



**Humphrey
Fellowship**

A Fulbright Exchange Program

HUBERT H. HUMPHREY

Fellowship Program

2023-2024



VANDERBILT
Peabody College

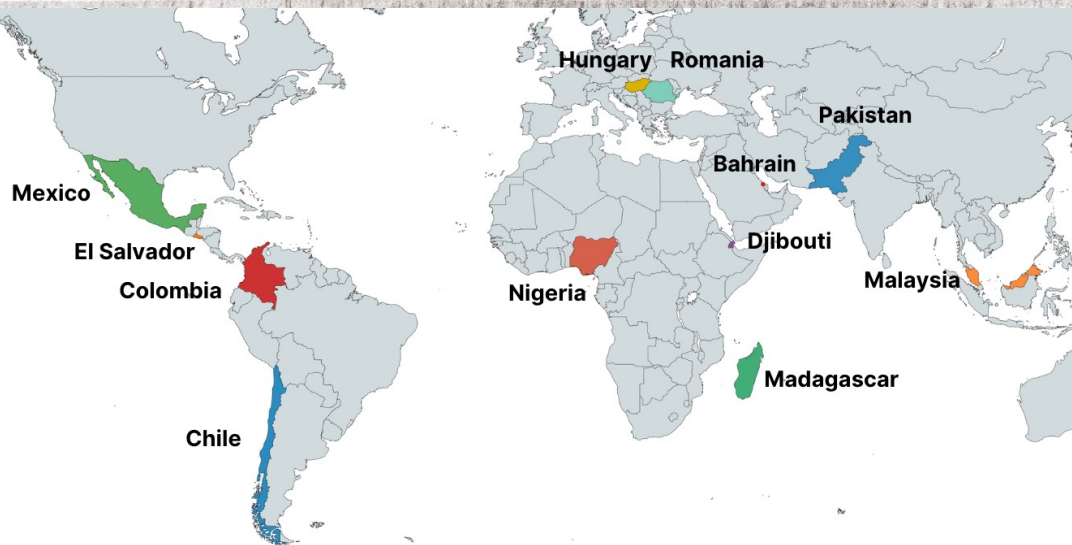


FULBRIGHT

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



**IN 2023-2024,
VANDERBILT
UNIVERSITY'S
PEABODY
COLLEGE
IS HOSTING
TWELVE
HUMPHREY
FELLOWS**



They are from:

**BAHRAIN, CHILE, COLOMBIA,
DJIBOUTI, EL SALVADOR,
HUNGARY, MADAGASCAR,
MALAYSIA, MEXICO,
NIGERIA, PAKISTAN
and ROMANIA.**

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



Eric Gómez Burgos

OF CHILE comes to the Humphrey Fellowship with experience in teaching English as a foreign language (EFL) to students ranging in age from early childhood to the university level. He currently

serves as an Academic Coordinator at San Sebastián University where he designs the EFL methodology courses for pre-service teachers. Previously, Mr. Gómez Burgos worked as the Director of the English pedagogy program at the University of Talca and as an English Instructor at the University of the Lakes (Universidad de Los Lagos).

Mr. Gómez Burgos earned a bachelor's in elementary education from University of the Lakes and a master's in applied linguistics from the Pontifical Catholic University of Chile. In addition to his academic training, he has published several research articles on TESOL and teacher education in academic journals.

Mr. Gómez Burgos intends to use his Humphrey Fellowship experience to strengthen his pedagogical skills and participate in research initiatives, especially in the context of language acquisition for young learners in under-resourced communities. In doing so, he will be better prepared to design professional development programs for in-service teachers to align with Chile's policies of promoting English instruction from an early age and to implement outreach projects for teachers and students in underserved areas of Chile.



Ana Cecilia Castillo Loeza

OF MEXICO joins the Humphrey Fellowship as an experienced English teacher with former students ranging from elementary school to college. She currently teaches secondary students at a high

school operated by the Autonomous University of the Yucatán. Ms. Castillo Loeza designs curriculum for the English department and is the assistant editor for MexTESOL, a peer-reviewed, research journal focused on English instruction.

