



Humphrey Fellowship

A Fulbright Exchange Program



HUBERT H. HUMPHREY

Fellowship Program

— 2018-2019 —



VANDERBILT®
PEABODY COLLEGE

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





In 2018–2019, Vanderbilt University's Peabody College will host eleven Humphrey Fellows,

including eight in the field of education policy, two with a focus on teaching English as a foreign language, and one in the field of Higher Education administration.

*They are from: **Argentina, Burundi, Chile, Iran, Mexico, Pakistan, Palestine, Saudi Arabia, Slovakia, and South Africa***



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.

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:

What is HHH Professional Development?



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.

More information: peabody.vanderbilt.edu

2018-2019 Hubert H. Humphrey Fellows at Vanderbilt University’s Peabody College



Ivana Zacarias of Argentina has been the Director of Learning Assessment at the National Ministry of Education in Argentina, where she led the implementation of the first national student teacher evaluation. Her previous positions include Researcher at the National University of San Martin, educational specialist for the Chief of Cabinet of the Minister’s Office, and program coordinator at the IIEP-UNESCO in Buenos Aires. She also chairs the Education Committee of the Harvard Club in Argentina, where she organized a national prize for education projects, and serves as a Board Member of America Solidaria, a regional organization for volunteer development.

Ms. Zacarias was the recipient of a 2008 Fulbright award and the Organization of American States (OAS) scholarship. She holds a Masters in International Educational Policy from the Harvard Graduate School of Education (US) and a Bachelor’s in International Studies from the University Torcuato di Tella (Argentina). She has co-authored two books, including *Pedagogy and Democratization of University* (2014) and *Building Good Schools: Tools for Principals* (2011), as well as a number of articles on pedagogy on higher education and the role of evaluation and assessment in education systems.

During her time at Vanderbilt, Ms. Zacarias plans to explore educational innovations for low-achieving students, educational assessment, and best practices in teaching and learning. Upon her return home to Argentina, she plans to pursue additional leadership opportunities in education policy, with the long-term goal of reducing social inequalities through targeted education-based interventions.





Gerard Ntiranyuhura of Burundi is the Field Coordinator for Village Health Works, where he has been helping to coordinate initiatives to improve the quality of education in rural Burundi among other duties.

Mr. Ntiranyuhura also manages the organization's U.S.

State Department-supported English Access Microscholarship Program, which provides underprivileged students with access to English language learning opportunities. He is currently implementing the project "Feed our Mind, Feed our Future" to help low-income families of his home village to use entrepreneurial tools to combat school dropouts, and is a dedicated mentor to secondary school students from rural areas. Mr. Ntiranyuhura is currently the head coach of the Burundi National Feminine Handball team, and previously served as head teacher at Great Lakes Technical School in Bujumbura, Burundi.

Mr. Ntiranyuhura holds a Bachelor's in English Language and Literature from the University of Burundi and a certificate in Civic Leadership from Kenyatta University (Kenya). He has received a number of certificates from the African Management Initiative, and has also co-authored a motivational children's book set in his own community. For his efforts to raise awareness about the impact of climate change, he has been recognized by the Young African Leadership Network as a "Green Champion."

Mr. Ntiranyuhura is committed to improving educational access and leadership opportunities for rural youth through education and mentorship programs. At Vanderbilt, Mr. Ntiranyuhura will focus on education program planning and management, and he looks forward to connecting with public and private education institutions to observe and share best practices in secondary school administration. Upon his return to Burundi, he plans to apply key lessons learned to contribute to the development of educational programs to combat regional challenges, including poverty, gender inequality, and climate change.



Jenny Urrutia Viveros of Chile is the Technical Pedagogical Supervisor at the Provincial Department of Education in Cautín Norte. She provides technical support to multiple networks of public and semi-private schools and facilitates the implementation of education policy and government initiatives at the regional level, serving as a liaison between the Ministry of Education and education communities.

Ms. Urrutia Viveros' previous roles included Coordinator of Adult Education, Coordinator of Adult Literacy, and teacher of history, geography, and civic education.

Ms. Urrutia Viveros holds a Diploma in Educational Supervision, a Masters in Local and Regional Human Development, and a Bachelors in Education from the Universidad de la Frontera (Chile), a Diploma in English Communication from the Catholic University of Temuco (Chile), and a Diploma in Interculturalism and Management. Ms. Urrutia Viveros was also the recipient of the 2014 Indian Technical Civilian Training Program & Economic Cooperation Scholarship, and completed a three-month course at the English Foreign Language University in Hyderabad, India.

