



**Humphrey
Fellowship**

A Fulbright Exchange Program

HUBERT H. HUMPHREY

Fellowship Program

2020-2021



VANDERBILT
Peabody College



FULBRIGHT



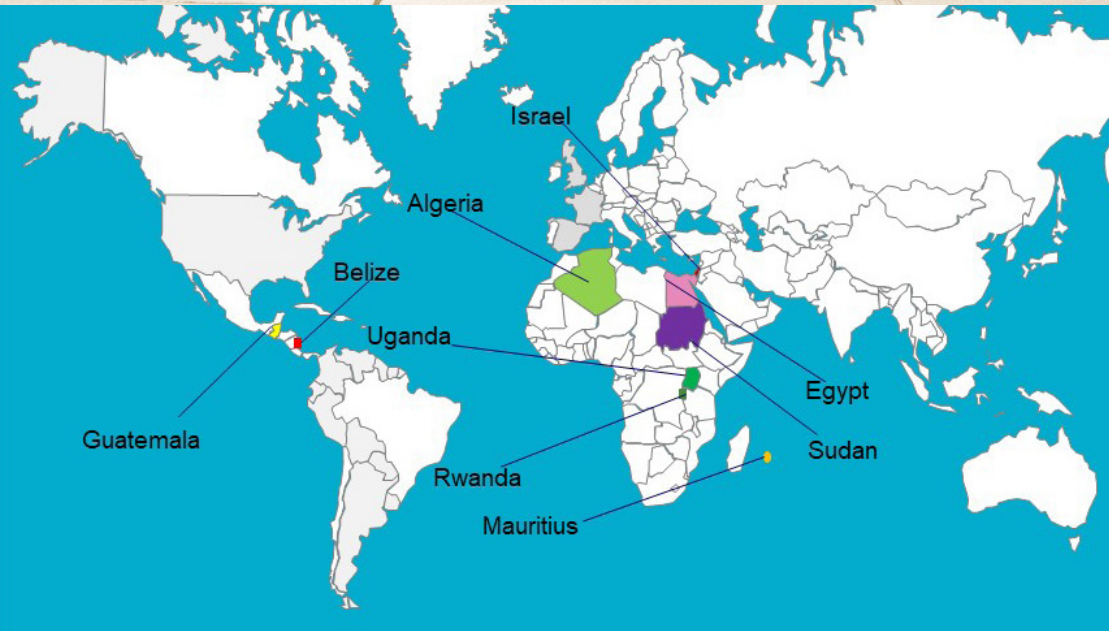
The Hubert H. Humphrey Fellowship Program
is sponsored by the U.S. Department of State Bureau
of Educational and Cultural Affairs.



**IN 2020-2021,
VANDERBILT
UNIVERSITY'S
PEABODY
COLLEGE
IS HOSTING
NINE
HUMPHREY
FELLOWS**

They are from:

**ALGERIA
BELIZE
EGYPT
GUATEMALA
ISRAEL
MAURITIUS
RWANDA
SUDAN
UGANDA**



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 hosted 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.

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.

Some of the program components and activities fellows will complete during their fellowship year:



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 19 M.Ed. programs, one M.P.P. program, one M.S. program, three Ed.D. programs, and six Ph.D. programs.

More information:
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2020-2021

HUBERT H. HUMPHREY FELLOWS

at Vanderbilt University's Peabody College



Billal Bouakaz

OF ALGERIA is an English Language Teacher working with students between the ages of 14 to 18 to help them acquire a C1 level of English proficiency and prepare for the Baccalaureate

college entrance exam. Mr. Bouakaz believes that students are the essence of creating links between society and English is a tool that can help students have a clearer vision of the world. Mr. Bouakaz founded the New Generation School of Languages in 2015 to help students develop their English skills and to create a stronger link between members of society through cultural exposure. He built the school from the ground up, starting with just five teachers who wanted to be innovative and increase their impact to a school with over 1,000 students. Mr. Bouakaz also works as a teacher trainer for the New Generation School of Languages, where he is responsible for hiring and training teachers as well as preparing candidates for the TOEFL Exam.

Mr. Bouakaz gained a strong understanding of the English language and how to teach through his studies at Frères Mentouri University of Constantine. He furthered that understanding by continuing his education and receiving a Master's degree from the same University.

During the Humphrey Program, Mr. Bouakaz hopes to expand his knowledge of developing learners' experiences inside and outside the classroom. At Vanderbilt, Mr. Bouakaz wants to expand upon his leadership skills and learn about the best practices for managing and encouraging innovators. He aims to use these skills to develop a teacher training center in Algeria and expand his New Generation Private School of Languages.



Juanita Cadle

OF BELIZE is a Special Education Officer for National Resource Centre for Inclusive Education (NaRCIE), where she conducts Comprehensive Educational Assessments for children with special

needs, provides teachers with appropriate recommendations on teaching strategies, approaches, and accommodations to support their students, and conducts on-going school visits to monitor students' progress. Ms. Cadle also provides professional development to teachers, so they are equipped with the best practices possible to increase their students' success. Prior to working in special education, Ms. Cadle worked as a general education teacher in the government schools throughout Belize. During her teaching career, she served as a sign language teacher for the deaf and translated for the parents of deaf students, a Special Olympics volunteer, and as a Spanish interpreter to assist Spanish-speaking parents.