Ms. Castillo Loeza earned her bachelor's degree in English language teaching from the Autonomous University of the Yucatán. She then completed her master's degree in educational research with the same institution through a scholarship provided by Mexico's National Council for Humanities, Science, and Technology. Remarkably, Ms. Castillo Loeza has participated in research fellowships at the University of Arkansas, the University of Iowa, and Rutgers University. Outside the classroom, Ms. Castillo Loeza enjoys engaging with her community and empowering youth through civic projects. Ms. Castillo Loeza will use the fellowship to study teacher professional development and expand her research and leadership skills. Upon returning to Mexico, she plans to develop training courses for English teachers, so that students are better prepared for work opportunities in an increasingly globalized state. Additionally, Ms. Castillo Loeza wants to create connections with other schools and teachers to promote internationalization, cultural awareness, and collaborative learning experiences for her students.



David Chak

OF MALAYSIA serves as the curriculum director for Arus Academy, a social enterprise he co-founded. Arus Academy provides high-impact educational interventions aimed at creating a

long-lasting systemic impact in the Malaysian education ecosystem. Previously, he worked as a high school teacher in one of the nation's lowest-performing schools under the Teach for Malaysia program. Additionally, he was a columnist at Malaysia's largest Mandarin-language publication and a textbook writer.

A recipient of the prestigious Malaysia Public Service Department scholarship, Mr. Chak completed his bachelor's degree in psychology at McGill University in Canada. He also holds a postgraduate diploma in education from the Northern University of Malaysia. In addition to his university credentials, Mr. Chak participated in the Young Southeast Asian Leaders Initiative, during which he was placed in a Chicago charter school network specializing in serving underserved communities in southern Chicago. He was also selected to participate in the Acumen Fellowship, a distinguished leadership development program aimed at cultivating leaders to address social injustice in selected countries around the world.

Mr. Chak's time at Vanderbilt will be devoted to studying how STEM and media literacy education are conducted in the US education system. Moreover, he hopes to gain a better understanding of the role of charter schools as catalysts for educational innovation in underserved populations. Building upon Arus Academy's impact on over 120,000 students and 70,000 teachers, Mr. Chak aspires for his fellowship experience to enable him to magnify his organization's impact.





Andreea Gatman

OF ROMANIA joins the Humphrey Fellowship with extensive experience in developing and facilitating academic programs and research and managing projects. Most recently, Ms. Gatman

was responsible for organizing and facilitating teacher trainings in Finland for international educators. She publishes research articles and is currently co-authoring a book.

Ms. Gatman earned her bachelor's in political science from the National School for Political and Administration Science. Additionally, she received academic scholarships to pursue a master's in European studies from the University of Graz in Austria and an MBA in public governance and management from the MODUL University, Vienna.

Ms. Gatman plans to use her time at Vanderbilt to connect with educators, professors, and community educational support organizations to develop experience-based learning that supports sustainability education. Returning to Romania, Ms. Gatman hopes to develop a "University for Teachers" focused on sustainability and democratization.



Katalin Hubai

OF HUNGARY joins the Humphrey Fellowship with almost 17 years of experience in language education. She currently works for the Eötvös Loránd University in Budapest where she teaches

English as a foreign language (EFL) and mentors student-teachers at the university's on-site secondary school. Additionally, she is a guest lecturer at Eötvös Loránd in the Department of English Language Pedagogy where she trains future EFL teachers.

Ms. Hubai earned a master's degrees from Eötvös Loránd University in English language and literature. Being a lifelong learner, she is currently pursuing a doctorate degree from her alma mater in language pedagogy and English applied linguistics. In addition to her academic experience, Ms. Hubai was selected in 2012 to participate in the prestigious Fulbright Classroom Teacher Exchange, which placed her in a California classroom for an academic year to collaborate with American teachers. She also facilitates workshops and presentations around language training and teacher preparation.