Ms. Urrutia Viveros is committed to fostering greater inclusivity at all levels of Chile's education system. During the course of the Fellowship, Ms. Urrutia Viveros will focus on public policy in education, teacher training systems, and ensuring educational access for diverse student populations. She aims to explore new leadership models in education administration, as well to gain practical experience through school visits and observation opportunities. Upon her return to Chile, she plans to conduct an international educational seminar in for education practitioners in her community, integrating best practices and technical support from international networks.



Neda Khodaverdi of Iran is an adjunct university lecturer at Islamic Azad University and an Educational Supervisor and English teacher at SAED Educational and Cultural Institute in Tehran. Her professional focus includes training new teachers of English language, and

teaching English as a foreign language to Persian-speakers, including children with special needs. She has developed her own teaching methodology for students with high-functioning autism, and is currently in the process of developing professional development resources to train more instructors to work with special-needs populations. Her previous appointments include English teacher and supervisor at schools and private language centers, and lecturer at Allameh Tabataba'i University.

Ms. Khodaverdi holds a Doctorate of Philosophy in TEFL from the Islamic Azad University, Science and Research Branch, Faculty of Foreign Languages and Literature, Tehran, Iran, a Master's in TEFL from Allameh Tabataba'i University, Tehran, Iran, and a Bachelor's in English Language Translation from Islamic Azad University, North Branch, Tehran, Iran. She also holds honors certificates in IELTS Teacher Preparation and Knowledge of English Language Teaching Test from TESOL Arabia Testing, Assessment, and Evaluation.

Through the Humphrey Fellowship, she plans to explore diverse opportunities and best practices supporting foreign-language learning in special-needs children, especially school-aged children diagnosed with high-functioning Autism Spectrum Disorders. At the same time, she aims to observe practical ESL teaching and teacher training approaches adaptable to her context. Upon her return to Iran, Ms. Khodaverdi plans to develop her existing methodology for teaching English to children with special needs into a practical workbook for teachers. She will also continue to develop the capacity of the private SAED language institute through expanded professional development offerings for English teachers and learners.



Marcela Aguilar Rodriguez of Mexico currently serves as the Academic Exchange and Project Manager for the Secretariat for Education of the State of Jalisco. She is responsible for developing and coordinating academic, scientific, and cultural exchange programs, including

international internships, language exchanges, and training programs. Ms. Aguilar also serves as education advisor for regional and international organizations and potential foreign investors to the region. She has helped facilitate 24 international "sister school" partnerships, coordinate international professional development opportunities for 1,500

teachers, and share international learning and exchange opportunities with over 5,000 students. She is also a certified teacher of English, and taught for four years at the university level.

Ms. Aguilar holds a Masters in Public Management from the University of Potsdam (Germany), a Masters in Education Science from the Higher Institute of Research and Teaching (Mexico), and a certificate in International Relations from the Western Institute of Technology and Higher Education (Mexico). She was also selected to attend a summer course at Utrecht University (Netherlands) as well as to participate in the History of Migration and Literature seminar organized by the US Embassy in Brazil.

Ms. Aguilar plans to use her time at Vanderbilt to focus on education administration planning and policy. In particular, she is passionate about ensuring educational opportunities for migrant populations and protecting the right to education for all migrants traveling to, from, and through Mexico, as well as continuing efforts to promote international education and collaboration among nations. During her Fellowship year, Ms. Aguilar aims to explore the ways in which education policy and practice can eliminate barriers for migrant students. Upon her return to Mexico, Ms. Aguilar plans to continue to support international cooperation through educational exchange, advocating for expanded educational opportunities for vulnerable youth as well. She also plans to pursue research on education policy implementation.



Asif Khan of Pakistan is currently the Director of Education at the Federal Directorate of Education in Islamabad, Pakistan, where he oversees the management of 423 educational institutions in the region and continuous professional development for teachers. He serves as a member of the National Coordination Committee for the Educational Management Informational System and as the regional contact for USAID's Pakistan Reading Project. He also works in close collaboration with National and International development partners, and School Management committees for partnerships in education and development.

Mr. Khan holds a Masters in Education Leadership from the University of Sydney (Australia), a Post Graduate Diploma in Youth Development Work from Allama Iqbal Open University (Pakistan), and a Masters in English Languages and Literature and Bachelors in Arts and Humanities from Bahaudin Zakariya University Multan (Pakistan).

