

HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

2016-2017

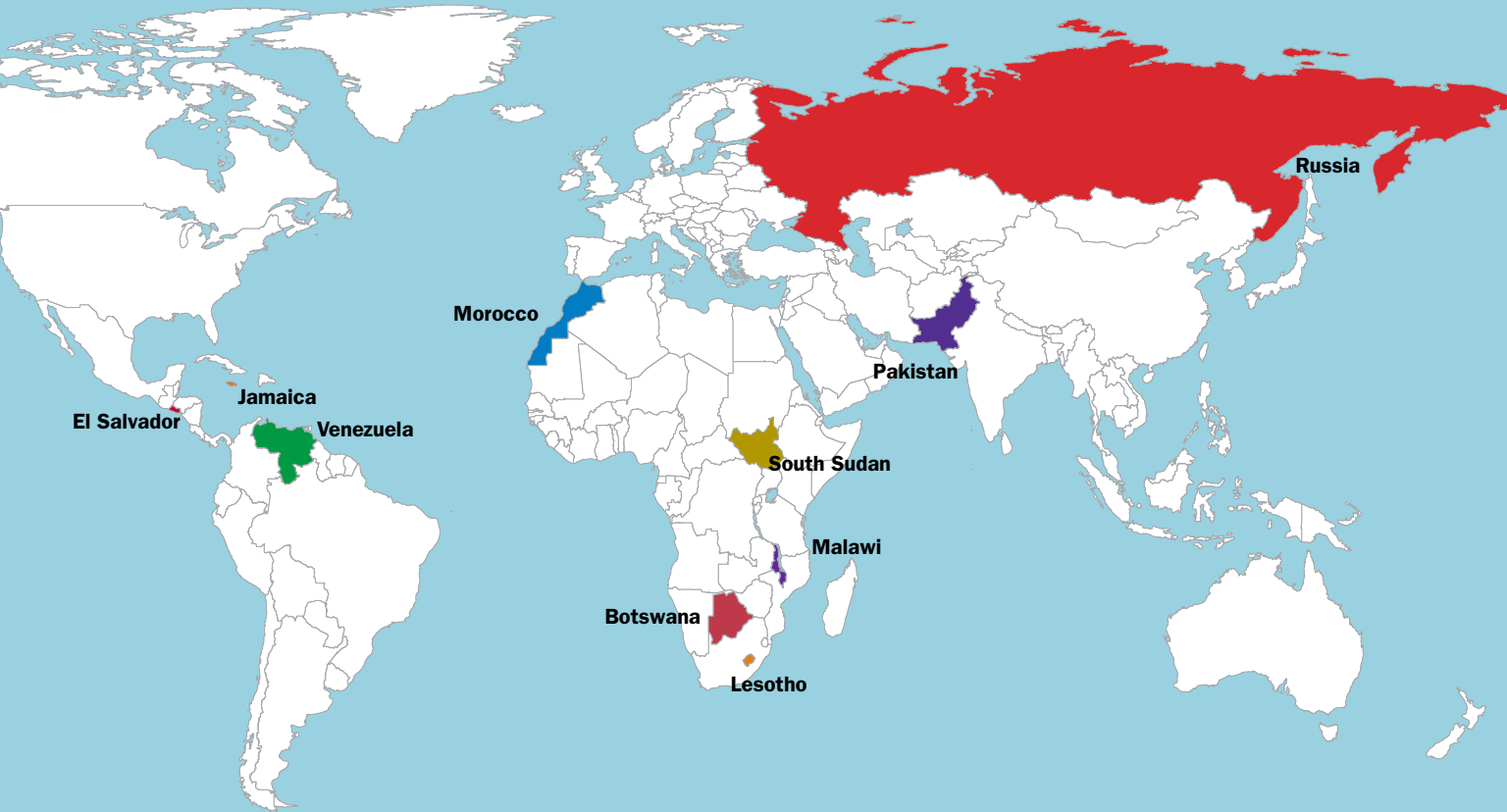


VANDERBILT
PEABODY COLLEGE



**The Hubert H. Humphrey Fellowship Program
is sponsored by the U.S. Department of State
Bureau of Educational and Cultural Affairs.**





The 2016-2017 Humphrey Fellows at Vanderbilt University
are from **Botswana**, **El Salvador**, **Jamaica**, **Lesotho**, **Malawi**,
Morocco, **Pakistan**, **Russia**, **South Sudan**, and **Venezuela**.