Ms. Hubai will use her time at Vanderbilt to improve her skills in teacher training. She hopes to learn about preparing pre-service teachers for modern challenges and addressing teacher attrition. With this knowledge, Ms. Hubai will return to Hungary to design better courses for pre-service teachers and to act as an intermediary among policy makers, university officials, and teacher trainers.



Muhammad Ilyas

OF PAKISTAN is a trained healthcare professional and an assistant professor at the Swabi College of Nursing and Health Sciences, where he works in faculty development, curriculum planning, and class scheduling. He is also responsible for facilitating partnerships among healthcare institutes. Before working in higher education, Mr. Ilyas was a registered nurse caring for patients in the cardiac care and kidney disease units.

Mr. Ilyas earned both his bachelor's and master's in nursing from Aga Khan University, and he is dual certified as a nurse practitioner and nursing educator. Additionally, he holds a second master's degree in applied psychology from the Virtual University of Pakistan.

During his fellowship year, Mr. Ilyas intends to connect with other healthcare professionals and nursing educators to study American methodologies of preparing nurses for the field. Upon returning home, he would like to develop curriculum and policies that will support the growth of healthcare education in Pakistan.



Ahmed Mejairan

OF BAHRAIN is the Associate Director for his country's Labor Fund, Tamkeen, and is focused on technical and vocational education. In doing so, he has worked in stakeholder engagement, project management, and career guidance. Additionally, he is a founding member of (Skills Bahrain), a government supported body that aims to build the country's technical and vocational education and training system to focus on skills as the basis for talent development. Previously, Mr. Mejairan worked as a technology specialist for the Bahraini Ministry of Education as well as in multiple roles in the financial sector such as human resources, client retention, and compliance management.

Mr. Mejairan holds a bachelor's degree in information systems development from Glasgow Caledonian University and a master's degree in information systems from the University of Huddersfield in the United Kingdom. Additionally, he obtained a professional diploma in strategic management and leadership from the Chartered Management Institute in the United Kingdom. He was awarded the Prime Minister HRH Prince Salman bin Hamad Medal for Medical Merit in recognition of being one of the first members on Bahrain's national taskforce for combatting Coronavirus.

During his fellowship year, Mr. Mejairan aims to increase his understanding of educational administration, policy, and planning to support his country's initiative of developing technical and vocational education and training to meet current and future labor demands.



Habone Mohamed Said

OF DJIBOUTI brings her experience in computer science to the Humphrey Fellowship. She is currently the Head Engineer for online training at the University of Djibouti, where she assisted

in creating a digital platform for e-learning in collaboration with the University of Djibouti and the Djiboutian Ministry of Education. In addition, Ms. Said works on digital training for teachers and administrators and develops software for online courses. Ms. Said has worked as an IT consultant for the National Institute for Public Administration and as a programmer for a USAID-sponsored education development center.

Ms. Said earned a bachelor's degree in computer science engineering from Visvesvaraya Technological University in southern India. Additionally, Ms. Said was selected as a Mandela Washington Fellow in Civic Leadership by the Young African Leadership Initiative and for the CAPITUM Project which is an academic, intra-African mobility program supported by the Erasmus exchange organization.

During her fellowship year, Ms. Said hopes to better understand how American universities utilize information technology, communications technology, and content management systems in the development of educational applications. With this knowledge, Ms. Said intends to build an online learning platform available to expand digital learning to more rural areas.



Tijjani Mukaddas

OF NIGERIA joins the Humphrey Fellowship as a passionate educator intent on using education to improve his community and address national security challenges. He is currently a Principal

Education Officer and is responsible for overseeing curriculum development and monitoring education programs in the impoverished satellite towns of Nigeria's capital. Additionally, he is the founder of the Transition to School Initiative, an NGO with the goal of reducing the number of out-of-school children.

Mr. Mukaddas earned both his bachelor's and master's degrees in science education from the University of Abuja, where he is now enrolled in a doctorate program. Some of his published research articles focus on the impacts of intervention programs and the effect of foreign aid on educational development. In addition to having represented Nigeria at international education conferences, Mr. Mukaddas was featured on the Voice of America, the BBC, and Deutsche Radio for his work with vulnerable youth. His Transition to School Initiative has grown to include over 100 centers in Nigeria and has been adopted in neighboring Niger and Cameroon. To date, his work has helped over 20,000 youth escape life on the streets.

