

HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

2017-2018

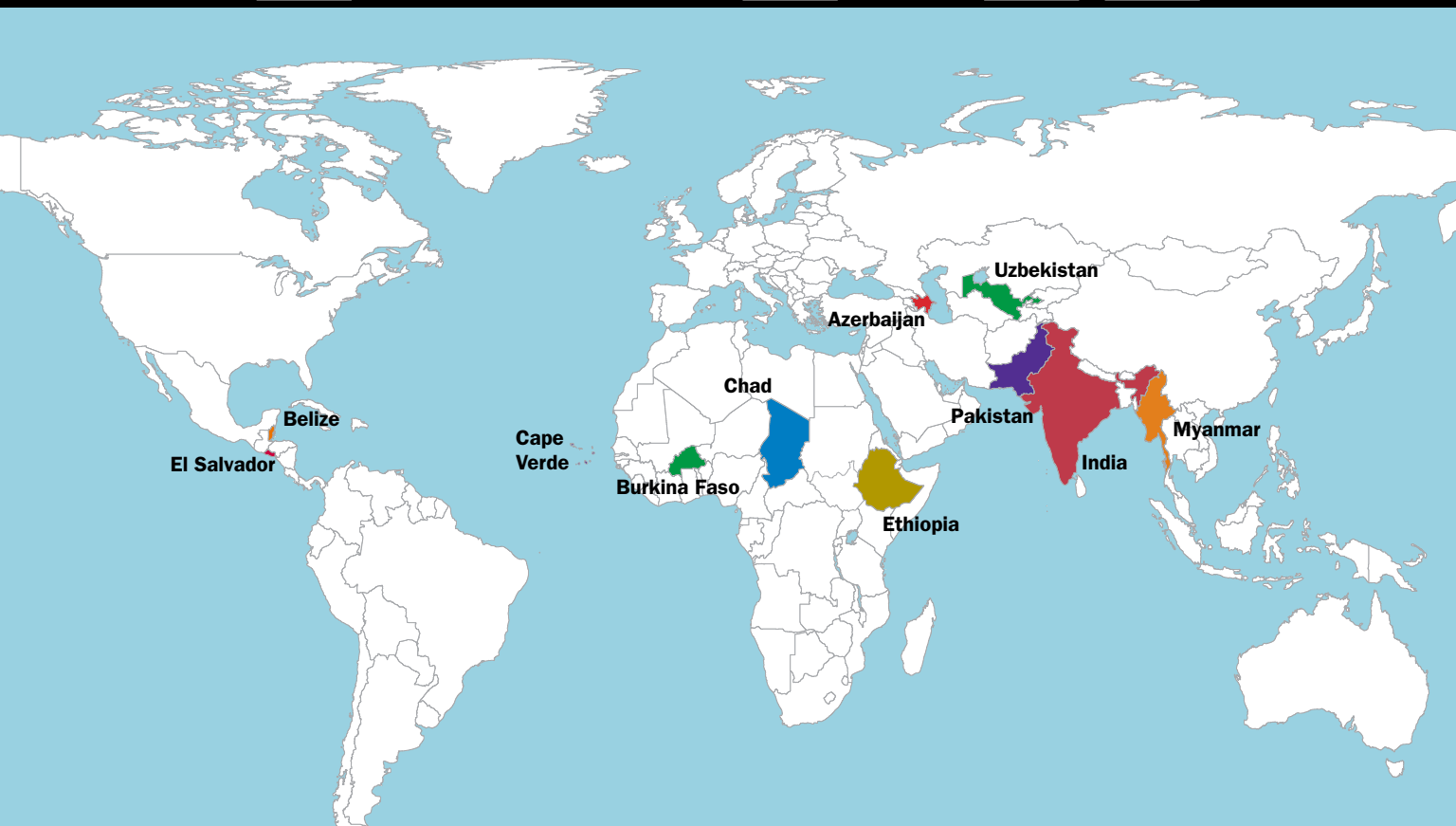
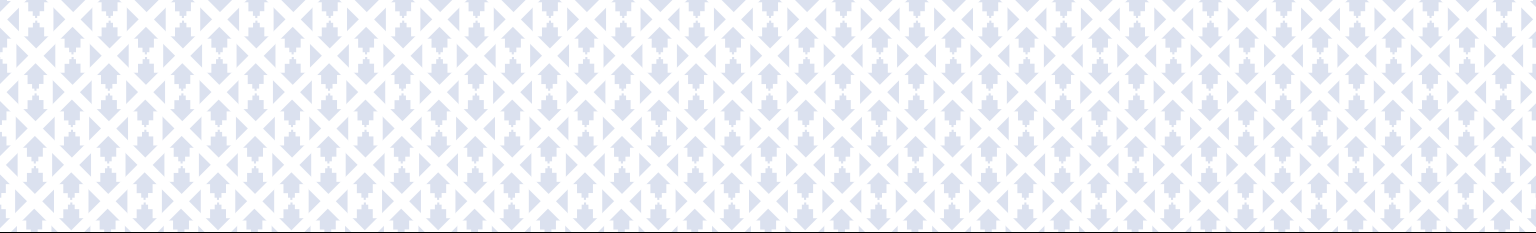


