

HUBERT H.  
HUMPHREY  
FELLOWSHIP  
PROGRAM  
2012-2013



VANDERBILT  
PEABODY COLLEGE

*International Affairs*





**Humphrey Fellows at Vanderbilt** for 2012–2013 are from the following countries: **Bahrain**, **Brazil**, **India**, **Liberia**, **Maldives**, **Myanmar**, **Niger**, **Nigeria**, and **Pakistan**.



**Humphrey Program Overview**

The Hubert H. Humphrey Fellowship Program was initiated in 1978 to honor the late senator and vice president for his life-long commitment to international cooperation and public service. The purpose of the program is to bring accomplished professionals with leadership ability and a dedication to public service to the United States at a midpoint in their careers. The program enables participants to establish lasting ties with their professional counterparts in the United States and in other countries, while engaging in professional development and cultural exchange. Humphrey Fellows are selected based on their potential for leadership and their commitment to service in either the public or private sector.

The Humphrey Fellows at Vanderbilt University’s Peabody College are educational leaders from developing countries and emerging economies.

**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 [peabody.vanderbilt.edu](http://peabody.vanderbilt.edu)

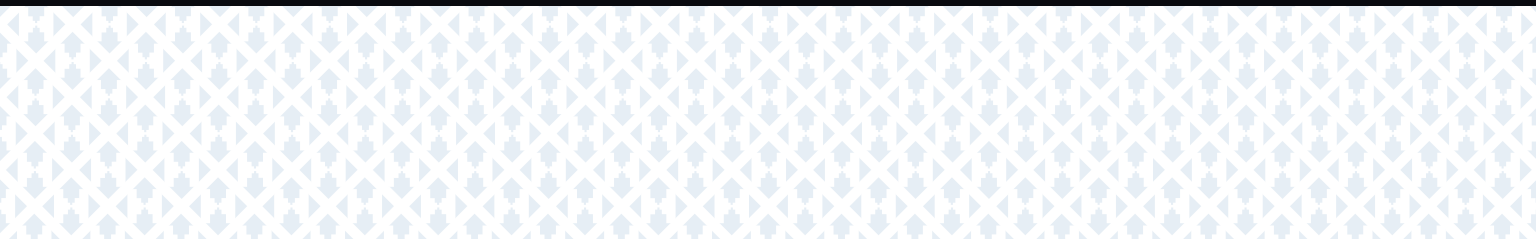
**Humphrey Fellows at Peabody**

**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 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:





## Faculty Advisors for 2012–2013

### **Marisa Cannata**

*Senior Research Associate in Leadership, Policy and Organizations*

### **Xiu Cravens**

*Associate Dean for International Affairs*

### **Victoria Davis**

*Assistant Clinical Professor in Human and Organizational Development*

### **Kathy Ganske**

*Professor in the Practice of Teaching and Learning*

### **Ted Hasselbring**

*Research Professor in Special Education*

### **Steve Heyneman**

*Professor of International Educational Policy*

### **Leona Schauble**

*Professor of Education*

### **Pearl Sims**

*Lecturer in Education*

### **Claire Smrekar**

*Associate Professor of Public Policy and Education*

### **Andy Van Schaack**

*Assistant Professor of the Practice of Human and Organizational Development*

## 2012-2013 Hubert H. Humphrey Fellows at Vanderbilt University's Peabody College



### **Ali Alshehabi**

*from Bahrain*

is an information technology and e-learning specialist in his country's Ministry of Education. Mr. Alshehabi's current responsibilities include managing the Ministry's e-learning portal, developing educational applications, and training teachers and students in the field of information technology. He plans to research the linkages between Student Center Learning (SCL) and e-learning, emphasizing the importance of cultural sensitivity and human capital enhancement in educational technology. Mr. Alshehabi would like to compare U.S. and Bahraini approaches to e-learning through an internship with an organization dedicated to the development of software platforms.



### **Guilherme Bueno de Camargo**

*from Brazil*

is a public attorney for the São Paulo City Hall. A former deputy secretary of education of the State of São Paulo, Mr. Bueno de Camargo's focus is on public education management in Brazil, specifically utilizing decentralization to improve academic outcomes and tertiary access for all students. As a Humphrey Fellow, Mr. Bueno de Camargo plans to investigate charter school structures and public-private partnerships in the United States in order to apply a similar framework when he returns to Brazil.





**Hiral Adhyaru**  
from India

currently works as a state project coordinator in Gujarat, managing elementary and middle school programs there. Since 1999 she has worked for Gyan Shala, a program of the Education Support Organization,

which is a nonprofit organization with centers in urban slums and rural areas, providing high-quality basic education to poor, underserved children in the states of Gujarat and Bihar. As a Humphrey Fellow, she is interested in studying large-scale science and math assessment systems and curriculum design with the hopes of guiding school improvement, future research, and policy work in the Indian education context.