To aid in his efforts, Mr. Mukaddas hopes to improve his understanding of educational administration, policy, and leadership.

In doing so, he plans to develop a national framework for Universal Basic Education that will help Nigeria achieve its target of education for all by 2030.



Emma Clemence Rasolomampionona

OF MADAGASCAR is a civil servant with the Ministry of Education in her native country where she trains elementary and middle school

administrators, oversees the implementation of policy initiatives, and manages political issues. Previously, Ms. Rasolomampionona worked as an advisor to the Madagascar Minister of Education, where she focused primarily on teacher recruitment and policy implementation. Ms. Rasolomampionona earned her bachelor's in law and business administration from the University of Fianarantsoa. She later earned her master's in political science from Airlangga University in Indonesia, where she was recognized as being the best student in the Faculty of Social and Political Science. Some of Ms. Rasolomampionona's greatest achievements include helping over 300 school administrators to improve their school leadership.

Ms. Rasolomampionona plans to use her time in the fellowship to expand her knowledge of education policy so that she is better equipped to address the challenges facing the Madagascar school system. There is currently a severe shortage of education policy experts in the Madagascar Ministry of Education, leading the ministry to seek assistance from outside of the country. Ms. Rasolomampionona aspires to be the first native-Madagascan to fill this role in education policy analysis for the Ministry of Education.



Allison Palacios Rivera

OF EL SALVADOR is an English professor and the exchange program coordinator at Gerardo Barrios University, where she also serves as project manager for the international internships' office.

Ms. Palacios Rivera has been proficient in Sign Language since childhood and often volunteers as an interpreter at her university, local courthouses, and churches.

Ms. Palacios Rivera earned her bachelor's degree in English education from Gerardo University in El Salvador. While completing her undergraduate degree, Ms. Palacios Rivera was selected for a scholarship by the American Embassy and Student Achievement and Success Program. This scholarship placed her in Minnesota, where she worked as a language ambassador and teacher assistant for an academic year. Currently, she is working towards a master's in intervention and learning difficulties from the University Institute of Psychological Studies (Universidad Instituto Superior de Estudios Psicológicos) in Spain and a second master's in education from the





American University of Europe (Universidad Americana de Europa) in Mexico, both through academic scholarships.

Ms. Palacios Rivera will use her fellowship to learn from American schools specializing in inclusivity for students with special needs to improve her knowledge of practices and strategies. She hopes to return to El Salvador with a better understanding of differentiated learning in the classroom to better prepare students with neurodiverse abilities and their future teachers.



Juliana Salazar Borda

OF COLOMBIA joins the Humphrey Fellowship with a career rich in experiences that include economic research, university lecturing, business journalism, and education administration. She is currently the Director of Admissions at Colegio Los Nogales, a top-ranked K-12 school known for its rigorous academics and bilingual programs. Some of her previous professional roles include Deputy Vice-President for a business consulting firm and Editorial Coordinator for a publishing company. Additionally, she has served in the Colombian Ministry of Finance, the Ministry of Foreign Affairs, and is an author of several Spanish-language children's books.

After earning her bachelor's and master's degrees in economics from the University of the Andes, Ms. Salazar Borda completed a second master's in cultural economics and entrepreneurship from Erasmus University in the Netherlands. In addition to children's books, Ms. Salazar Borda has many articles published in the business magazine, Dinero, earning an Excellence in Economic Journalism award and a coveted seat in a journalism course at Columbia University.

Ms. Salazar Borda plans to use her Humphrey Fellowship to deepen her knowledge of the design and implementation of financial aid programs to help students of lower economic status attend top-quality schools. Additionally, she is interested in learning about homeschool group-learning models and partnerships between public and private institutions.



THE HUMPHREY FELLOWSHIP TEAM

at Vanderbilt University's Peabody College



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To find out more about the
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