Humphrey Program Overview

The Hubert H. Humphrey Fellowship Program, sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, is a U.S. government international exchange program supported by the people of the United States. The program was initiated in 1978 to honor the late senator and vice president and his lifelong commitment to international cooperation and public service. It brings accomplished educational leaders from developing nations and emerging democracies to the United States for an academic year to study, as well as help them gain related professional experience, build their leadership capacity, and foster mutual understanding. The program provides a basis for lasting ties between U.S. citizens and the Fellows while strengthening the global exchange of knowledge and expertise. Humphrey Fellows are selected based on their potential for leadership and their commitment to public service in either the public or the private sector.

Peabody College of Education

At Peabody, faculty and students build close relationships whether they are undergraduates, doctoral candidates, or returning professionals. Our curriculum is based on studying real-world problems and offering solutions. As a result, whether in schools, policymaking settings, social service agencies, or Fortune 500 companies, our graduates are pragmatic and change-oriented. Every day Peabody graduates change the lives of untold thousands for the better. Peabody College is ranked among the top graduate schools of education. Peabody’s mission in education and human development is to create knowledge through research, train the next generation of leaders, support current practitioners, and engage with the community. Peabody offers five Ph.D. programs, three Ed.D. programs, nineteen master’s programs, and eight bachelor of science programs.

Find more information about Peabody online at peabody.vanderbilt.edu

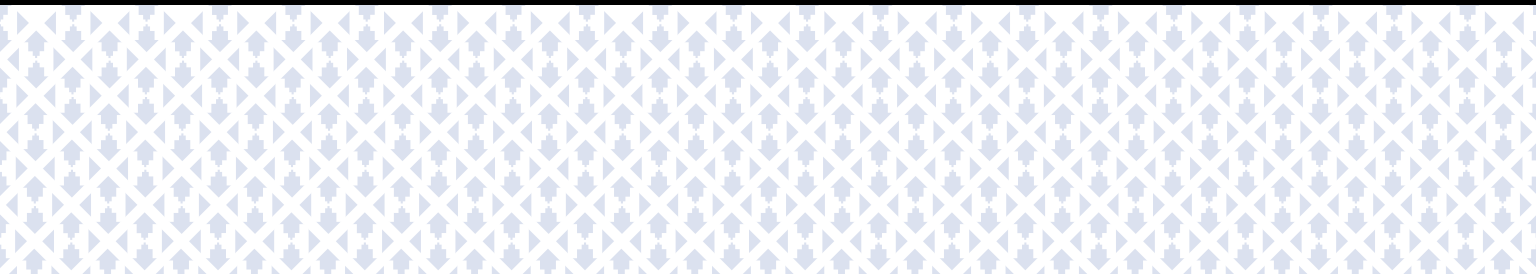
Humphrey Fellows at Peabody

Individual Program Plan

The Individual Program Plan (IPP) is the Fellow’s road-map for their fellowship year. The IPP is used to establish goals and objectives (short and long term) and tracks progress towards individuals’ goals and objectives. Additionally, it outlines the academic course work, professional and leadership development activities, professional affiliations, and community service. Furthermore, it serves as a framework for their implementation plan. The implementation plan is the Fellow’s plan for change and impact for when they return to their home country.

Program Components and Activities

Fellows will complete the following activities and projects during their fellowship year:





2016-2017 Hubert H. Humphrey Fellows at Vanderbilt University's Peabody College



Margaret Campbell
of Jamaica



is the principal of St. George's College, an all-male high school. As the first female appointed to this position, her attention is drawn to the academic gender imbalance in Jamaica and has led to her interest in studying factors influencing educational outcomes

for males. Ms. Campbell has previous experience teaching mathematics and writing modules for effective school leadership. During her Humphrey year, she wants to study instructional leadership, education administration, program evaluation, and equity in education with respect to gender and disabilities so that she can make practical recommendations for schools in Jamaica that will improve educational quality and effectiveness for all students.