Ms. Cadle gained a Bachelor's degree at University of Belize, where she accumulated her background in education. She continued to gain knowledge in the field of education and specifically Special Education while attending the University of North Florida for her Master's Degree.

During Ms. Cadle's fellowship year, she hopes to gain more knowledge in planning and implementing teacher training programs for special education educators. She aims to use this knowledge to design and develop coordinated special education programs that will give educators in Belize an opportunity to study and enhance their skills in the country. Furthermore, she is focused on bringing a voice for persons with disabilities, addressing the social injustices in connections with special education, and improving training sessions for students with disabilities. Ms. Cadle believes that teachers must advocate for the voices of students who cannot advocate for themselves.



Iman Darwish

OF EGYPT is an Educational Content Executive at Nahdet Misr Publishing House. In this role, she manages the relationships of the stakeholders to ensure the quality of the educational content

being created and she sets the frameworks, indicators, and standards of the curriculum being developed. She also writes children's stories, one of the most enjoyable parts for her position. Ms. Darwish is part of the team that creates new course work and training tools for teachers. Once the material is created, she trains the teachers on the new curricula. Previously, Ms. Darwish was a teacher for the British Council, where she designed and delivered high-quality English lessons to students while monitoring their performance.





While studying at Alexandria University, Ms. Darwish received a Bachelor's degree in accounting. She gained her knowledge of teaching through her time studying at American University in Cairo and Cambridge English Language Assessment, where she obtained the CELTA certificate. She is currently working towards her Master's degree.

Ms. Darwish hopes to gain insight into curriculum development and policymaking, as well as learn more about the American education system, during her time in the Humphrey Fellowship. At Vanderbilt, she plans to focus on teacher development and leadership as well as learn about tools that can be adapted to better elevate the education system in Egypt. She aims to use this knowledge to build a stronger education system that prioritizes students' personal development and prioritizes students' psychological health. Her goal is to close the gap in the Egyptian educational system to ensure all students get a quality education. When she returns home, her ultimate goal is to create a teacher training program that arms teachers with the best practices in teaching and encourages teachers to keep learning throughout their careers.



Karen Legrand Mendez

OF GUATEMALA is a consultant for UNESCO-Guatemala, where she is responsible for the workshop delivery and methodology at the MALALA Center, as well as for the Health and

Wellbeing Program for young indigenous women throughout Guatemala. In previous positions, Ms. Legrand worked as a consultant for Asociación Ixqib MIRIAM, where she researched social auditing and compensation for survivors of violence, especially women.

Ms. Legrand obtained her background in psychology while gaining a Bachelor's degree at San Carlos de Guatemala University. She furthered her studies in Community Counseling at Del Valle de Guatemala University, where she obtained her Master's degree.

Ms. Legrand is looking to gain knowledge in human development counseling and community development during her time in the Humphrey Program. She aims to become a change agent for the organizations and communities in Guatemala, specifically for women and young women at risk due to teen pregnancy, poverty, violence, and homelessness.



Boaz Tsabar

OF ISRAEL is the Head of Education studies at David Yellin College of Education. Mr. Tsabar also serves as Coordinator of Humanistic Studies at the Hebrew University of Jerusalem. He teaches the

philosophy of education and courses on the dilemmas of teachers in public schools. He sees public schools as more than just an education, but a significant place for growing democracy and where society shows students it believes in their abilities.

Mr. Tsabar gained his background in education at the Hebrew University of Jerusalem, where he obtained his Bachelors, Masters, and Doctorate. His academic works explore pedagogical-philosophical subjects, such as "educational Eros" and "pedagogical ethical dilemmas." A few of his publications in this field are On the ambiguity of teaching-relationship ethics in pedagogical tutoring work (2018); Educational work as a 'Labor of Love.' Policy futures in education (2017); and Trust, respect and forgiveness – the educational philosophy of Janusz Korczak (2020).

Mr. Tsabar hopes to gain knowledge in social management, the connection between education and democracy, and education challenges in multi-cultural environments. He aims to develop and realize the democratic and civic potential inherent in public teacher education institutions. While at Vanderbilt, Mr. Tsabar will focus on comparative education. He is most excited to collaborate with other members of the cohort and learn from them. He aims to learn how theories are translated into practice and how education operates across all levels. Ultimately, Mr. Tsabar would like to become the Dean of a teacher's college and develop the next generation of teachers.



Koomaren Vadeevaloo

OF MAURITIUS is the Manager for Adolescent Non-Formal Education Network, where he is the head of operations and works to develop policies as well as advocates to the government for

improvement in the country's education system. He has been engaged in the public sector for over 20 years. His career in education started when he worked with neighbors to help improve their education. Then Mr. Vadeevaloo started working in a complimentary school to begin his career in formal education. Mr. Vadeevaloo extended his service and support from students only to students and their families and then began working with the entire community. In his previous position, Mr. Vadeevaloo was the Head of Department Caritas Mauritius. In this role, he worked to promote community development.

