

HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

2015-2016



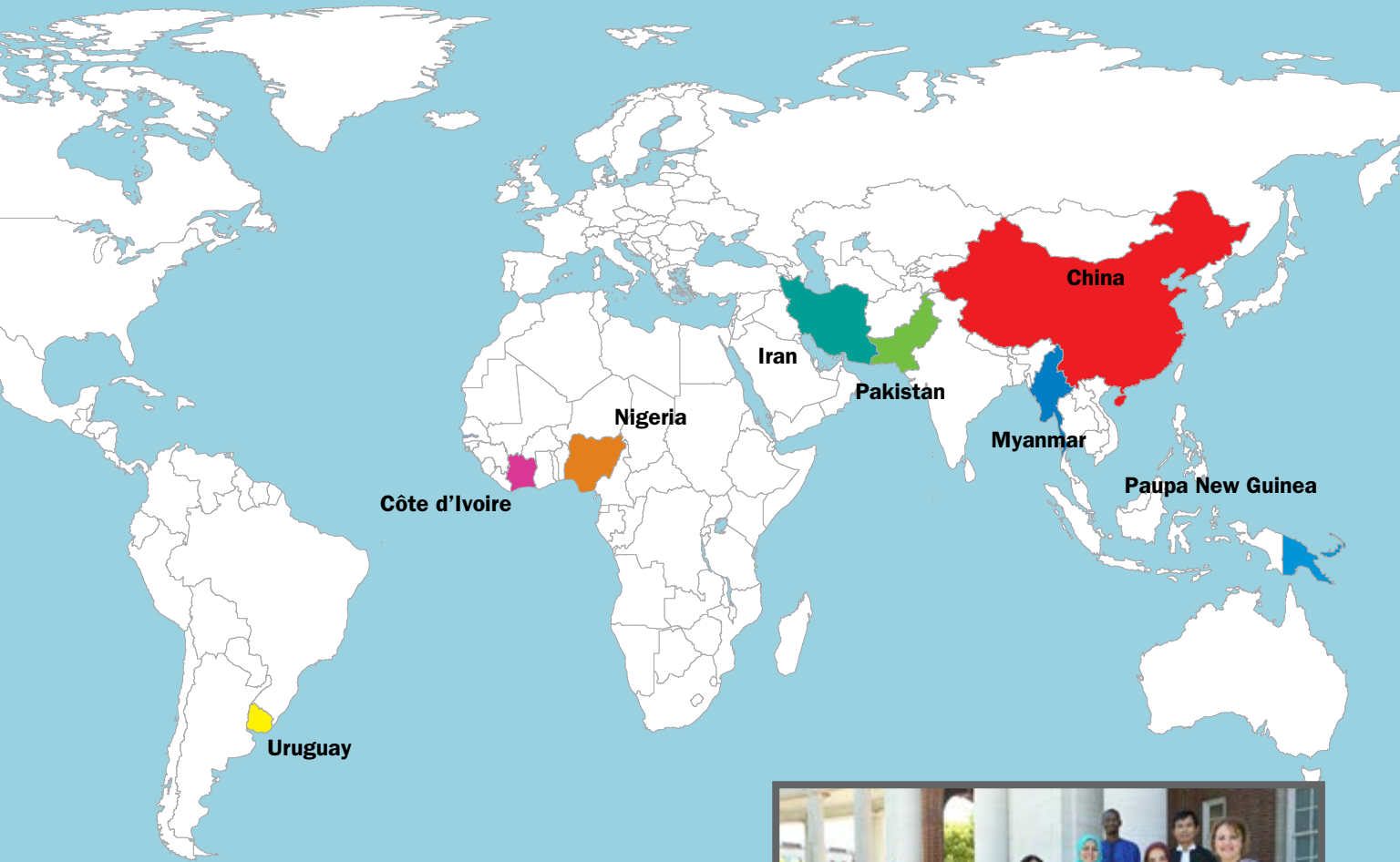
VANDERBILT
PEABODY COLLEGE

International Affairs



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





The 2015-2016 Humphrey Fellows at Vanderbilt University are from **China**, **Côte d'Ivoire**, **Iran**, **Myanmar**, **Nigeria**, **Pakistan**, **Papua New Guinea**, and **Uruguay**.



