



**Humphrey
Fellowship**

A Fulbright Exchange Program

HUBERT H. HUMPHREY

Fellowship Program

2022-2023



VANDERBILT
Peabody College



FULBRIGHT

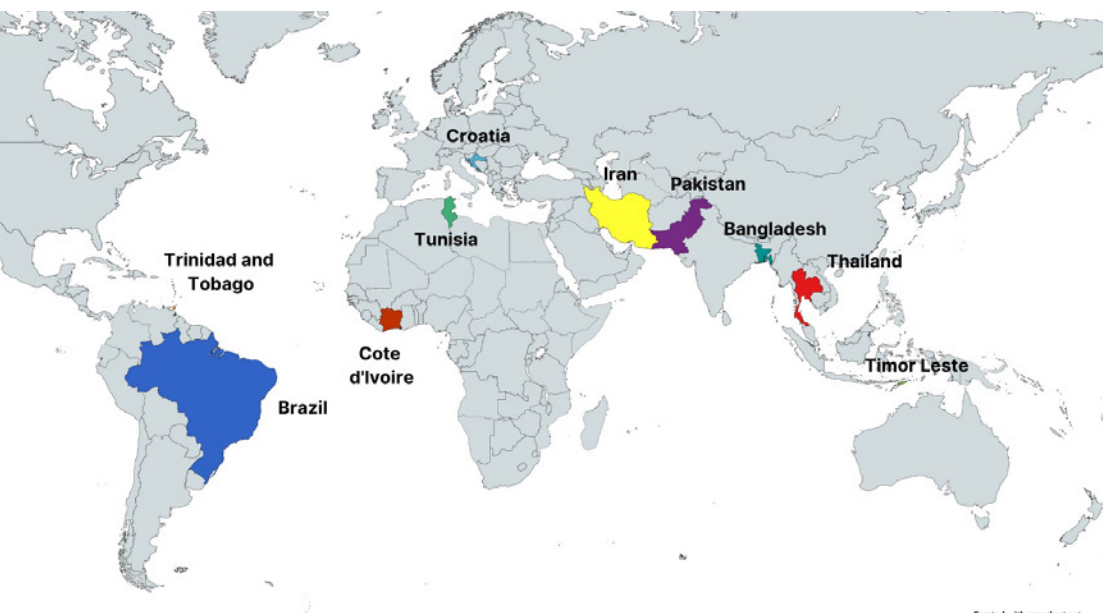
The Hubert H. Humphrey Fellowship Program
is sponsored by the U.S. Department of State Bureau
of Educational and Cultural Affairs.



IN 2022-2023, VANDERBILT UNIVERSITY'S PEABODY COLLEGE IS HOSTING ELEVEN HUMPHREY FELLOWS

They are from:

**BANGLADESH, BRAZIL,
CÔTE D'IVOIRE, CROATIA,
IRAN, PAKISTAN, THAILAND,
TIMOR LESTE, TRINIDAD and
TOBAGO, and TUNISIA.**



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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 helps them gain related professional experience, builds their leadership capacity, and fosters 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 Fellows’ road map for their fellowship year. The IPP is used to establish goals and objectives (short and long term) and tracks progress toward individual goals and objectives. Additionally, it outlines academic course work, professional and leadership development activities, professional affiliations, and community service. Furthermore, it serves as a framework for their implementation plans. The implementation plans are the Fellows’ plans for change and impact 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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HUBERT H. HUMPHREY FELLOWS

at Vanderbilt University's Peabody College



Ms. Munia Mozumder

OF BANGLADESH is the Head of Planning and Partnership for Moner Bondhu where she provides direction and strategic planning to create mental health awareness in educational institutions,

supports the maintenance and creation of new partnerships, and guides various teams in planning new projects. Previously, Ms. Mozumder worked as the Education Sector Co-Lead in the Cox's Bazar Education Sector where she led coordination among diverse local and international stakeholders, including NGOs and UN agencies, to bring learning opportunities to Rohingya refugee children. As the Curriculum Manager at Save the Children, she acted as the technical lead for designing, developing, and facilitating materials to ensure quality education and teacher's professional development. Ms. Mozumder's earlier experiences include working at DanChurchAid as an Education Coordinator for Rohingya Refugee camps and related host communities, leading and setting up KUMON centers as the first KUMON instructor as part of BRAC's educational social enterprise and serving as a fellow in a low-income government primary school at Teach for Bangladesh.

