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Peabody College, contact:

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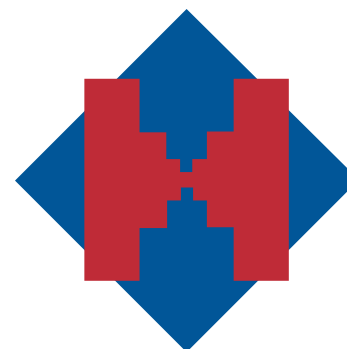
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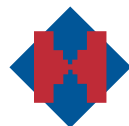
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**HUBERT H.
HUMPHREY
FELLOWSHIP
PROGRAM**
2010-2011



**With primary support from the
United States Department of State Bureau
of Educational and Cultural Affairs**

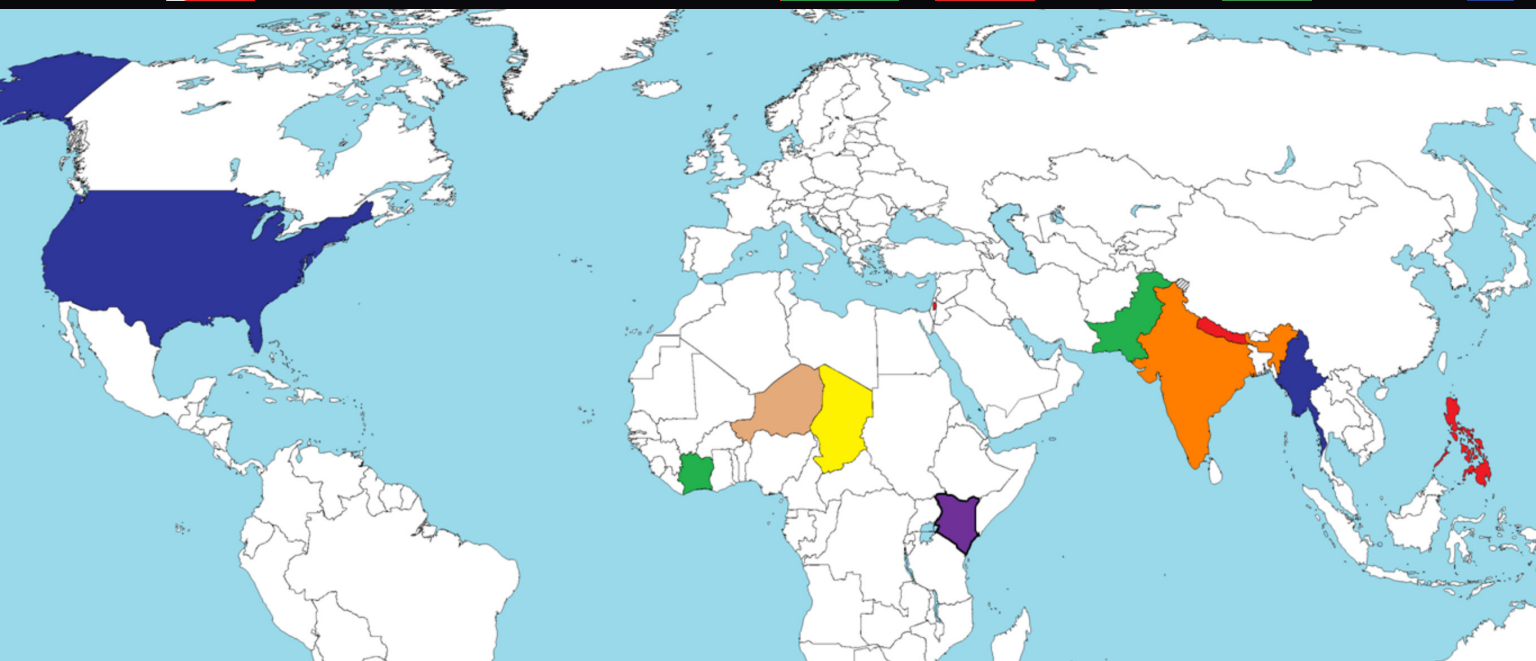
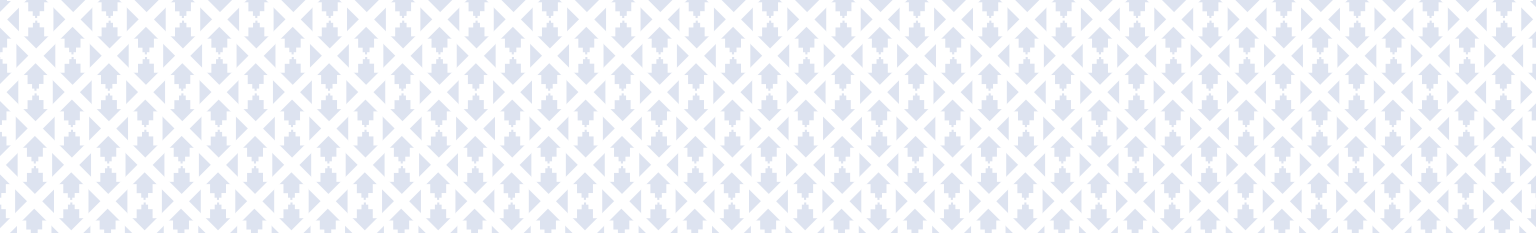
Administered by the
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Washington, D.C. 20008