VANDERBILT
PEABODY COLLEGE



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





The 2017-2018 Humphrey Fellows at Vanderbilt University
are from **Azerbaijan**, **Belize**, **Burkina Faso**, **Cape Verde**, **Chad**,
El Salvador, **Ethiopia**, **India**, **Myanmar**, **Pakistan**,
and **Uzbekistan**.



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:





2017-2018 Hubert H. Humphrey
Fellows at Vanderbilt University's
Peabody College



Ilaha Rasulova,
of Azerbaijan



is a teacher/trainer at the Azerbaijan Teacher Development Center. In this role, Ms. Rasulova works to develop the professional capacity of educators. Her key tasks include designing and conducting training to enhance professional development of educators. In addition to her current role, Ms. Rasulova has extensive experience in the NGO field through her involvement in social endeavors that target youth career readiness. Her particular interest within her field is school culture and its relationship with student investment by examining school markers such as the incorporation of extracurricular activities. To develop further, Ms. Rasulova plans to acquire knowledge relating to teacher training development. She also hopes to explore school, teacher, and student assessment, which leads to identifying the needs of schools and, in turn, developing an improvement plan for schools.



Stephen Whyte,
of Belize



is the principal of St. John's Memorial Anglican Primary School located in diverse village of Placencia. Being the leader of both staff, students, and an active member of other groups, Mr. Whyte's primary focus is the uplifting of students' achievements in his country through community involvement and targeted instruction. His other focuses include, but are not limited to, teacher efficacy and the integration of novel practices to encourage and address his students' differentiated learning. One key project in his endeavor to differentiate instruction has been the addition of been a computer lab with functional computers. This allows students to have a closer look to the world due to the globalization of the internet. During his Humphrey year, Mr. Whyte plans to explore teacher training and development while simultaneously learning additional new advanced practices to integrate into the teaching curriculum in order to maximize his school's academic performance. He also plans to focus his studies on literacy and special education in order to help integrate best practices to be implemented into Belize's school curriculum.



Armel Bama,
of Burkina Faso



is an English instructor with the Armed Forces Language Center. In addition to this role, Mr. Bama also serves in the Burkina Faso Air Force as an Air Force maintenance and logistics officer. Within these positions, Mr. Bama holds a myriad of responsibilities including, but not limited to, practicing leadership, aircraft maintenance, and teaching English as a foreign language. Mr. Bama hopes to build a solid foundation in education administration, education planning, and policy during his Humphrey year. Mr. Bama plans to increase the education level of incoming military youth in Burkina Faso, particularly in their knowledge of English. This, in turn, will improve the language skills of Burkina Faso military personnel and will provide more opportunities to better serve the needs of the local and global community.



Gabriel Alexandre dos Reis,
of Cape Verde



is a teacher of English as a second language at the secondary school level. In addition to teaching students at the secondary level, Mr. Alexandre dos Reis also teaches courses in English for adult learners at local universities. In the past, he has utilized his role to act as a liaison between the national teachers' union and the Ministry of Education to ensure equitable solutions to teacher training concerns in Cape Verde. During his Humphrey year, Mr. Alexandre dos Reis plans to focus on the curriculum development of teaching English as a foreign language. By doing so, he hopes to create and implement curriculum that empowers both students and teachers in foreign language instruction and mastery.



Mahamout Doud,
of Chad



is a high school chemistry and English teacher. Mr. Doud is passionate about the role of science, particularly chemistry, in a nation's development. As Chad's sole undergraduate Fulbright alum, Mr. Doud worked extensively on developing a more pertinent and rigorous science curriculum. Mr. Doud plans to continue the work he has already completed in curriculum development, while ensuring that the information presented to students is high quality. While a Humphrey Fellow, Mr. Doud wishes to focus his emphasis on contextually relevant textbook creation, curriculum development, and teacher training in the sciences. He additionally hopes to delve deeper into cognitive neuroscience in order to complement his science and teaching endeavors.



Juan Carlos Novoa,
of El Salvador



is the CEO of the Tin Marín Children's Museum, where he is involved in directing the organization and overseeing both museum programs and project development. While in this position, Mr. Novoa is additionally responsible for researching and implementing novel strategies in museum education that promote his

museum as an innovator within the field. With a background in civil engineering, Mr. Novoa also has experience in merging construction with volunteer programs by acting as a consultant for micro-enterprises in Central America. Overall, Mr. Novoa has 20 years of experience within nonprofit organizations, serving as a practitioner, director, and a board member. While in the Humphrey Fellowship Program, Mr. Novoa endeavors to glean information that will benefit the efficiency, innovation, and sustainability of his museum. In addition, he plans to develop his leadership skills to exponentially impact the efficacy of his organization.



