Responses from Fellows

Fan Tu, China

Thank you for sharing a good article! I can understand your feelings. The strong, emotional feelings from the heart, whenever it is, can be the hope for a country, a nation.

Zaynab Abaas, Iraq

Thank you for such a good article! I can understand your feelings. The strong, emotional feelings from the heart, whenever it is, can be the hope for a country, a nation.
Residential Scholarships

Each year, Ashdown House, a graduate student community, offers two resident scholar positions to the SPURS Program. This year, Humphrey Fellows Fatima Nkairi from Morocco and Christian Asinelli from Argentina are serving as the liaison scholars to bring international culture to the Ashdown community. In fall 2010, Christian offered Ashdown a view of the history of Argentina society and civil rights by showing the 2009 Academy Award-winning crime thriller El Secreto de sus Ojos (The Secret in their Eyes). Later, he also presented the 1985 Academy Award-winning drama La Historia Official (The Official Story). His presentation led to an engaging discussion of issues related to civil wars and human rights in other countries.

In October, Fatima organized a Moroccan dessert coffee-hour event, revealing her national culture through a variety of authentic Moroccan treats—including ghriba, ta’kas, and kaak ghalal. The Moroccan dishes are usually prepared for ceremonies and parties. The event was well-attended by Ashdown residents and the Fellows who came to discover the Moroccan deserts, and more importantly, Moroccan culture. Delighted with the popularity of the event, Fatima plans to organize two more events in the spring semester. One will be a “Cherie Par Society” dinner, during which residents and Fellows will meet to observe Morocco’s Jimilhil Marriage Festival, which is celebrated at the end of every summer. The other will explore important holidays in different countries.

International House for Global Leadership (iHouse)

This year’s resident scholar at House is Fuad Jafarli, a Humphrey Fellow from Azerbaijan, whose is a living learning community consisting of 17 undergraduate students passionate about problem-solving in developing countries. On November 10, 2010, the Fellows had a lively conversation with this student about a dinner meeting designed to build intellectual bridges between the two groups. With their rich international development experience, the Fellows are great resources for the students as they shape their international projects. The meeting began with brief introductions of each participant’s background and research interest. Based on this information, participants formed small groups and continued a deeper conversation on how the Fellows could help students with their future endeavors. This dinner, which is a part of a series of SPURS-IHouse events, has become a tradition of the SPURS Program, creating an opportunity for the Fellows to contribute to MIT’s undergraduate community.

Alumni News

Morimoto Akinori, Japan (SPURS 1997-1998), deceased to say that he is an advisor in the planning of a new innovation center in Medellin, Colombia. His presentations led to an engaging discussion of issues related to civil wars and human rights in other countries.

Sopheap Phim, Cambodia (Humphrey 2007-2008), was invited by Professor Reinhart Goethert to build stronger linkages between the group and Cambodians on the ground. Phim, who works for Habitat for Humanity, connected the MIT group with local institutions and communities on this trip which also combined MIT undergraduates, graduates and professors. Sopheap and SPURS are excited that this is the beginning of a long-term partnership between MIT, Habitat for Humanity Cambodia and the Cambodian Ministry of Education. This is just the beginning of many exchanges between Cambodia and the United States!

From Cambodia to the United States and back again. In January, Humphrey Fellow Sopheap Phim helped to lead a group of interdisciplinary MIT students to Cambodia for a trip to investigate locally-appropriate technologies for school renovation. Stemming from his engagement in an MIT class, Phim was invited by Professor Reinhart Goethert to build stronger linkages between the group and Cambodians on the ground. Phim, who works for Habitat for Humanity, connected the MIT group with local institutions and communities on this trip which also combined MIT undergraduates, graduates and professors. Sopheap and SPURS are excited that this is the beginning of a long-term partnership between MIT, Habitat for Humanity Cambodia and the Cambodian Ministry of Education. This is just the beginning of many exchanges between Cambodia and the United States!
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