Ms. Mozumder holds a bachelor's degree in pharmacy and a master's degree in governance and development studies from Jahangirnagar University. She also holds a master's degree in educational leadership and school improvement from BRAC University. She has been a Tenei-Muri Youth Ambassador and was delegated as a peace ambassador from Jahangirnagar University to Fukushima, Japan in response to the Nuclear Disaster in 2013.

During her Fellowship year, Ms. Mozumder aims to focus on learning strategies to develop educational technology solutions at the community level to mitigate a digital divide in hard-to-reach areas. She also aims to build a network of leaders working to provide equitable education to underserved populations, especially girls who cannot access a quality education.



Ms. Rita Hipolito

OF BRAZIL comes to the Humphrey Fellowship with experience as a researcher of the Life Communities project for the Brazilian Institute of Community Studies and Support (IBEAC),

a coordinator for the Passport to the Future project for Education of Citizenship and Professionalization for the Salvador Municipal Secretariat of Reparation, and an experienced teacher in the subjects of general and Afro-Brazilian history, human sciences, and sociology.

Ms. Hipolito holds bachelor's degrees in social sciences and teaching social sciences, and a master's degree in sociology in the field of Black culture and Afro-Brazilian religion from the University of São Paulo. She also holds a bachelor's degree in pedagogy from the University Nove de Julho. Ms. Hipolito has published several articles in the Folha de São Paulo newspaper regarding religious prejudice.

Fueled by her passion for religious freedom, especially through classroom education, Ms. Hipolito aims to learn from North American movements against racism and to connect with those involved in religious and racial tolerance in educational spaces. Her goal upon her return is to aid in the implementation of curriculum on Afro-Brazilian religions and further her education in anti-racism.



Dr. Timothee Ouattara

OF CÔTE D'IVOIRE is a lecturer and researcher of teaching English at the University of Man. Previous experiences included being a Communication Specialist for CPCS Transcom Limited, informing

the Millennium Challenge Corporation stakeholders; an Intercultural Communication Specialist at Dwellworks; a Language Assistant for the United Nations; and an English teacher for the Collège Les Lilas Blancs. Dr. Ouattara has also served in numerous roles for Journey Corps in West Africa as a Cultural Guide, providing French courses, interpretation, and cultural sharing; as Program Coordinator, organizing seminars, outreach, mission trips, and dialogue with locals; and as Acting Director, overseeing the strategic vision of the organization and implementing various programs.

Dr. Ouattara holds a bachelor's degree in English, a master's degree in organizational leadership, and a pre-doctorate and doctorate degree in African American studies from the Université Alassane Ouattara. In addition, Dr. Ouattara holds a certificate in organizational leadership from the HuD Group and a certificate in civic leadership from Rutgers University – New Brunswick. Dr. Ouattara was chosen as a Mandela Washington Fellow for Young African Leaders and as a Young Leader for the Young Leaders Generation program. Dr. Ouattara was also chosen as part of the African Leadership Initiative's Incubator in 2011.





During his Humphrey Fellowship, Dr. Ouattara aims to study teaching English as a foreign language from a multidisciplinary approach to apply classroom practices and foundational principles in order to integrate STEM-related English in the classroom, particularly in higher education institutions in support of professional training.



Mr. Mario Bajkuša

OF CROATIA is the Development and Programs Director at the Forum for Freedom in Education. In this role, Mr. Bajkuša leads the organization's projects, coordinates and monitors project

implementation, is responsible for quality assurance of educational programs, and is the head of democratization, civic education, volunteers, and scholarships. Mr. Bajkuša was President of the Board of the Network of Education Policy Center and President of the Board of the Academy for Political Development.

Mr. Bajkuša holds a master's degree in sociology from the University of Zagreb. Mr. Bajkuša has participated in multiple educational experiences through the Network of Education Policy Centers, the Academy for Political Development, an international cooperative through Transatlantic Network 2020, and was chosen for an exchange through the American Council of Young Political Leaders.

With an interest in education policy analysis, anti-corruption education, and academic integrity, Mr. Bajkuša wants to strengthen his skills in research methodologies to supplement research-based practices, to explore how data is used in education planning and programming through networking and partnerships, to explore civic education implementation locally, and to understand how academic integrity can be encouraged. Mr. Bajkuša aims to use these experiences to conduct research and develop a Code of Ethics mapping study in Croatia.