Passionate about ensuring educational opportunity for vulnerable and out-of-school youth, Mr. Khan's initiatives have enrolled 1,700 out-of-school minority children in schools and trained 1,200 female students from rural schools in arts and crafts in collaboration with Lok virsa Pakistan. During the course of his Fellowship year, he will focus on strategies and best practices for improving access, quality and governance in education systems. Upon his return to Pakistan, Mr. Khan plans to start a Teacher Training Resource and Excellence Center, contribute to the development of a formal Youth Development Policy at the local level, and support the adoption of blended learning methods to promote improved educational access for girls in rural areas.



Farida Khan of Pakistan is the founding Principal of Islamabad Nursing College, a project of Healers Educational Society, where she oversees human resources, curriculum development, student recruitment, and external partnerships. In response to the critical deficit of nurses in Pakistan, Ms. Khan launched a two-year nursing degree program in her college and works with the Pakistan Nursing Council to develop policies and professional standards for the field. As chair of the Aga Khan Local Health Board Rawalpindi jurisdiction, she plans community health awareness activities and assists vulnerable patient populations in accessing discounted treatment. She served as a consultant for the Pakistan Nursing Council through the Technical Resource Facility, and trained more than 200 nursing tutors through curriculum, teaching, and assessment workshops. She also served as a Senior Instructor and Assistant Director of the Shifa College of Nursing.

Ms. Khan holds a MPhil degree in Health Sciences Education from Stellenbosch University (South Africa) and a Bachelor's in Nursing from Aga Khan University (Pakistan). She has published research in journals including *International Journal of Nursing Education* and *Journal of Anesthesia, Pain and Intensive Care*. Ms. Khan is committed to faculty development and her primary goal for the Fellowship program is to design a faculty mentorship program for nursing education research. Upon her return to Pakistan, Ms. Khan plans to launch a Bachelor of Science in Nursing Program which incorporates new research and professional exchange opportunities in the field. She is also dedicated to reducing social stigmas associated with the nursing and nursing education in Pakistan through professional capacity development and awareness raising.



Islam Abu Sharbain of Palestine is a script writer and content developer at UNRWA TV in Gaza, where he supports the production of educational programming for the refugee population in the region. He has taught English in various capacities, including as associate professor at Al Quds Open University, lecturer at the University College of Applied Sciences, and instructor at AMIDEAST. Dr. Abu Sharbain has worked as a trainer and consultant for IHH and as a research assistant at Universiti Sains Malaysia. He was also instrumental in the creation of the Palestinian English Language Teachers' Association (PELTA), which has engaged with over 300 English language teachers from the region.

Dr. Abu Sharbain holds a PhD in TESOL from the Universiti Sains Malaysia (Malaysia), a Masters in TESOL from the Islamic University of Gaza (Palestine) and a Bachelors in TESOL from Al Aqsa University of Gaza (Palestine). Within the framework of his PhD research, he designed and implemented a professional development program tailored for ESL teachers in Gaza; a total of 150 pre-service teachers from five universities successfully completed his four-month training program. In addition, Dr. Abu Sharbain has authored of a number of publications on TESOL professional development and teaching practices.

During the Humphrey Fellowship, Dr. Abu Sharbain plans to develop a comprehensive training program for ESL teachers in Gaza which considers the unique context of emergency-affected regions and the



unique needs of students who have experienced trauma. He looks forward to professional networking opportunities with ESL organizations and educational institutions with psychosocial support programs. Upon his return to Gaza, Dr. Abu Sharbain looks to strengthen ESL education outreach programming and leverage international partnership opportunities to expand professional development opportunities for local ESL teachers.



Aljawharah Alfuhayd of Saudi Arabia currently serves as Assistant Professor of English Literature at Princess Nourah University in Riyadh, Saudi Arabia. She is committed to quality assurance in teaching and has held a number of administration positions at the university, including Department Head, Vice Dean, Committee Chair, and Quality Coordinator. In addition to teaching English literature and poetry, she is interested in research and leadership. She is one of 32 Saudi female Pioneering Executive Leaders. She regularly supports the organization of departmental activities and events, including international conferences.