Rolando Guzman Martinez
of El Salvador



is a professor at the University of El Salvador where he focuses on teaching English as a second language and coordinates the School of Arts and Sciences' Committee of the Administration of the Academic Personnel Career that evaluates teacher performance. His previous work includes the creation and

publication of two series of textbooks that are currently being used in public schools in El Salvador for English language instruction in seventh- and eighth-grade classes. Mr. Guzman Martinez is focused on improving the quantity and quality of bilingual speakers in El Salvador via improved teacher training. During his Humphrey year, he wants to focus on research-based pedagogical practices for teaching English as a foreign language, ways to increase motivation among teachers, methods of action research, the use of instructional technology in ELL (English Language Learner) classrooms, and reflective teaching. He intends to apply his knowledge and skills to coordinate an in-service teacher-training program for junior high and high school English teachers as well as improve the ELL aspect of his university's blended learning teaching modality upon his return to El Salvador after the fellowship.



Shazia Kanwal
of Pakistan



is a provincial liaison officer for the Technical and Vocational Education and Training (TVET) Reform Support Program GIZ (Deutsche Gesellschaft Für Internationale Zusammenarbeit), a GmbH consulting firm. Her previous work includes reforming technical and vocational education and training with Education for All. Additionally, she has worked to support the Pakistani's government's endeavors for reforming the TVET system under the National Skills Strategy and to implement the National Vocational Qualification Framework in collaboration with TVET stakeholders. Interested in the role that technical and vocational education can play in utilizing human capital for development, Ms. Kanwal wants to study various global approaches to technical and vocational education and curriculum development during her Humphrey year. Upon her return to Pakistan, she is interested in improving the relevance and quality of TVET education in Pakistan.



Lal Kumar
of Pakistan



works with the Sindh Educational Foundation, an organization promoting education in marginalized areas by providing free, quality education to out-of-school children. Mr. Kumar is interested in the role of social entrepreneurship in promoting education through public-private relationships. During his Humphrey year, he hopes to study project management, educational administration, women's empowerment in education, and leadership techniques to develop and lead initiatives to increase literacy through education upon his return to Pakistan.



Abdelaziz Lahmar
of Morocco



is the department head for the School Mapping and Communication Office and an ICT (Information and Communications Technology) consultant for the Ministry of Education in Boulemane. In these roles, he works to improve educational quality by identifying regional needs and developing techniques to meet them. His previous work includes integrating technological learning, teaching, and administrative tasks. Mr. Lahmar desires to address the effectiveness and efficiency of Morocco's educational system by studying educational administration during his Humphrey year to achieve a fuller picture of the policies and practices that could be implemented on local and regional levels upon his return to Morocco.



Ekaterina Loshkareva
of Russia



is the department head for the Agency for Strategic Initiatives where she works to create educational policies and coordinate projects that respond to the labor sector's need for highly qualified workers. As a member of World Skills International Conference Coalition, she is responsible for designing conferences and training sessions in areas of technical and vocational education training and skills development for change makers from 74 countries as well as for the World Skills Competition in 2017/2019. Having previously studied engineering, she has done research on emerging jobs and skills and innovative educational institutions. Ms. Loshkareva's background has led her to be interested in the gap between industry demands and educational system readiness worldwide. During her Humphrey year, she wants to learn about future skills and jobs and how educational systems can change based on global trends. Upon her return to Russia, Ms. Loshkareva wants to create new education programs based on the best international practices.



Tsokalanu Msowoya
of Malawi



is a teacher at a public school where he is the department head and in charge of institutional research with 11 years of experience. His previous research included examining the impact of primary school education on rural development, assessing the effectiveness of credit institutions in the development of smallholder agriculture, and determining the effects of punishment as a method of discouraging negative behavior in schools. Passionate about the role of educational planning in increasing the efficiency of educational systems, Mr. Msowoya is interested in studying educational leadership and policy during his Humphrey year so that he can have the necessary skills to work on improving the effectiveness of Malawi's educational system and its role in socio-economic development.



