



To find out more about the
HUBERT H. HUMPHREY FELLOWSHIP
 Program at Vanderbilt University's Peabody College:
vanderbi.lt/abouthhh



HUBERT H. HUMPHREY

Fellowship Program

2019-2020



Administered by:
Institute of International Education
 1400 K Street, NW, Suite 700, Washington, D.C. 20005
 (800) 242-1595 | www.humphreyfellowship.org



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



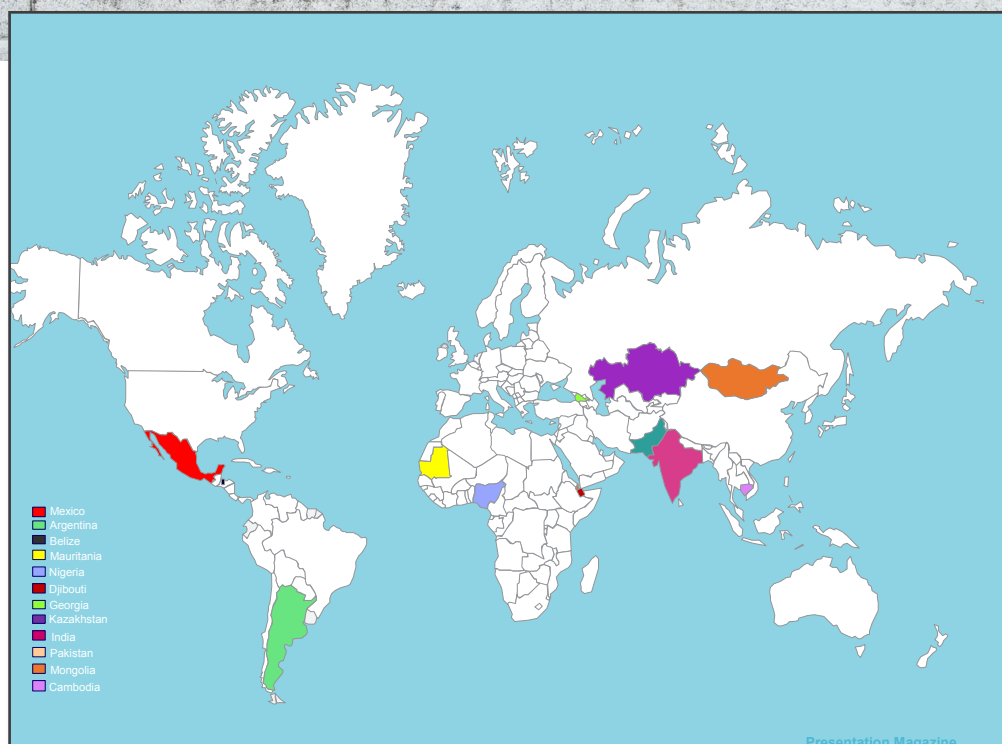


**IN 2019–2020,
VANDERBILT
UNIVERSITY'S
PEABODY
COLLEGE
IS HOSTING
TWELVE
HUMPHREY
FELLOWS** with a

variety of backgrounds in education policy, teaching English as a foreign language, mathematics education, special education, and social development.

They are from:

**ARGENTINA, BELIZE,
CAMBODIA, DJIBOUTI,
GEORGIA, INDIA,
KAZAKHSTAN,
MAURITANIA, MEXICO,
MONGOLIA, NIGERIA,
and PAKISTAN.**



Presentation Magazine

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 around the world 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.

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. It outlines the academic course work, professional and leadership development activities, professional affiliations, and community service. Furthermore, it serves as a framework for their impact plan. The impact plan is the Fellow's plan for change and impact for when they return to their home country.



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 six Ph.D. programs, three Ed.D. programs, sixteen master's programs, and seven bachelor of science programs.