Bereket Embiale,
of Ethiopia



is the owner and general manager of a consulting and training company in the educational sector. He has worked in schools as teacher and director for six years before transitioning to training and consulting. Mr. Embiale's key area of interest is to promote quality teacher training and professional development programs.

In order to improve the skilled capacity and educational rigor in his home country, Mr. Embiale plans to create and implement an ongoing professional development program for teachers. By improving curriculum and pedagogy, he plans to instruct and empower trajectory-changing teachers in his home country.



Manabendra Sanyal,
of India



is a development professional with over 25 years of work experience in education, community development, health, gender, and environment. Mr. Sanyal has a master's degree in rural development, which is central to his professional efforts. Before joining Humphrey Program, he was heading the Corporate Social

Responsibility program of Thermax Limited. In addition to his current role with Thermax Limited, he also spearheaded the formation of the Thermax Foundation, which works to improve the quality of education for the underprivileged. While in this role, Mr. Sanyal initiated a unique venture to upgrade educational standards in government schools by bringing together the Thermax Foundation, Akanksha Foundation, a NGO, and the Municipal Corporation of Pune. This model has been replicated in 21 schools of Pune and Mumbai under three local governments. Back home, Mr. Sanyal plans to share his learnings from the Humphrey Fellowship to bring about qualitative change in India's K-12 public education system.



Mon Mon,
of Myanmar



is a professor at the University of Medicine. Dr. Mon Mon specializes in medical microbiology and has published multiple articles within this field. Outside of teaching responsibilities, she is a leader in medical education coordinating workshops, improving procedures, and training medical teachers. During her Humphrey year,

Dr. Mon Mon plans to direct her professional development towards enhancing skills and knowledge that will aid her in establishing a medical educational development center in her university upon her return home. In addition to creating the facilities for the center, Dr. Mon Mon wishes to aid in the design of a novel competency-based curriculum and syllabus for medical students.





Sabeen Younas,
of Pakistan



is the manager of education at the Pakistan Poverty Alleviation Fund. Working at the intersection of poverty alleviation, gender equity, and education, Ms. Younas has ample experience in managing nationwide programs of education that address the plight of impoverished communities and in areas on conflict. By

engaging local communities, civil society organizations, and public stakeholders, she spearheaded technology-driven and cost-effective initiatives to improve access of quality education services for the underserved. With a particular focus on creating access for women in underprivileged regions, Ms. Younas hopes to combine her previous experience with the foundation of policy and leveraging technology to close the achievement gap for students regardless of their personal resources. Her particular focus while in the Humphrey program is to attain long-term outcomes through education by ensuring principles of equity and inclusiveness while simultaneously nurturing critical thinking and inculcating a culture of tolerance within the young generation in Pakistan.



Alisher Abidjanov,
of Uzbekistan



is the deputy director of the National Center for Development of Innovative Teaching Methods. In this position, Mr. Abidjanov is responsible for implementing the national program on incorporating new teaching methodologies. As a former professor at the National University of Uzbekistan, he hopes to merge his passion for higher

education and the work he is currently initiating as deputy director. During his Humphrey year, Mr. Abidjanov will endeavor to improve foreign language instruction in tertiary education through innovative methodology and the leveraging of technology. By merging the two approaches through distance and e-learning, he plans to ensure radical improvement of the current state of English language instruction.

Humphrey Faculty Advisors for 2017–2018

Marisa Cannata

Senior Research Associate, Dept. of Leadership, Policy, and Organizations

Xiu Cravens

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

Shannon Daniel

Lecturer in Education, Dept. of Teaching and Learning

Bill Fowler

Associate Professor, Dept. of Anthropology at College of Arts and Science

Kathy Ganske

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

Carolyn Heinrich

Professor of Public Policy and Education, Dept. of Leadership, Policy, and Organizations

Melanie Hundley

Assistant Professor of the Practice, Dept. of Teaching and Learning

Heather Johnson

Assistant Professor of the Practice of Science Education, Dept. of Teaching and Learning

Don Moore

Director of the Office for Continuous Professional Development and Professor of Medical Education and Administration, Office of Health Sciences Education at Vanderbilt School of Medicine

Lisa Pray

Associate Professor of the Practice, Dept. of Teaching and Learning

Patrick Shuermann

Research Assistant Professor, Dept. of Leadership, Policy, and 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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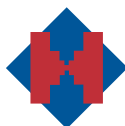


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