www.humphreyfellowship.org



International Affairs





Humphrey Fellows at Vanderbilt for 2010–2011 are from the following countries: **Bahrain, Chad, Cote d'Ivoire, India, Kenya, Myanmar, Nepal, Niger, Pakistan, Palestinian National Authority and Philippines.**

Humphrey Program Overview

The Hubert H. Humphrey Fellowship Program was initiated in 1978 to honor the late Senator and Vice President and his life-long commitment to international cooperation and public service. The fellowships brings accomplished mid-career, educational leaders from developing nations and emerging democracies to the United States for an academic year to study, gain professional experience, and foster cultural exchange. The program provides a basis for lasting ties between United States citizens and the fellow, as it strengthens the global exchange of knowledge and experience. Humphrey Fellows are selected based on their potential for leadership and their commitment to public service.

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 setting, social service agencies, or Fortune 500 companies, our graduates are pragmatic and change-oriented.

Peabody College is ranked 1st 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.

Find out more about Peabody online at www.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 the implementation plan. The implementation plan is the fellows 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 2010–2011

Xiu Cravens

Assistant Dean for International Affairs

Vicki Davis

*Assistant Clinical Professor,
Human & Organizational Development*

Brian Heuser

Lecturer, International Education & Policy

Eric Hilgendorf

Research Associate, Leadership, Policy & Organizations

Stephen Heyneman

Professor of International Education & Policy

Kristen McGraner

Research Associate, Leadership, Policy, & Organizations

Velma Murry

Professor, Human & Organizational Development

Christian Sawyer

Teacher in Residence, Teach & Learning

Patrick Scheurmann

*Research Assistant Professor, Center for Educator
Compensation Reform*

Pearl Sims

Lecturer in Education, Leadership, Policy & Organizations

Claire Smrekar

Associate Professor of Public Policy & Education

Andrew VanSchaak

*Lecturer in Education, Human &
Organizational Development*

Tom Ward

Lecturer in Education, Leadership Policy & Organizations





2010-2011 Hubert H. Humphrey Fellows at Vanderbilt University's Peabody College



Mrs. Amal Abu Hejleh

of the Palestinian National Authority

currently works for the Ministry of Education and Higher Education, where she acts as a supervisor for all science teachers. She is responsible for overseeing and auditing annual logistic schedules for schools, as well as the training

of new teachers and principals. She also works in a leadership role and holds workshops for underachieving teachers and principals. Amal is interested in advancing and using her skills to help develop a team of science teachers to publish an improved sixth grade science textbook. She has made presentations on behalf of the ministry at international conferences on topics such as Cognitive Acceleration through Science Education (CASE) and Cognitive Acceleration through Mathematics Education (CAME).



