

To find out more about the

HUBERT H. HUMPHREY FELLOWSHIP

*Program at Vanderbilt University's
Peabody College, visit:*

www.peabody.vanderbilt.edu/humphrey.xml

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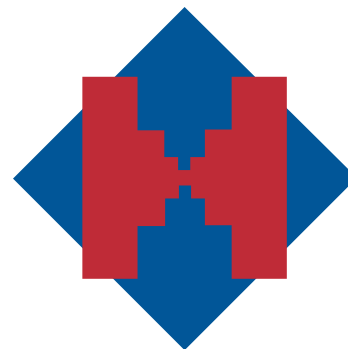
230 Appleton Pl.

Nashville, TN 37203

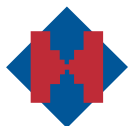
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HUBERT H. HUMPHREY FELLOWSHIP PROGRAM 2011-2012



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Educational and Cultural Affairs**

Administered by the

Institute of International Education

1400 K Street, NW, Suite 701

Washington, D.C. 20005

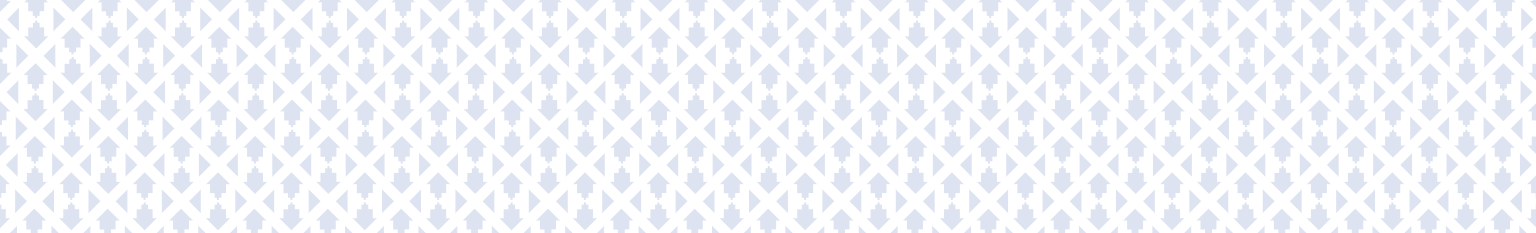
www.humphreyfellowship.org



VANDERBILT
PEABODY COLLEGE

International Affairs





Humphrey Fellows at Vanderbilt for 2011–2012 are from the following countries: **Brazil**, **Chile**, **Cote d'Ivoire**, **Ecuador**, **Indonesia**, **Mauritius**, **Myanmar**, **Pakistan**, and **South Africa**.



Humphrey Program Overview

The Hubert H. Humphrey Fellowship Program was initiated in 1978 to honor the late senator and vice president and his life-long commitment to international cooperation and public service. The fellowships bring accomplished, mid-career professionals from developing nations and emerging democracies to the United States for an academic year of study, professional development, and to foster cultural exchange. The program provides a basis for lasting ties between United States citizens and the fellow and strengthens the global exchange of knowledge and experience. Humphrey Fellows are selected based on their potential for leadership and their commitment to service in either the public or 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 first among 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.

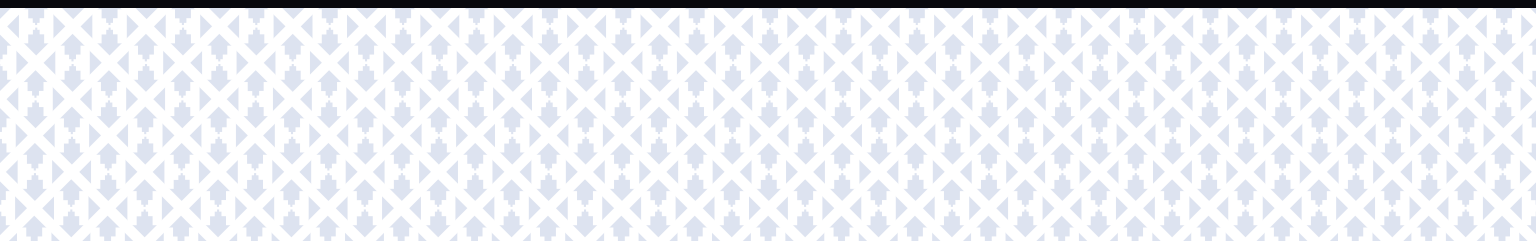
Find more information about Peabody online at www.peabody.vanderbilt.edu

**Humphrey Fellows at Peabody
Individual Program Plan**

The Individual Program Plan (IPP) is the fellow’s roadmap 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 the 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:





Faculty Advisors for 2011–2012

Xiu Cravens

Associate Dean for International Affairs

Sharon Shields

Associate Dean of Professional Education

Brian Heuser

Assistant Professor of the Practice in International Educational and Public Policy

Douglas Perkins

Associate Professor of Human and Organizational Development

Stephen Heyneman

Professor of International Educational Policy

Marci Singer-Gabella

Professor of the Practice of Education, Teaching and Learning

Kathy Ganske

Professor of the Practice of Education, Teaching and Learning

Kim Paulsen

Assistant Professor of the Practice in Special Education

Andrea Capizzi

Assistant Professor of the Practice in Special Education

Andrew VanSchaak

Assistant Professor of the Practice of Human and Organizational Development

Tom Ward

Lecturer in Education

2011-2012 Hubert H. Humphrey Fellows at Vanderbilt University's Peabody College



Mrs. Sonia Barbosa Dias
of Brazil



was most recently a researcher at CEN-PEC (Center for Studies and Research, Culture and Community Action) in Sao Paulo, Brazil. CENPEC's mission focuses on public school improvement in Brazil, and Mrs. Dias' responsibilities included developing content for print and digital publication to be distributed to teachers. Her focus for her fellowship year will revolve around equity, specifically racial equity, in education.