More information:
peabody.vanderbilt.edu

2019-2020

HUBERT H. HUMPHREY FELLOWS

at Vanderbilt University's Peabody College



PATRICIA GARCIA

OF ARGENTINA is a social innovator that has primarily focused on the needs of rural schooling through her work as the Executive Director of Misiones Rurales Argentinas, an NGO focused

on educational development in the rural communities of Argentina. Her previous positions include a role in social development and a role as a semi senior bank analyst. Ms. Garcia also co-founded Edu Rural, an organization composed of 30 NGO's with the purpose of fighting inequalities and raising awareness on the needs of the rural sector. With Edu Rural, Ms. Garcia has led numerous campaigns to fulfill the needs of educational institutions in rural areas. Currently, she works for Varkey Foundation, where she is responsible for the review of innovation projects in primary public schools of Buenos Aires province.

Ms. Garcia gained a background in International Relations through her studies at Universidad Torcuato di Tella. She also studied Counseling and Gestalt at both Centro Gestaltico San Isidro and Instituto Holos. Her psychology studies focused on non-Violent Communication Strategies and Education Counseling.

During her time at Vanderbilt, Ms. Garcia plans to seek tools in conflict resolution, emotional learning, and educational innovation support. She also hopes to gain greater awareness regarding public advocacy and public policy. When she returns home, she hopes to bring equity to the rural education sector and increase the visibility of the needs of indigenous and rural communities. Her long-term goals involve governmental action that pursues quality education in rural and vulnerable areas as well as vulnerable communities in urban areas.



ROWENA ROSHEEN NICOLETTE PASCASCIO

OF BELIZE is the vice principal for Anglican Cathedral College, where she leads the evaluation and monitoring of curriculum implementation,

as well as provides professional development opportunities. Ms.

Pascascio also led the creation of their successful School Improvement Plan that has helped the most at-risk students in Belize advance educationally. She has 20 years of experience in the field of education as a teacher and vice principal at both the primary and secondary levels. In addition to her professional efforts, Ms. Pascascio attempts to improve the lives of the students, and the country by extension, through her commitment to community service. She is an active member of the Belize Volunteer Club, which is an NGO that gives assistance to organizations focusing on community enhancement. This group has worked with organizations such as Water Walkers to tutor at-risk students. Her other volunteer experience included water-ways clean-up with Ocean Belize, offering life-skills lessons to at-risk females with WIN Belize, and feeding the homeless of the community.

She holds a Bachelor of Science in Primary Education from University of Belize as well as a Master of Education in Educational Leadership from the University of North Florida.

Ms. Pascascio is committed to improving literacy in Belize. She also intends to place an emphasis on teacher training in Belize through collaborations with the Government of Belize and the US Embassy. At Vanderbilt, Ms. Pascascio will focus on these matters as well as leadership effectiveness in education. She looks forward to connecting with public and private educational institutions to observe and share best practices in primary and secondary school leadership as well as educational quality and equity. Upon her return to Belize, Ms. Pascascio intends to engage Belizean governmental agencies with the goal of improving educational strategies and policies that enable Belizean students to become productive members of society.



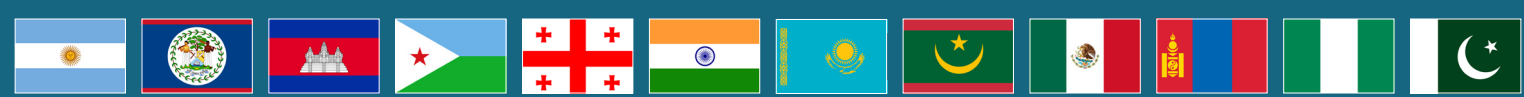
BUNNATH PHANN

OF CAMBODIA is currently working as the Operation Manager of the New Generation School Initiative Kampuchean Action for Primary Education, where he is responsible for analyzing

school management training materials identified in the NGS Operational guidelines. This is then delivered to school managers and relevant teachers. In addition, he also technical support to teachers and school directors, aiding in school improvement planning, leadership training, community mobilization, and any other aspects a school might need.

Mr. Phann holds a Masters of Education in Management and Planning from the Royal University of Phnom Penh. He also holds a Bachelor's in Education in Teaching English as a Second Language. These degrees provided the groundwork for his critical experience in educational development in Cambodia.