Mr. Vadeevaloo gained his Bachelor's degree and a background in political science during his time at the University of Mauritius.

While at Vanderbilt, Mr. Vadeevaloo hopes to gain an understanding of the education policymaking process. He would like to understand education policies in different countries and to understand how government agencies and the Legislature develop education policies and laws. Additionally, he would like to understand how inclusive education has been developed and implemented in the U.S. With this knowledge, Mr. Vadeevaloo aims to enhance his approach towards the Mauritian authorities to more professionally and convincingly work to enhance and improve learning experiences for students and communities.



Hamiss Bizimana

OF RWANDA is a social Policy Analyst in the Office of the Prime Minister. Mr. Bizimana conducts research on urban and rural schools and produces policy briefs that allow top decision-

makers to address identified issues. He focuses his efforts mainly on overcrowded schools, teacher management, and the welfare of students. In his previous positions, Mr. Bizimana assisted the Prime Minister in monitoring the implementation of resolutions from meetings chaired by the Minister of Education. He has also worked as a Director of Continuing Education for the Higher Institute of Agriculture and Animal Husbandry, organizing continuous training, workshops, conferences, public lectures for students, and lectures to improve their knowledge of the labor market.

Mr. Bizimana gained a background in education through his studies and obtained a Bachelor's degree at the University of Rwanda. He also studied Management of Development at Van Hall Larenstein University of Applied Sciences, where he gained his Master's degree.

Mr. Bizimana hopes to gain knowledge and comprehensive research on issues affecting each level of education from pre-school to tertiary education. At Vanderbilt, Mr. Bizimana would like to focus his learning on teacher preparation and evaluation. He will also focus his studies and experiences on understanding the student experience throughout the education system. Additionally, learning about federal and state funding and how schools receive their appropriations will be of interest. These areas of focus will allow him to bring back best practices to Rwanda and address many of the educational challenges in his country.



Maria Sulaiman

OF SUDAN is an IELTS trainer and English teacher at Strivers English Training Center. Ms. Sulaiman has a background in architecture. She spent the early years of her career working for

different architecture firms. She then felt a calling to education and became an English language teacher. She has found her passion for education and is excited to have an impact on students' lives. She believes her background in architecture has allowed her to excel in the field of education because she has the critical thinking skills necessary to find the best methods to teach her students.

Ms. Sulaiman has a background in Architecture, and she gained her Bachelor's degree during her time at the University of Khartoum.

Ms. Sulaiman hopes to gain better insight into tutoring centers or after-school activities, as well as gain knowledge in teaching methodology and curriculum development. She aims to use these acquired skills and knowledge to help elevate the educational system in Sudan. During her time at Vanderbilt, she is excited to learn and engage with her fellow cohort members. She is looking forward to engaging with leaders in the field to understand the best practices to advance her teaching abilities. Ms. Sulaiman hopes to gain more knowledge around student-centered education practices and its impact on increasing student engagement. Additionally, she looks forward to gaining a stronger understanding of curriculum writing and how to utilize curriculum to the best of her ability.



James Ssekikubo Katumba

OF UGANDA is the co-founder and Executive Director of Wezesha Impact. As the Executive Director, Mr. Katumba leads the development of strategy, policies, and systems for the organization.

Furthermore, he assists in fundraising and marketing efforts to advance the organization's mission. Wezesha Impact enables youth to engage in productive employment and community development through work readiness skills development and entrepreneurship promotion. Wezesha Impact has worked with over 5,000 early school leavers and youth in vocational training schools. Mr. Katumba has also developed an online learning platform, called Kusoma Online, which has helped students continue their education, even in the face of COVID-19. Previously, Mr. Katumba served first as a youth mentor and later as program manager for Educate!. He mentored 90 high school students to build their leadership and entrepreneurship skills and helped build and scale the Educate! program and team in Uganda. Before this, he taught high school economics and geography.





Mr. Katumba holds a Bachelor's degree in education (economics and geography track) from Makerere University, where he began to obtain his knowledge in the field of education.

Mr. Katumba's main objective is to improve education practices and systems to better enable youth to engage in productive, decent employment. He believes that vocational and entrepreneurship education can help build Uganda and help the country thrive. At Vanderbilt, he will focus his studies on vocational schools in the United States and how they are managed. He would like to learn about education funding and the best practices for gaining and managing funding for vocational education and entrepreneurship initiatives. He also plans to focus on digital education and the best practices for delivering educational resources online. His dream is to open a chain of vocational schools and enterprise development centers to serve his community better.



THE HUMPHREY FELLOWSHIP TEAM

at Vanderbilt University's Peabody College



NANCY DINUNZIO DICKSON

Program Director

615-322-7834

nancy.j.dinunzio@vanderbilt.edu



SARAH CRANE

Program Coordinator

615-322-3946

sarah.k.crane@vanderbilt.edu



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



Administered by:
Institute of International Education
 1400 K Street, NW, Suite 700, Washington, D.C. 20005
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