

# HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

## 2014-2015



**VANDERBILT**  
PEABODY COLLEGE

*International Affairs*

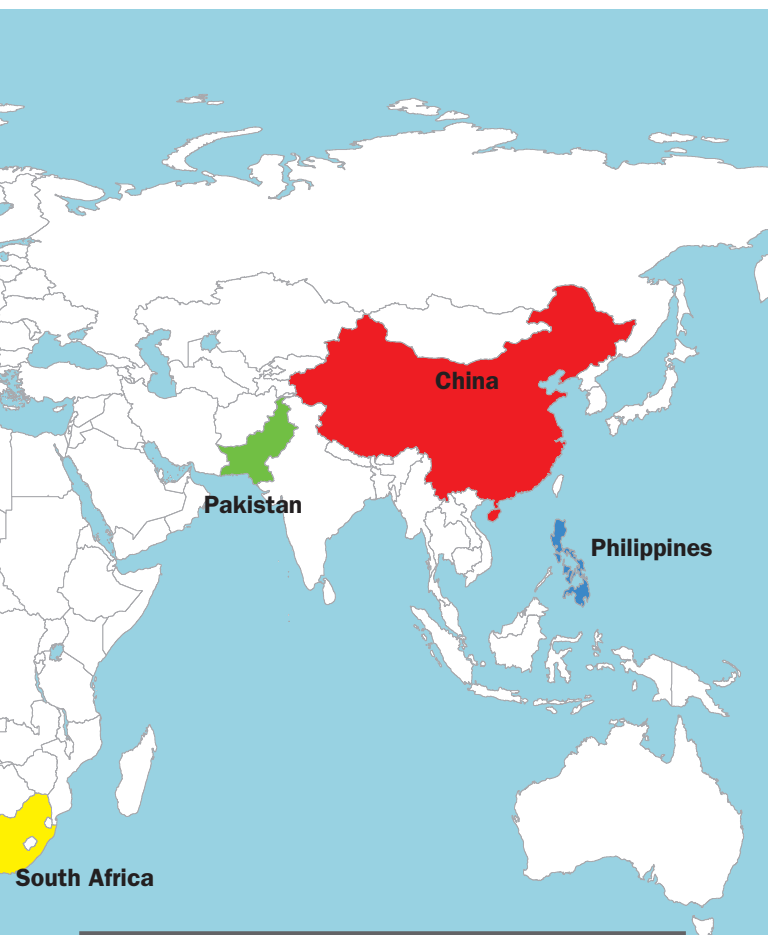
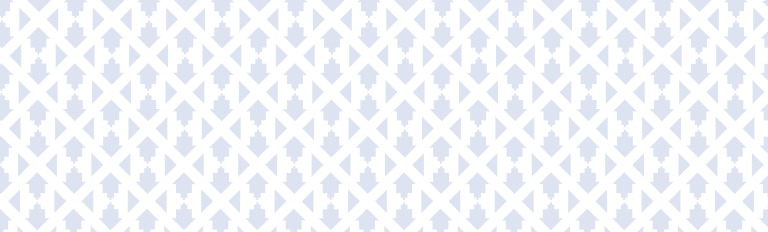


**The Hubert H. Humphrey Fellowship Program  
is sponsored by the U.S. Department of State  
Bureau of Educational and Cultural Affairs.**





**Humphrey Fellows at Vanderbilt** for 2014–2015 from  
**Benin, Brazil, China, El Salvador, The Gambia, Mauritania,**  
**Niger, Pakistan, Philippines, 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 lifelong commitment to international cooperation and public service. The program 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](http://peabody.vanderbilt.edu)**



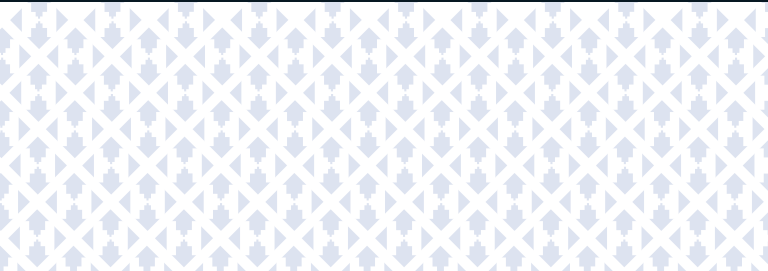
## Humphrey Fellows at Peabody

### 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:





## 2014-2015 Hubert H. Humphrey Fellows at Vanderbilt University's Peabody College



**Ousmane Bâ**  
from Mauritania



has been teaching English and French in high schools since 1997 and has worked with Peace Corps, Mauritania as a school supervisor. During his tenure, he created the first English club at his school, a model that spread throughout the district, and other schools now host similar English cultural exchanges that include activities such as football games and knowledge bowls. Additionally, he conducts quarterly trainings about incorporating technology into teaching, hosts an English radio program to teach the language, and volunteers on a mediation forum between the teachers' union and the Ministry of Education. Mr. Bâ would like to use his Humphrey year to enhance his skills in teacher training, specifically for the development of listening and speaking skills, as well as student assessment so that he can better serve Mauritanian students.



**Kelly Cardozo**  
from Brazil



serves as a consultant as well as a pedagogical and executive coordinator for cultural and educational projects with nonprofit organizations, businesses, and the government. She helps to coordinate projects focused on the development of cultural and social entrepreneurship, cultural and educational heritage, and ethnic education. In her work, she has observed how important it is to appreciate and support communities. Mrs. Cardozo wishes to use her Humphrey year to learn about desegregation in the United States' education system as well as educational planning and leadership. Upon her return to Brazil, she intends to create socio-cultural centers that offer professional courses, making it possible to develop new, diverse leaders who will work in the communities in which they live.