Mr. Phann has an interest in teacher training and human resources support, which many teachers don't receive in his country. Due to his passion for Cambodian educational reform, he hopes to learn skills to achieve his mission of creating a quality education that aids students in becoming better citizens. During his time in the Humphrey Fellowship, Mr. Phann would like to pursue interests in educational field experience, educational internships, and teacher preparation. He also hopes to have his own field experience in both the primary and secondary school fields so he is able to better understand the types of preparation teachers in the United States receive prior to entering the field.



ABDILLAHI OSMAN DAHER

OF DJIBOUTI is a TEFL Teacher Trainer at the Djibouti Teacher Training Center. He is responsible for Co-Design and Supervising the national recruitment exams for English language

teachers in Djibouti. Mr. Daher also develops curricula and training manuals for initial training and professional development for English language teachers. Mr. Daher assists the Djibouti Teacher Training Center (CFEEF) in bilateral relationships with the English-speaking world and local non-French speaking educational stakeholders. His work aids the Djibouti Ministry of Education in matters related to TEFL training and policy. In 2012, Mr. Daher was selected by USAID's Center Research, Information, and Educational Production (CRIPEN) to co-supervise the production of culturally adequate English textbooks in Djibouti – a project that showed impressive results in the country even one year after production.

Mr. Daher, holds a Masters of Arts in Education with a focus in TEFL from the University of Birmingham United Kingdom, where his dissertation won the best TEFL Research Award from the University of Birmingham. He also holds a certificate in Public Management Leadership from the YALI Leadership Center East Africa, Kenya. Mr. Daher, has a certificate in Rural development from the Institute for Rural Development & Panchayati Raj. He holds a certificate in TEFL with a focus in Teaching English, from Tesol Arabia, United Arab Emirates.

As an English teacher Mr. Daher would like to focus his attention on the instructional design and program delivery. He would like to expand his knowledge and skills both theoretically and practically in teaching and designing training materials. Mr. Daher's goal is to gain a better understanding of teaching approaches and pedagogies in teaching English as a foreign language. Following the completion of the Humphrey's program, Mr. Daher will continue to work as a teacher trainer for the Djibouti Teacher Training Center. With the information and strategies learned from the Humphrey's program,

he would like to create manuals and trainer guides for both pre-service and in-service teachers. Mr. Daher's ultimate goal is to expand his instructional knowledge so he is able to train other teachers to become effective teacher trainers.



MEDEA GUGESHASHVIL

OF GEORGIA is the head of the Human Rights Education Department of the Office of Public Defender of Georgia. She is responsible for coordinating the organizational structure of the

Department as well as developing the action plan. Her efforts have been promoting human rights within the public sector for more than 10 years. These efforts include many projects, such as the SIDA project. This project strengthened the capacity of the Ministry of Agriculture in alleviating poverty in the conflict affected region of South Ossetia. Some of her previous appointments include Deputy Head of International Relationships Department in the Ministry of IDP's and Refugees and Deputy Head of Program from EU/ACF and the Coordinator of UNMCR project in the Ministry of Internally Displaced Persons (IDPs) and refugees.

Ms. Gugeshashvili holds a Master's of Arts in Human Rights Theory and Practice from Essex University in Colchester, UK. She also holds a Masters of Arts in American Studies from Tbilisi State University, in Tbilisi Georgia.

Through the Humphrey Fellowship, she would like to learn more regarding best practices in educational program design and its implementation as a tool for social change in her home country. At the same time, she is also interested in the methodology of designing online campaigns to counterbalance harmful movements sweeping her nation. Upon her return home, she will continue to be a leading force in human rights education and awareness raising activities. Ms. Gugeshashvili also intends to participate in defining the State policy on education from her position in the Public Defender's Office in Georgia.



MEGHNA DIGANT BHATT

OF INDIA currently serves as the Mathematics Subject Mentor and Core Officer for the largest NGO school education program in India, Education Support Organization of Ghyanshala.

She is based in Ahmedabad, India. In addition to designing the math curriculum, Ms. Bhatt is also a mentor for other designers. Her other responsibilities include the following: creating best learning strategies for children, reviewing and improving curriculum designs, developing learning materials, designing future assessment tools,

and assisting math teachers. Her work impacts around 30,000 underprivileged children and their teachers across five cities in three major states in India.