Geohanna Noel Matheus
of Venezuela



is a professor at the University of Los Andes where she directs the Psychology Research Center and works with medical students to improve patient-doctor relationships and ethics, coordinates medical education, and manages the evaluation programs. Her previous work includes creating a psychosocial program for pediatric oncology patients. As a psychologist, Ms. Noel Matheus is interested in the ethics around care of cancer patients and what can be done at medical schools to train future and current medical professionals about this topic. During her Humphrey year, she is looking forward to studying leadership skills, psychological intervention programs, behavioral research at the National Cancer Institute, and organizational partnership design in order to develop an educational healthcare ethics program upon her return to Venezuela. Through this development, she will connect resources to improve the education of undergraduate and medical students on doctor-patient relationships as well as improve standards of health care.



Elizeo Joseph Odu
of South Sudan



implements government education policy with a focus on overseeing educational initiatives such as improving access, equity, and innovation. Previously, he has worked on Education in Emergency projects to improve access to education for children, especially females, in conflict and disaster stricken areas in South Sudan as well as initiatives aimed at enrolling and retaining females in school who had previously dropped out due to pregnancy or early arranged marriage. Interested in unifying and improving the educational system in South Sudan, Mr. Odu plans to study educational policy and administration during his Humphrey year so that he can coordinate teacher-training sessions upon his return to South Sudan that provide in-service teachers with the necessary skills to improve instruction inside and outside of the classroom.





Lineo Segoete
of Lesotho



is the executive director of Ba re e ne re Literary Arts, a nonprofit in Lesotho that encourages youth to live healthy and creative lives through education, such as through their annual, three-day literature festival. Working at the intersection of civil service, education, and literacy development, she represented Lesotho at the NEPAD (New Partnerships for African Development) Regional Conference on Arts Education in 2015. Ms. Segoete plays an active role in creative development for youth in Lesotho. She is an activist who focuses her energies on female empowerment, the fight against HIV and AIDS, and cultural appreciation through writing, photography, and event organization. Ms. Segoete is passionate about fostering a culture of learning in Lesotho through arts education and is interested in studying art-focused pedagogical techniques and program evaluation during her Humphrey year. Upon returning to Lesotho, she intends to organize workshops and opportunities for people to turn their creativity into sustainable economic endeavors.



Otilia Thebele
of Botswana



is an English language teacher in Gaborone with 13 years of experience. In addition to teaching English, she has also done research on the impact of foreign direct investments on the markets in Botswana with the goals of equipping herself with strong research skills and inspiring her students to create businesses upon graduation. Ms. Thebele is interested in improving English language instruction as a foreign language for students in underserved groups in Botswana, such as those from racial and ethnic minorities from under-resourced schools and students with disabilities. As a part of her Humphrey year, she wants to study program evaluation and leadership techniques to assess the quality of English language instruction in order to apply this knowledge upon her return to Botswana to increase the quality of instruction and improve the English language acquisition of students in Botswana.

Humphrey Faculty Advisors for 2016–2017

Jose Cossa

Senior Lecturer in International and Domestic Policy,
Department of Leadership, Policy, & Organizations

Xiu Cravens

Associate Dean for International Affairs and Associate
Professor of the Practice, Department of Leadership, Policy,
& Organizations

Corbette Doyle

Lecturer in Organizational Leadership, Department of
Leadership, Policy & Organizations

Kathy Ganske

Professor of the Practice and Director of Elementary Education,
Department of Teaching & Learning

Carolyn Heinrich

Professor of Public Policy and Education, Department of
Leadership, Policy & Organizations

Brian Heuser

Assistant Professor of the Practice, Department of Leadership,
Policy & Organizations

Andrew Hostetler

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Department of Teaching & Learning

David Laird

Assistant Professor of the Practice, Department of Leadership,
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Chris Lemons

Assistant Professor, Department of Special Education

Troy Moon

Associate Professor of Pediatrics, Division of Infectious Diseases,
Vanderbilt Institute for Global Health

Emily Pendergrass

Lecturer, Department of Teaching & Learning

Patrick Shuermann

Research Assistant Professor, Department of Leadership, Policy
& Organizations





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International Affairs

To find out more about the
HUBERT H. HUMPHREY FELLOWSHIP

*Program at Vanderbilt University's
Peabody College, go online to:*

vanderbi.lt/abouthhh

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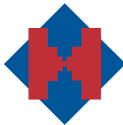


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