**Roseline Nyemade Sherman**  
from Liberia

currently serves as the director for basic education in the Ministry of Education. Previously a school administrator at a refugee camp in Ghana, Mrs. Sherman has experience creating positive learning environments in conflict zones. As her country recovers from fourteen years of civil war and moves toward a decentralized educational system, Mrs. Sherman wishes to increase her knowledge and skills in the field of education management. Specifically, she is interested in skills related to the capacity-building of school administrators, the monitoring and evaluation of the decentralization process, and school planning and supervision.



**Aamaal Ali**  
from the Maldives

holds the position of permanent secretary in the Ministry of Education, where she implements education policy nationally and directs sector staff to achieve the sector's goals. For over two decades, Ms. Ali

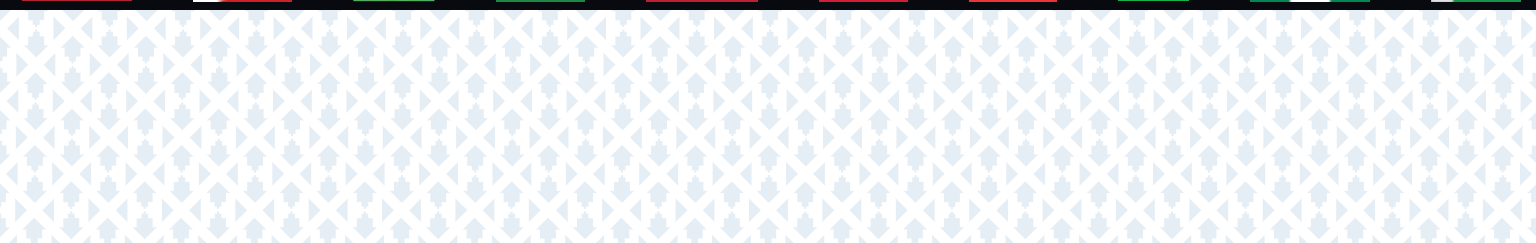
was a teacher and principal at a well-known girls school in the Maldives. A strong supporter of girls and women in sports, she has served on the National Sports Council of the Maldives. Ms. Ali plans to center her Humphrey Fellowship learning in the field of education administration and leadership while updating her skills in systems thinking and information technology.



**Mar Mar Thwin**  
from Myanmar

works for Save the Children as an education program manager. She is in charge of the education team, which focuses on training, monitoring, and evaluation, and program design development in the fields of

early childhood and primary education and emergency response. Her interests lie in creating supportive education policy and practice for children from ethno-linguistic minority groups in Myanmar who struggle in school, and are often turned away or drop out, due to language barriers. Following her Humphrey Fellowship, Ms. Thwin plans to work toward mother-tongue or bilingual primary education policy implementation in her home country.





**Yunus Mohamed**  
from Myanmar



serves as a language teacher and program director of Smile Educational Organization where he manages six *madrasas* (Islamic religious schools) in the western part of the country. Yunus, a member of the Rohingya, a minority ethnic, religious, and linguistic group, argues for changes in the madrasa educational system in order to combat extremism and empower individual and community development in Myanmar's Muslim society. Following his Humphrey Fellowship, Yunus's plans include developing a relevant and modern Islamic education curriculum, empowering Muslim women, and offering vocational training for poor Muslims.



**Nana Hadiza Bilali Ka**  
from Niger



serves in her country's Ministry of Secondary and Higher Education as a teacher trainer and educational programs coordinator. Employed by the ministry for over two decades, Mrs. Bilali Ka evaluates teachers and designs and implements teacher professional development. Her Humphrey focus is on learning how to align the educational philosophy, policies, and work force of a country to spur development and progress. Upon returning to Niger, she intends to create an educational institution focused on increasing access to higher education, especially for women, by preparing secondary students for national examinations.



**Ikechukwu (Iyke) Chukwu**  
from Nigeria



is a senior education officer and e-learning coordinator at the Secondary Education Board located in the nation's capital, Abuja. Mr. Chukwu's background as a technology expert and consultant in his country's education sector aligns with his interest in utilizing information and communication technologies (ICTs) in educational administration and planning. After his Humphrey year, he intends to improve the quality of teaching and learning on the secondary level in Nigeria by helping teachers, administrators, and policymakers design and use technology-driven policies to prepare students for twenty-first century work.



**Bushra Jamal**  
from Pakistan



comes from the private sector of education as the school head of an all-girl's high school located in Islamabad. With sixteen years of teaching and administration experience in private schools, Mrs. Jamal is interested in applying what she has learned to the public education sector in order to serve underprivileged rural and urban communities in her home country. During her Humphrey Fellowship, she intends to study educational management and administration through U.S. public high schools. Her long-term goal is to prepare students to become successful leaders and administrators in Pakistan's field of education.





*To find out more about the*

## **HUBERT H. HUMPHREY FELLOWSHIP**

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

**[peabody.vanderbilt.edu/humphrey.xml](http://peabody.vanderbilt.edu/humphrey.xml)**

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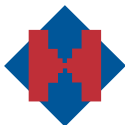
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