Ms. Bhatt holds a Master's of Science in Mathematics which she obtained from South Gujarat University (Veer Narmad) Surat. She also attended HBK College of Education where she obtained a Bachelor of Education in Mathematics.

Ms. Bhatt plans to use her time at Vanderbilt to focus on education administration related to planning and policies. She would like to understand US curriculum practices, and teacher training and preparations for middle and high school mathematics instructors. During her fellowship year, she would like to establish a long-term network of peer support and experts in mathematics education advancement. Upon her return to India, Ms. Bhatt plans to continue to develop math curriculum designs and mentor other math curriculum design experts. Ms. Bhatt also would like to focus on large scale organization within schools and sustained quality across classes. With the new skills and leadership attributes that she will have acquired from the Humphrey Fellowship, she plans to develop successful and sustainable programs for underprivileged middle and high school students.



VITALIY RUDNEV

OF KAZAKHSTAN serves as an English teacher at local schools and colleges in support of the Association for Handicapped "Ymit-Nadezhda", or YMIT, in Kostanay, Kazakhstan. His

responsibilities include instructing English courses to individuals and groups, structuring future courses, and identifying new trends in and new methods of teaching foreign languages. Mr. Rudnev also serves the National Paralympic Committee (Regional Branch) as a volunteer in information support operations.

Regarding his educational background, Mr. Rudnev holds a Master's in Political Science with a focus in the field of philosophy from Al-Farabi Kazakh National University.

During his time as a Humphrey Fellow, Mr. Rudnev would like to focus on methods of teaching English to minority ethnic groups and people with disabilities and the learning strategies to integrate minority groups and disabled persons into a language-learning environment. Upon his return to Kazakhstan, Mr. Rudnev will continue his professional occupations with the new knowledge and skills that he has gained from the Humphrey program. He will continue to focus on providing quality education to the disabled population in Kazakhstan. In the future he would like to establish a special center for teaching English to those belonging to vulnerable social groups and the disabled.



BRAHIM ABOULAYE THIAM

OF MAURITANIA is an English teacher for the National Ministry for Education of Mauritania. He is passionate about education and the power it has to transform his country. Mr. Thiam has

worked with the National Ministry for Education since 2013. He hopes to continue to create impactful work in his country through the younger generations. In addition to his position with the Ministry of Education, Mr. Thiam is a key member of an association in his community called A.J.S, which benefits the community through local clean up, girls' education awareness campaigns and conferences, and other activities that serve the specific needs of the area.

Mr. Thiam holds a certificate of proficiency as a professor of the first cycle of secondary education in English Language Teaching from Ecole Normale Supérieure. He also has a Bachelor of Arts in Art and Human Sciences from the University of Nouakchott.

During the Humphrey Fellowship, Mr. Thiam hopes to gain the skills and experiences required to be a more effective community leader upon his return home. While at Vanderbilt, he would like to explore ways to implement more inclusive teaching in the classroom. Mr. Thiam also looks forward to educational opportunities that can facilitate his understanding of classroom management, inclusion and diversity, and curriculum writing. Such skills and newfound understanding will equip him to ameliorate the quality of education in all educational institutions within his realm of influence.



MAIKA MARIA DORANTES MOGUEL

OF MEXICO serves as the Supervisor of Education for the Secretary of Public Education. She oversees 11 schools from three municipalities, including

some of the most impoverished areas in the state of Yucatan. Ms. Dorantes functions as a link between educational authorities and schools. Her main purpose is assisting principals and teachers in working towards a higher quality of education for their schools. She offers workshops, courses, support and guidance to the staff she oversees at the 11 different locations.

Ms. Dorantes studied primary education at Normal Rodolfo Menendez de la Peña in Merida, Yucatan and has a master's degree in educational research from the Universidad Autónoma de Yucatan.

During her time as a Humphrey Fellow, Ms. Dorantes would like to explore teacher-training approaches from a human development perspective. She looks forward to gaining more knowledge regarding the use of resources, classroom management, gamification, strategies to engage students, and formative assessment. She also hopes to develop networks near and far so as to add diverse thought to her





expertise. Because Ms. Dorantes believes that teachers are social change agents, she desires to create a non-governmental organization centered on teachers' needs.