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

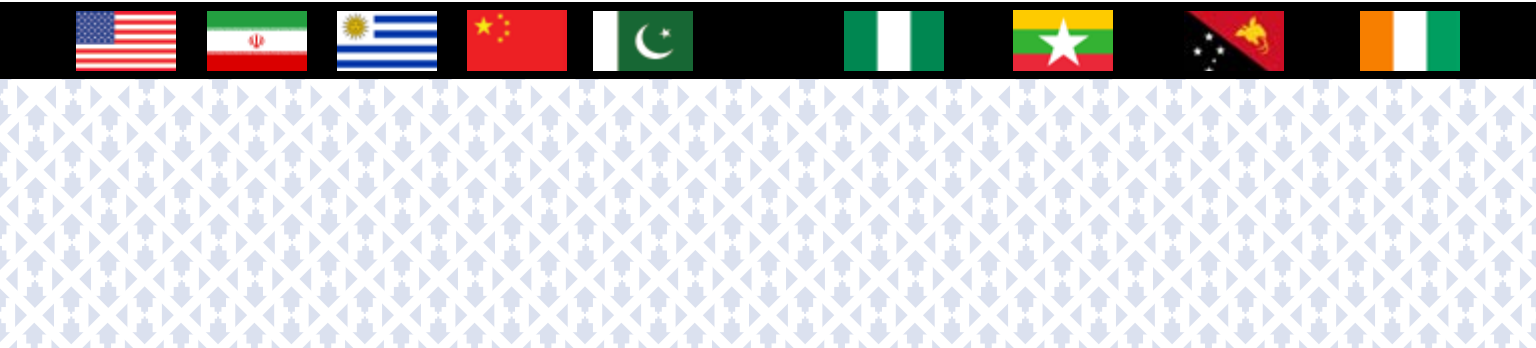
Humphrey Fellows at Peabody

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:





2015-2016 Hubert H. Humphrey Fellows at Vanderbilt University's Peabody College



Leila Afkhami
from Iran



is a teacher and trainer for Avid Academy of English and has led workshops on various aspects of pedagogy and improving learner engagement. She has been especially interested in supporting teachers in public schools, where the level of resources and training

are often inadequate, and she has a special passion for serving remote, disadvantaged regions. For her Humphrey year, her goals are to improve her problem-solving and leadership skills, learn new teacher training methodology, and gain skills in curriculum development. Ms. Afkhami is eager to network with American teachers and trainers and to expand her multicultural capacities by working with group members from other nations. She hopes to build on her extensive experience as a teacher to expand upon her skills in training and curriculum development to better help her colleagues and to create better learning environments.



Tahira Akhtar
from Pakistan



is a deputy registrar at the Islamia University of Bahawalpur in Southern Punjab and an established leader in the field of educational administration, planning, and policy. She helped to create the Career Development Center (CDC) at her university, which has helped thousands

of students with career counseling and job placement, and she has also forged relationships between the university and local businesses, chambers of commerce, and national and multinational organizations. During her Humphrey year, Ms. Akhtar looks forward to learning about gender reform, social enterprise, and university-business partnerships, as she wants to address gender-related issues in workplaces and schools. When she returns home, she hopes to complete the picture of CDC evolving into an incubation and training center, not only bridging the gap between the theory and practice of gender reform but also serving as a platform for community development.



Xiaolin Li
from China



is director of the Department of International Cooperation at the China Population Welfare Foundation. She has worked on such projects as helping to provide free medical assistance for cleft lip/palate children from impoverished families, combatting desertification through

tree planting and skills training, providing interest-free loans to Muslim college students, and supporting grassroots NGOs. Mrs. Li is particularly committed to improving the health and welfare of children and mothers with critical needs in remote, rural areas. During her Humphrey year, she is eager to learn about the management and operation of nonprofit organizations, as well as how to guarantee openness and transparency, in order to improve the professionalism and effectiveness of organizations in her country. She intends to apply what she learns throughout China by increasing the capacity of other NGOs and promoting greater focus on migrant and marginalized communities.



Khin Mon Nyein
from Myanmar



is an education specialist for UNICEF Myanmar and leads both the National Secondary Life Skills program for adolescents in secondary schools nationwide and the nonformal education program for out-of-school youth and children in 97 townships. She has been

firmly committed to improving education in Myanmar, particularly in establishing alternative learning pathways equivalent of the formal school system to meet the needs of marginalized children, and she is frequently consulted on policy questions by the government and other NGOs. During her Humphrey year, Ms. Nyein plans to acquire knowledge and skills in the fields of regional and national education planning and administration, development of education policy and advocacy strategies for institutionalizing non-formal education, and designing alternative education programs for the primary and secondary levels. In the long run, she aspires to contribute to national and global advocacy campaigns and education movements to ultimately build equitable, quality education for all children in Myanmar.



Wellington Oboh

from Nigeria



is a principal education officer in the Federal Capital Territory Secondary Education Board and an ICT teacher, trainer, and consultant. Additionally, he was recently selected by the minister of the FCT to help shape a policy roadmap for e-education, and he coordinated

a Nigeria-South Africa partnership for promoting new ICT skills among teachers and learners. As a Humphrey Fellow, Mr. Oboh looks forward to seeing new possibilities for making a difference. When he returns home, he hopes to capacitate educators in the formal education sector by designing a program for digital literacy, giving them skills for delivering content in more engaging ways and taking advantage of the limitless opportunities technology offers to transform the education sector. His goal is to run an educational consultancy service for innovative teaching practices and professional development, involving multiple stakeholders including the government, private sector, educational institutions, and nongovernmental organizations. He hopes to equip young entrepreneurs with technology skills, helping them to pursue academic dreams alongside their vocation, thereby reducing unemployment and tackling illiteracy at the same time.