Mr. Alonso Silva
of Chile



was most recently the executive director of the Opportunity to Transform Through Education Foundation in Santiago, Chile. His responsibilities included, but were not limited to, providing professional development and synergy between all employees of the organization, setting goals and evaluating outcomes of the organization, and developing strategic alliances with community partners, etc. Mr. Silva's interest focuses around improving education quality in underachieving schools. Under his leadership, OPTE reformed Chile's fourth lowest performing school, which today reaches the national average. He would like to spend his fellowship year learning about public policy, leadership development, and improving his decision-making abilities.





Mr. Davry Jean
of Cote d'Ivoire

has been working under the Ministry of National Education in Cote d'Ivoire as a pedagogy inspector for 14 years. He is responsible for teacher training and evaluation in the public and private school system. Mr. Jean

was trained as a TEFL/TESOL teacher and also works at the College of Statistics and Applied Economics as a teacher of English. He is interested in promoting a culture of ownership and autonomy for teachers in Cote d'Ivoire. Mr. Jean would like to focus his fellowship year on learning about evidence-based strategies regarding teacher supervision and development trends in the United States and international education policy as well.



Mr. Didier Charles Kobena Kouadio
of Cote d'Ivoire

currently works as an inspector of special education for the Gender Equality Promotion Directorate under the Ministry of Family, Women, and Social Affairs in Cote D'Ivoire. His

responsibilities include program design and evaluation of projects that empower women and girls with disabilities, and capacity building in education, health, and social services that combat gender discrimination and violence. Mr. Kobena is interested learning about disability policies related to education, health, and social services that can be used to empower disabled girls and women.



Ms. Julieta Sandoya
of Ecuador

has been working as a volunteer teacher in language and communication for the Laura Vicuña School Center in Quito, Ecuador. Her responsibilities include providing Spanish lessons to street children and conducting cultural and social activities for these children

with support from public and private organizations. Ms. Sandoya is interested in spending her fellowship year learning best practices for educational inclusion and prevention programs for high-risk, disadvantaged youth.



Mr. Tomy Bawulang
of Indonesia

is currently working as a researcher and consultant for educational development in the Regional Development Planning Body of Sangihe, Indonesia. Mr. Bawulang's responsibilities include researching, drafting,

and reporting on educational development in rural Indonesia, which is submitted to the government. As the founder and director of CIREDs (Center for Indonesian Rural Education Development Studies), Mr. Bawulang has been consulting for and assisting rural schools in order to strengthen their organizational capacity through the Learning Organization approach. Mr. Bawulang's main interests revolve around the quality of public education in rural communities. He would like to focus his fellowship year on educational quality management and rural education development.





Ms. Marie Margaret Li Yin
of Mauritius



is currently a senior coordinator at Mauritius College of the Air, which is the sole producer of educational media resources for the Ministry of Education in Mauritius. Her responsibilities include the production of media resources to support the school curricula and teacher empowerment. Ms. Li Yin is interested in focusing her fellowship year on the use of technology and media integration in the classroom and how it can be used to improve learning.



Mr. Aye Myint Than Htay
of Myanmar (Burma)



is currently the director of education programs for Save the Children in Myanmar. His main duties include program development of all educational programming at the organization, ensuring all components of the programs are of high quality and are compatible with one another. He is also in charge of managing grants awarded. Mr. Htay is interested in using nonformal education to improve early childhood care in Myanmar. He is interested in focusing his fellowship year around learning about administration, planning, and policy on early childhood education for underprivileged children in the United States and their transition into primary school.



Mrs. Sobia Alam
of Pakistan



is currently working as a principal at the INFAQ Foundation CDSS Korangi Academy, a private school in Karachi, Pakistan. Her current responsibilities include developing curriculum standards, formulating and monitoring school policies, coordinating academic and co-curricular activities, and supervising school staff. She has been working in the field of education for 15 years, where she has worked in both public and private institutions. Mrs. Alam hopes to focus her fellowship year around school leadership development, curriculum development, and program evaluation.



Mrs. Catherine Arendse
of South Africa



works as the financial controller and HIV/AIDS program facilitator for Metropolitan Foundation in Cape Town, South Africa. She is also heavily involved in working with physically disabled children through multiple non-profit organizations such as the Western Province Sport for the Physically Disabled. Previously Mrs. Arendse worked as an occupational therapist for nine years and is planning on focusing her fellowship year on inclusion and integration of the physically disabled within education and the workplace.