**Lesong Lamao Dongtse**

from China



is an education administrator in the Education Department of Zaduo County, a region near Tibet where 97% of the population is nomadic. She works to raise awareness of the importance of education and to improve the educational system for youth in rural, impoverished areas. Upon her return home, Ms. Dongtse plans to enhance educational opportunities in her community by creating networks among the education department, families, schools, and community groups.



**Libni Guardado**

from El Salvador



has been an English teacher since 1997. In a region that has been affected by gang warfare, she helps her students grow both academically and personally. In addition to teaching middle school English, she teaches English at a nonprofit organization that serves students from rural areas. Through her Humphrey Fellowship, Ms. Guardado would like to learn more about child psychology and motivation. She is also interested in studying school-community connections and enhancing her teaching skills in order to become a better instructor of the English language. Moreover, she is highly interested in developing projects that can improve the public education system, such as opening a library in every school in order to improve reading skills and adding English as a required subject in elementary schools in order to increase employment opportunities for high school graduates.



**Siradji Mahamane**

from Niger



works for the Inspectorate of Secondary Learning in the Ministry of Education and has been working in public schools for over twenty years. As a teacher trainer, he is passionate about helping teachers to develop professionally, and he conducts workshops, training sessions, and classroom visits in order to assist English teachers. Additionally, he assists the pedagogical inspector in measuring teachers' professional progress. As a Humphrey Fellow, Mr. Mahamane looks forward to learning about new trends in teaching the English language and to further develop his skills in monitoring and evaluating teachers.



**Roselle Mendoza**

from the Philippines



works for the Department of Education as a secondary school head in the central province of Nueva Vizcaya. Additionally, she has been a dynamic teacher, a leader of an Each-One-Teach-One project, and a volunteer for the Rights Education and Action Caravan for Humanity (REACH) Project with Amnesty International. She has conducted action research projects and teacher trainings to address achievement gaps, and she is passionate about the YES-O (Youth for Environment in Schools Organization). Ms. Mendoza's Humphrey focus is to enhance her capacities as an instructional leader and manager. Upon her return, she hopes to use these skills to address issues of diversity of learners and shared accountability among internal and external stakeholders in creating better outcomes for students.







**Nancy Mendy**  
from The Gambia



serves as the principal education officer responsible for special education in the Ministry of Education. She coordinates special needs programs nationwide, provides professional development for current teachers and teachers-in-training, and has a weekly TV show to teach sign language and to interpret the news for the hearing impaired. Additionally, she coordinated the development of the Special Needs and Inclusive Education Policy Framework from 2009 to 2015 and is the current coordinator for the 2015-2025 framework. Ms. Mendy is especially interested in studying educational policy and instruction for students with special needs in low-income areas. Upon her return home, she hopes to develop policies and implement services that support the delivery of inclusive practices in all sectors of The Gambia's education system.



**Geeta Motilal**  
from South Africa



has been a lecturer at the University of Witwatersrand since 2002. She teaches and supervises undergraduate education majors, examines master's level research reports, and lectures in an executive education program and an advanced school leadership certificate program for principals. She is also involved in school development and improvement programs throughout South Africa. Motilal's Humphrey focus is to study the theory and methods of instructional leadership and educational management. Upon her return to South Africa, she intends to develop a more rigorous training program for educational leaders and principals to empower and equip them with skills to improve the education system by providing quality teaching and quality learning.





**Farhan Vakani**  
from Pakistan



is a U.S.-certified continuing medical education (CME) professional, a fully trained and qualified medical educator with a master's in health policies and management, as well as a practicing dentist. He has been affiliated with the department of continuing professional education at Aga Khan University's Karachi campus in Pakistan, where he provides, plans, and regulates continuing education for health care providers. He has published a number of research articles and has been working voluntarily on the editorial advisory board and review panel for health sciences and education journals. Pakistan lacks a national CME model, and Vakani would like to use his Humphrey year to study how CME is planned, regulated, and implemented in the United States and will adapt the model in his home country to enhance health care providers' knowledge and skills.



**Hilarion Vegba**  
from Benin



is a high school principal in an underserved village. Compassion for his students prompted him to create a lunchtime mentoring group, develop an environmental club, and organize international fundraising to expand his school facilities, all of which helped to decrease the dropout rate of girls at his school. Mr. Vegba's professional goals include developing and supporting educational leaders, strengthening school, family, and community connections, and improving policies that serve children. He is especially interested in the professional development and capacity building of teachers and administrators. As a Humphrey Fellow, he looks forward to enhancing his skills in teacher and administrator training, in order to increase grade promotion and graduation rates and improve the educational system in Benin.



## **Faculty Advisors for 2014–2015**

### **Xiu Cravens**

*Associate Dean for International Affairs*

### **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*

### **David Laird**

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

### **Christopher Lemons**

*Assistant Professor, Dept. of Special Education*

### **Marie Martin**

*Assistant Director, International Programs  
at Vanderbilt Institute for Global Health*

### **Emily Pendergrass**

*Lecturer, Dept. of Teaching & Learning*

### **Lisa Pray**

*Associate Professor of the Practice,  
Dept. of Teaching & Learning*

### **Claire Smrekar**

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

### **Sarah V. Suiter**

*Associate Professor, Dept. of Human and  
Organizational Development*

### **Deb Tobey**

*Lecturer in Leadership and Organizations,  
Dept. of Leadership, Policy & Organizations*





*To find out more about the*

## **HUBERT H. HUMPHREY FELLOWSHIP**

*Program at Vanderbilt University*

*Peabody College, visit:*

**<http://vanderbilt/abouthhh>**

### **STAFF**

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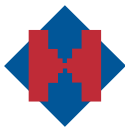


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