Ms. Zohreh Soufiyani

OF IRAN has arrived to the Humphrey Fellowship with a long career in teaching English. Currently, Ms. Soufiyani is a Teacher Trainer through the Ministry of Education, with previous roles as an English

teacher for high schools and at Azad University and Payam-Noor University. Ms. Soufiyani holds a bachelor's degree in teaching English from Alzahra University and a master's degree in general linguistics from Shahid Beheshti University. Ms. Soufiyani has participated in several workshops through the Hornby Regional School in Nepal and Dubai, as well as through the British Council in Dubai, in the topics of Assessment for Learning, Introduction to Designing Communicative English Language Assessments, and Teacher Trainer Plus.

Through her time in the Humphrey Fellowship, Ms. Soufiyani aims to gain skills to help her establish more in-service professional development courses for English teachers throughout the country. She hopes the networking and fellowship experiences will support her goals of developing educational programs to help teachers increase their qualifications.



Dr. Aziza Khan

OF PAKISTAN is currently a Deputy Director of the Balochistan Evaluation and Examination Commission, where she develops assessment items and curriculum and acts as the administrator of

the Accelerated Learning Program, Lead Administrator of girls' education in the Balochistan Education Sector Plan, and Head Manager of promoting girls' education in rural areas. Previously, Dr. Khan was a Lecturer and Assistant Professor at the Balochistan Education Department, where she also acted as a career counselor and led student affairs.

Dr. Khan holds bachelor's degrees in Arts and Education, along with a master's, pre-doctorate, and doctorate degree in Islamic studies, all from the University of Balochistan. Additionally, Dr. Khan has received several awards from the Education Department and Government of Balochistan, including two first prize awards at the International Serath Conference. She has published numerous research articles and a book on Natural Disasters in Islamic and Scientific Perspectives.

Dr. Khan's goals during her Humphrey Fellowship are to enhance her educational assessment skills to help uplift the literacy rate in Balochistan and to increase access to school for girls throughout the region. With these skills she hopes to enhance educational quality through curriculum development, effective assessment, and updated classroom methodologies.



Mrs. Naveeda Majeed

OF PAKISTAN is currently serving as an English Lecturer in the Government College of Commerce and Management Sciences in Peshawar, Pakistan.

In addition, she also works as an English Language Instructor in the English Works! Program for the Regional English Language Office (RELO) of the U.S. Consulate. She has more than ten years of experience in the field of education. She has worked in various community advocacy programs, such as Rotaract and Winning the Minds, as a teacher, teacher-trainer, and coordinator.

Ms. Majeed is part of the Higher Education Commission's cohort of expert TESOL educators, trained by the University of Oregon in the United States, and charged with developing the skillsets of English language teachers in higher education in Pakistan.

Ms. Majeed holds a Master of Philosophy in English literature and applied linguistics, holds professional degrees in Education and Teaching of English as a Foreign Language, and has earned multiple professional development certifications sponsored by RELO from various universities in the United States.

Through this enriching Humphrey Fellowship experience, she aims to further improve her professional knowledge to continue contributing to the betterment of education in her community and to fulfil her long-term goal of establishing an English academy.



Dr. Wilaiporn Kotbungkair

OF THAILAND is an Assistant Professor in the Faculty of Social Administration at Thammasat University, where she specializes in social work. Dr. Kotbungkair is currently serving as President of the

Thailand Association of Social Workers and a committee member of the Social Work Professions Council of Thailand. Previously, Dr. Kotbungkair was a Social Development Officer for the Department of Empowerment of Persons with Disabilities, where she acted as a technician for international affairs under the ASEAN and UN frameworks. Dr. Kotbungkair also has experience as a Clinical Social Worker for the National Cancer Institute where she conducted social assessments and diagnoses for the social care of patients, monetary assistantship, group counseling, and palliative care.

Dr. Kotbungkair holds a bachelor's degree in social work from Thammasat University, a master's degree in rehabilitation psychology from the University of Wisconsin-Madison, and a doctorate in rehabilitation counselor education from Michigan State University. Dr. Kotbungkair's other accomplishments include receiving recognition for her research from UNICEF Thailand and for two academic publications in her field.