Ms. Layla Al Yusuf

of the Kingdom of Bahrain

is a school review specialist with the Quality Assurance Authority for Education and Training, which is an initiative of the National Education Reform Project in her home country. In her position, she performs evaluation training for schools

as well as conducts school inspections. She is also responsible for collecting and analyzing school data. As a fellow, Ms. Al Yusuf is interested in learning about the education system improvement and quality assurance processes. Her professional development will address policy analysis, strategic management, teaching and learning, international education issues, and technology. She hopes to be able to effectively contribute to the National Education Reform Project, which was established to develop the Bahraini education system across all levels.



Ms. Nadia Ashraf

of Pakistan

is the headmistress of The City School in Punjab, Pakistan. Her many responsibilities include: human resource management, financial planning, school administration, and curriculum development. Ms. Ashraf believes that

administrators play an instrumental role in advancing school effectiveness. Therefore, she is interested in the different aspects of educational administration, but more specifically, human resource management, instructional leadership, and technologies directly related to assessing school effectiveness. As a fellow, she plans to study the best methods of seasoned education practitioners in the U.S. and apply her studies to her efforts to improve school administration and train school administrators in her home country.



Ms. Soraya Faculo

of the Philippines

is currently the principal of Cordillera Regional Science High School in Benguet, Philippines. As principal, she is responsible for implementing the Department of Education's policies to meet the state's objectives for second-

ary education. In addition, she is responsible for establishing the school mission, values, and goals, facilitating curriculum development, and overseeing the development and implementation of the school improvement plan. Ms. Faculo is passionate about the relationship between information and communication technology (ICT) as well as improved student learning outcomes and achievement and evaluation of school interventions. During her fellowship year, she is interested in studying U.S education technology policies that are directly related to ICT and distance learning and how these policies influence education issues such as student retention and achievement. She would also like to develop and evaluation too that will help assess other interventions being implemented in schools.



Mr. Zaheer Iqbal
of Pakistan

works in the federal government's Ministry of Education. He is an assistant educational adviser and looks after the matters relating to national textbook policy. He is also responsible for the coordination of the development of curriculum for subjects of history and geography for the K-12 levels. He has also worked on development projects in the education sector. At Vanderbilt, Zaheer would like to study the theory and practices in formulation and implementation of education policy, education and economic development, leadership and organizational behavior, and system of education in United States.



Mr. David Njengere Kabita
of Kenya

currently serves as a senior assistant director at the Kenya Institute of Education in charge of secondary school education curriculum. His role as a senior assistant director pertains to the various issues facing secondary education curriculum in Kenya, particularly curriculum development, design, and implementation, as well as the process of monitoring and evaluating secondary school curriculum. In addition, David is responsible for advising the Kenyan Minister of Education and the Director of the Kenya Institute of Education on all issues related to secondary school education curriculum. While at Vanderbilt, David intends to enhance his capacities in competency-based curriculum design, curriculum decentralization, multilingual education, and the leadership tools that will enhance his professional career. David is also interested in writing storybooks and academic course books.



Ms. Zalak Kavi
of India

currently works with the Gyanshala Program, an organization that acts as an advocate for education. As a team leader for Gyanshala, Ms. Kavi is responsible for the implementation of large-scale, innovative pedagogy and learning approaches for over 9,000 students in 340 centers in the Ahmedabad slums. Her duties include training and monitoring staff, guiding curriculum, designing learning materials and group activities, and consulting parents for needs assessments. Ms. Kavi's interests include educational assessment, program accountability and evaluation, improving student learning, and the cognitive development of stu-

dents. She hopes to be a part of the systemic transformation in the education sector in order to ensure efficient spending on quality education. During her Humphrey Fellowship year, she hopes to gain greater understanding of learning theories and performance assessments, such as those implemented under NCLB.