Dr. Alfuhayd holds a doctorate of philosophy in English literature and Bachelors and Masters in English Language & Literature from Princess Nourah University (Saudi Arabia). She has also completed in program in Executive Leadership at INSEAD (Singapore) and holds certificates from NCAAA (National Commission for Academic Assurance and Accreditation).

During her Fellowship year, Dr. Alfuhayd plans to focus on higher education administration, community impact, and innovations strategy. At the same time, she hopes to pursue academic and professional development opportunities in management and organizational development. Upon her return to Saudi Arabia, Dr. Alfuhayd plans to pursue new strategies to ensure quality assurance and academic accreditation best practices in higher education, as well as to strengthen research skills in her field.



Julius Rozenfeld of Slovakia is Assistant Professor of British and American Studies at Pavol Jozef Safarik University, where he specializes in the history and policies of the EU, TEFL teacher training, and American cultural studies. In addition to teaching, his role includes professional development within his department, managing institutional partnerships, and the organization of community engagement activities. He currently heads the university's language testing center, as well as manages the English Teachers' Club. He regularly serves as an advisor for student research projects. Before joining the university, Dr. Rozenfeld taught English at the secondary school level. He is committed to improving opportunities for vulnerable groups, and chairs a charitable organization in his community which organizes educational events for vulnerable populations.

Dr. Rozenfeld has a doctorate in British and American Studies from Pavol Jozef Safarik University (Slovak Republic), a Master's in TEFL from Constantine the Philosopher University (Slovak Republic), and additional qualifications in School Management and in TEFL from the

Methodological-Pedagogical Center (Slovak Republic). He is a member of the Association for Teacher Education in Europe and The European Society for the Study of English. He has authored a number of publications on technology and gender, Eastern European stereotypes, and immigrant communities.

During his Fellowship year, Dr. Rozenfeld plans to focus on education policy, higher education administration, and curriculum planning which supports the needs of the job market. Upon his return to the Slovak Republic, he plans to integrate new approaches to reducing 'brain drain' from the Slovak Republic, through targeted curriculum development, industry partnerships, and the development of a strong university alumni network.



Jon Hodgson of South Africa is the District Change Manager for the Program to Improve Learning Outcomes, building a model of public school system improvement at district & provincial scale – now across 5,000 schools. In his role, Jon has led PILO's district-level change design, implementation & learning – in partnership with government officials across levels. Jon has been key to creating PILO through learning-by-doing how to support & influence professionals to transform their practice, together, for (teachers') collaborations with real support. Previously, Jon led organizing of activist movement Equal Education's national *People's Summit for Quality Education*. He also served as twice-president of student-volunteer-run education development organization SHAWCO Education, leading a structure of 120 committee members running 12 programs with 850 weekly volunteers. Jon also consulted briefly for Monitor Group.

Jon holds a Masters in Cognitive and Evolutionary Anthropology from the University of Oxford (UK) and a Bachelor's of Arts from the University of Cape Town (South Africa) – all on scholarships. His essay, "Asinamali? Freeing Education for a Freer Society!" (2016), is forthcoming in a retrospective collection on university student leadership and activism.

Jon is committed to justice and real democracy, believing education must be a praxis and life-process of liberation. His aims for the fellowship include supporting and learning from education and social struggles by communities, unions and social movements – against underfunding, union-busting, surveillance, privatization and the mainstream education reform movement – in US contexts with strong similarities to South Africa in terms of racism, capitalism and patriarchy. Jon also intends to explore decolonizing education, indigenous educations, and critical public pedagogies. Looking forward, Jon will reflect on and pursue new efforts to creatively support people's struggles for liberation against oppressions across education and society beyond schooling.



HUMPHREY FACULTY CONNECTIONS 2018–2019

Erik Carter

Cornelius Vanderbilt Professor,
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Ana Christina da Silva

Director of Learning, Diversity,
and Urban Studies; Professor of
the Practice of Education, Dept. of
Teaching & Learning

Kathy Ganske

Research Professor, Dept. of
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Carolyn Heinrich

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Dept. of Leadership, Policy &
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Brian Heuser

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Besty Kennedy

Assistant Dean for Non-tenure
Track Faculty Affairs and
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David Laird

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Brenda McKenzie

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and Senior Lecturer, Dept
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Maury Nation

Associate Professor, Dept.
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Matthew Patrick Shaw

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To find out more about the HUBERT H. HUMPHREY FELLOWSHIP

Program at Vanderbilt University's Peabody College:

vanderbi.lt/abouthhh



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