Soe Than

from the Myanmar



is a professor and head of the methodology department at the Yangon Institute of Education. He has long been devoted to public service, having performed roles including teacher, headmaster, and curriculum developer in primary, secondary, and tertiary institutions, and he is an accomplished and widely published academic.

His main area of interest is English-language teaching, especially in decreasing emphasis on rote memorization and examinations, and he stresses the importance of implementing policies in ways that lead to positive outcomes for teachers and students. During his Humphrey year, Mr. Than would like to undertake comparative studies of TEFL programs around the world as well as to learn about innovations in language-teaching learning technologies. He hopes to have the greatest impact on classrooms in remote areas, where less advantaged children have limited access to opportunities.



Olto Thomas

from Papua New Guinea



is a government bodies liaison program coordinator for the Ombudsman Commission of Papua New Guinea, an organization dedicated to fair treatment of citizens by the government. In her previous position, she developed reporting processes and wrote annual performance

reports. She also volunteers by working on community cleanup programs and assisting the United Pentecostal Church. Through the Humphrey Fellowship, Ms. Thomas hopes to gain critical analysis and leadership skills in order to manage the social and economic development needs of Papua New Guinea, while building a career in public service. She is committed to building integrity and transparency frameworks for professionals in public office.



Issa Toure

from Côte d'Ivoire



is an English for specific purposes teacher for the Centre de Formation Professionnelle, a vocational training center in Yamoussoukro, with twelve years of teaching and training experience. He helped to set up a community-based organization called Bal-

lack-Hyper's Holding (BHH), which offers language training to people of low socioeconomic backgrounds and also conducts girls' education and entrepreneurship awareness campaigns. In his Humphrey year, Mr. Toure wants to learn about successful youth entrepreneurship models and acquire knowledge and skills in social education pedagogy so that he can design sustainable community development plans to impact youth. Upon returning home, he would like to offer extracurricular entrepreneurship trainings through BHH for vulnerable young people. He hopes that entrepreneurial skills will allow youth to launch small business enterprises that can accelerate and sustain economic growth, decrease the unemployment rate, and spur poverty reduction.





Khan Zada
from Pakistan



is an instructor and teacher trainer at the Aga Khan University at its Professional Development Center in Chitral, a remote, mountainous northern region of the country. He has over ten years' experience as an educator with a focus on teacher development, curriculum development, and early childhood education. He designs, implements, and evaluates teacher and leadership development workshops and school improvement projects, and he also builds the capacity of educators and families in understanding early childhood development. As a Humphrey Fellow, Mr. Zada looks forward to expanding his knowledge and skills, especially in educational administration, and learning from a multicultural environment in order to become a better educator and researcher and to more effectively contribute to teacher education in his home region and all of Pakistan. He looks forward to the opportunity to learn from different voices and perspectives in educational policy and administration in order to critically explore ways of overcoming educational challenges in his country, helping to shape tolerant, responsible, and inquiring citizens while contributing more effectively to quality education in Pakistan overall.



Gabriela Zazpe
from Uruguay



is an ESL supervisor for Uruguay's Secondary Education Board and manages the supervision of teacher performance nationwide. She has a particular interest in teacher professional development; she designs and implements many EFL/ESL training workshops each year and also helped to establish a coaching program to provide educators better support. Her goal is to develop more effective instruments for assessing teachers' performance as well as to develop a mentorship program in Uruguay. During her Humphrey year, Ms. Zazpe looks forward to gaining both theoretical knowledge about assessment practices and practical insight through work in high schools. She hopes to be able to develop a system of ongoing mentoring and professional development in Uruguay and to implement creative and fair ways of evaluating and certifying teachers, empowering teachers to become researchers of their own praxis and better educators altogether.

Faculty Advisors for 2015–2016

Catherine Corr

Research Associate, Dept. of Special Education

Xiu Cravens

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

Shannon Daniel

Lecturer in Education, Dept. of Teaching & Learning

Doug Fisher

Associate Professor of Computer Science and Associate Professor of Computer Engineering

Kathy Ganske

Professor of the Practice and Director of Elementary Ed, Dept. of Teaching & Learning

Brian Heuser

Assistant Professor of the Practice, Dept. of Leadership, Policy & Organizations

Susan Kochanowski

Senior Lecturer in Organizational Leadership, Dept. of Leadership, Policy & Organizations

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Doug Perkins

Professor, Dept. of Human & Organizational Development

Claire Smrekar

Associate Professor, Dept. of Leadership, Policy, & Organizations





To find out more about the

HUBERT H. HUMPHREY FELLOWSHIP

Program at Vanderbilt University

Peabody College, visit:

<http://vanderbi.lt/abouthhh>

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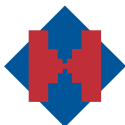


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www.humphreyfellowship.org

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