Ms. Ya Rachel Valery Kouame
of Cote d'Ivoire

currently works at the Ministry of Education in the Primary, Secondary, and High Schools Department. She is in charge of analyzing school activity reports and providing feedback to schools on methods for improvement. She is also responsible for maintaining partnerships between the education department and international organizations, non-governmental organizations, and peacekeeping programs. She previously worked with the Ministry of Education as the head of the English Education Unit and designed examinations for the National Session of the Baccalaureate. She was an administrator for the Advanced Vocational Diplomas, a supervisor for the Baccalaureate Exams, and a supervisor of training for the Secondary School Teachers' Training College. Ms. Kouame's interests include the intersections of peace, education, economic development, and social cohesion. In the aftermath of recent war in her home country, Ms. Kouame believes that "education as a social process" has the potential to promote a "culture of peace." During her Humphrey Fellowship year, she hopes to gain greater understanding and insight into conflict prevention and management, peacekeeping, psychology, organizational development, extracurricular and service learning programs, as well as educational leadership skills.



Dr. Ram Hari Lamichhane
of Nepal

currently works as a project manager on skills for employment, under the Ministry of Education for the Council for Technical Education and Vocational Training (TEVT), which offers him management and training experiences. He works to develop curricula and training programs and he evaluates and improves upon those programs following their implementation. He facilitates regional leadership and entrepreneurial workshops and aids in the training of new employees. Similarly, he is facilitating in the establishment of a career counseling center for the unemployed youth and TEVT graduates. His professional development during his Humphrey year will

focus on topics such as policy analysis, structure of education systems, teaching and learning, and program evaluation. Dr. Lamichhane aims to improve his administrative and planning skills and put his skills to use in the education policy and evaluation sector.



Mrs. Khin Ma Ma Latt
of Myanmar

acts as a community-based disaster preparedness officer for the Myanmar Red Cross Society where she collaborates with township education officers to monitor school safety and emergency policies, which she

designed as an employee of UNHCR/UNICEF. Currently, she works to promote awareness of emergency protocols in local communities and ensures local households are prepared in the event of a disaster. Her professional development will include policy analysis, teaching and learning, and technology. Her interests include working to develop the curriculum for non-formal education, which take place outside of class in the areas of health and hygiene as well as environmental conservation.



Ms. Lubna Mohyuddin
of Pakistan

is the vice-principal of Bahria College Karachi. Her current job responsibilities include: managing the co-educational Cambridge Wing of Bahria College Karachi's operations and resources for an efficient and effective learning environment, coordinating school plans, and recruiting and evaluating faculty. She also acts as a human resources coordinator and leads professional development workshops and seminars. While at Vanderbilt, Ms. Monhyuddin would like to pursue the study of educational policies, curriculum development, strategies for the integration and implementation of information and communication technology (ICT), leadership, and facilitation.



Fati Bagna Seyni
of Niger

has worked both with the Ministry of Education and with international organizations dedicated to support her home country in meeting the Millennium Development Goals (MDGs), particularly those calling for education for

all and for gender equity in education. Recently, she worked with the United Nations for Development Program (UNDP) as a governance officer in Burkina Faso and previously with Plan International, Program Director, CARE International, and with the Canadian Embassy to develop a long term strategic planning for education, to design and analyze the girls schooling policy, and she coordinated the donors' financial support. During her fellowship year, Mrs. Seyni would like to acquire useful competencies for defining and developing policies and strategies in the field of education and get an overall experience that will broaden her analytical perspectives. She wants to undertake research, attend university sessions, and meet with policymakers and government officers.



Mr. Baikita Yankal
of Chad

currently works in the Ministry of National Education as a pedagogic inspector of secondary education. He is a certified teacher of English as a Foreign Language (EFL) and school administrator. Currently, his primary

roles include supervising and evaluating the teaching practices, methods, and techniques of EFL teachers. He also coordinates, plans, and designs professional development workshops for teachers. Mr. Yankal's interests include educational leadership, pedagogical practices, and teacher professional development. During his Humphrey Fellowship year, he hopes to learn how to better design teacher training workshops which emphasize active learning, idea exchanges, and attitude development. His interests include methods and approaches to teacher evaluations, information communication technology, school management, and teacher performance incentives.