UYANGA MELODY ZOLBAYAR

OF MONGOLIA is an English teacher at Mongolian National University in Ulaanmaatar City, where she has also served as a teacher of Mongolian ancient and

modern history. In her position, Ms. Zolbayar has gained experience in curriculum development and teaching. Ms. Zolbayar has served her community through partnering with an outreach NGO on a project called Streams in the Desert in Mongolia, which is a project that helps women who are homeless or victims of sex trafficking to find a new life and career. Ms. Zolbayar offered English instruction to these women, as English is a pathway to upward economic mobility.

Ms. Zolbayar received her bachelor's in Mongolian history from the Mongolian National University in Ulaanbaatar City. She also has a bachelor's degree in linguistics.

Ms. Zolbayar is passionate about fighting plagiarism trends in Mongolia and opening new opportunities to Mongolian university students through providing adequate English language instruction, especially English essay writing. Upon her return home, Ms. Zolbayar would like to train other Mongolian English teachers. She would like to spread her newfound insights throughout the country by starting Mongolia's first national online writing center. Thus, during her time at Vanderbilt University, Ms. Zolbayar looks forward to gaining a deeper understanding in the following areas: student-centered methods, language teaching methods, language curriculum design, technologies for language learning, and online teaching and learning.



MARYANN ONYE

OF NIGERIA currently serves as a Lead Special Education Teacher for FCT Secondary Education Board in Abuja, Nigeria. She supervises the performance of the special education teachers within the organization. This includes performing

periodic teacher assessments and developing strategies to better enhance the performance of Special Education (SPED) teachers within the organization. Ms. Onye shows her commitment to the SPED community by visiting all affiliated schools intermittently to enlighten principals, teachers, and staff to the different categories of needs SPED students face for appropriate intervention services and positive learning outcomes.

Ms. Maryann holds a Master's in Education with a focus in Special

Ed from The University of Jos in Nigeria. She also holds a Bachelor in Education from the University of Jos in Nigeria.

During her Fellowship year, Ms. Onye plans to focus on Special Needs Education to broaden her knowledge and skills to be more effective in her position back home. She also plans to attend many conferences on professional development to broaden her perspective on best practices in educating children with special needs. She wishes to learn about identifying students with learning difficulties and the proper tools required to ensure they receive the best education possible. She would also like to learn more about the curriculum in place for these students. Upon her return to Nigeria, Ms. Onye will use her new skills and knowledge that she acquired from the Humphrey Fellowship program to continue to advocate for Special education. She desires to bring the inadequacies of education to the FCT Minister's attention by organizing her colleagues under the National Association of Special Education Teachers and carrying out advocacy visits upon her return home.



ABDUL LATIF

OF PAKISTAN is currently working on the Baluchistan Education Project as an Education Officer in the Project Management Unit of the Education Department of the Government of Baluchistan, Pakistan. In addition to leading the

implementation and monitoring of project activities, Mr. Latif is also responsible for developing situational analysis based on quantitative and qualitative assessments. Mr. Latif is also responsible for the establishment of new primary schools in designated districts through collaborations with stakeholders in the area of educational advancement in the region.

Mr. Latif holds a Masters of Arts in English Literature from the University of LUAWMS Uthal, Lasbela in Uthal City, District of Lasbela. He also holds a Masters of Arts in Political Science from the University of Baluchistan Quetta.

Mr. Latif has great interests in the relationship between continuous teacher professional development and assessment and student learning outcomes. During his time in the Fellowship, Mr. Latif would like to pursue his interests in the following areas: k-12 policy and planning, administrative monitoring of public schools, evaluation and assessment of learning outcomes, teacher training, and classroom environment. He also hopes to network with Vanderbilt faculty and other professionals that are actively engaged in implementing sustainable educational programs. Upon his return to Pakistan, he plans to utilize the tools and resources gained from the Humphrey Fellowship to better the education system in the Baluchistan Province of Pakistan.



2019-2020

HUBERT H. HUMPHREY FACULTY CONNECTIONS

at Vanderbilt University's Peabody College

VANDERBILT



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