During her time in the Humphrey Fellowship, Dr. Kotbungkair plans to acquire training in educational and professional leadership to enhance social work curriculum and instructional design, to learn from social work professional institutes in the U.S., and to learn the roles and functions of professional organizations in partnership with educational organizations. She plans to utilize these new experiences to conduct a systematic review comparing the American and Thai contexts of social work professionalization to improve social work education and professional development.



Mr. Frederico Fernandes Cabral

OF TIMOR LESTE is currently an Advisor to the Vice-Minister of Education, Youth, and Sports, where he provides administrative support for the

internal management of the office of the Vice-Minister and gives strategic and technical advice for the effective implementation of policies and planning in education.

Previously, Mr. Fernandes Cabral was a Technical Assistant at the Ministry of Education, where he ensured overseas students benefited from the scholarships granted by the Ministry and also coordinated with the Ministry of Education's partnership that offers scholarships to Timorese students. Before this he was a Technical Officer at the Ministry of Education, where he analyzed individual requests from students seeking financial aid for studies both in the country and abroad. In addition, he did analysis on the quality of human resources that the Ministry of Education developed in response to policy changes in Timor Leste.

Mr. Fernandes Cabral holds a bachelor's degree in mining engineering from Adamson University, for which he received funding from the Timorese Matenek Program through the Ministry of Education of Timor Leste to study in the Philippines and is currently registered at the Instituto Superior Cristal (ISC) for a master's degree in education management.

Mr. Fernandes Cabral's goals during his Humphrey Fellowship are to gain knowledge in educational management and leadership, strengthen his curriculum development skills, gain knowledge and experience in adult education for lifelong learners, and learn effective youth tutoring methods. Mr. Fernandes Cabral also wishes to learn more about education policymaking and monitoring educational outcomes.



Dr. Renee Figuera

OF TRINIDAD AND TOBAGO is an Assistant Professor at the University of the West Indies, where she is responsible for Research and Applied Linguistics in the undergraduate program and

teaches in the TESOL graduate program. Previously, she was a Lecturer of English and Spanish at the University of the West Indies School of Business and Applies Studies (ROYTEC), an Education Specialist for the Ministry of Education, a teacher of French and Spanish at Bishop Anstey High School, and a Temporary Assistant Lecturer at the University of the West Indies. Dr. Figuera was previously also a teacher of French, Spanish, and English at the





Maple Lead International School, an EFL Coordinator at the Niherst School of Languages, and a Teacher III for the Ministry of Education, where she taught French and Spanish.

Dr. Figuera holds a bachelor's degree in French and Spanish and a TESOL certification from the University of the West Indies – St. Augustine, a master's degree in international teaching from Framingham State University, and a doctorate degree in discourse linguistics from the University of the West Indies – St. Augustine. Additionally, Dr. Figuera was a Visiting Student Researcher in Linguistics at the University of Santa Barbara, and participated in a workshop through the British Council at the Hornby Alumni Regional School. Dr. Figuera has published multiple articles in her field, and she is currently publishing a book.

During her Fellowship, Dr. Figuera hopes to focus on TESOL through the lens of underserved populations to respond to current migration and various English education needs in her country. She also hopes to engage in experiences with Latino migrant communities and AAVE speakers, and to increase her knowledge in teacher training methods for diverse and inclusive communities.



THE HUMPHREY FELLOWSHIP TEAM

at Vanderbilt University's Peabody College



Mr. Mounir Abid

OF TUNISIA is the Financial Director of the Ministry of Education, where he ensures the financial management of primary education support projects, funded jointly with the Arab

Fund for Economic and Social Development. Previously, he was the Assistant Director of Evaluation at the Ministry, where he evaluated schools' performance and various components of the Tunisian educational system, as well as acted as Head of the Vocational Training Service, where he supervised the vocational training system.

Mr. Abid holds a bachelor's degree in accounting management from Carthage High Commercial Studies Institute, and a master's degree in demography from the Faculty of Humanities and Social Sciences of Tunisia. He also holds a certificate in education administration from the Tunisian National School of Administration.

Mr. Abid hopes to improve his skills in educational management, planning, and leadership, along with performance monitoring and evaluation as he collaborates with U.S. educational leaders during his Humphrey Fellowship. He plans to use these skills to collect and use data to develop indicators for assessment and evaluation of education quality throughout Tunisia.



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To find out more about the

HUBERT H. HUMPHREY FELLOWSHIP

Program at Vanderbilt University's Peabody College:

vanderbi.lt/abouthhh



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