



**Humphrey
Fellowship**

A Fulbright Exchange Program

HUBERT H. HUMPHREY

Fellowship Program

2024-2025



VANDERBILT
Peabody College



FULBRIGHT

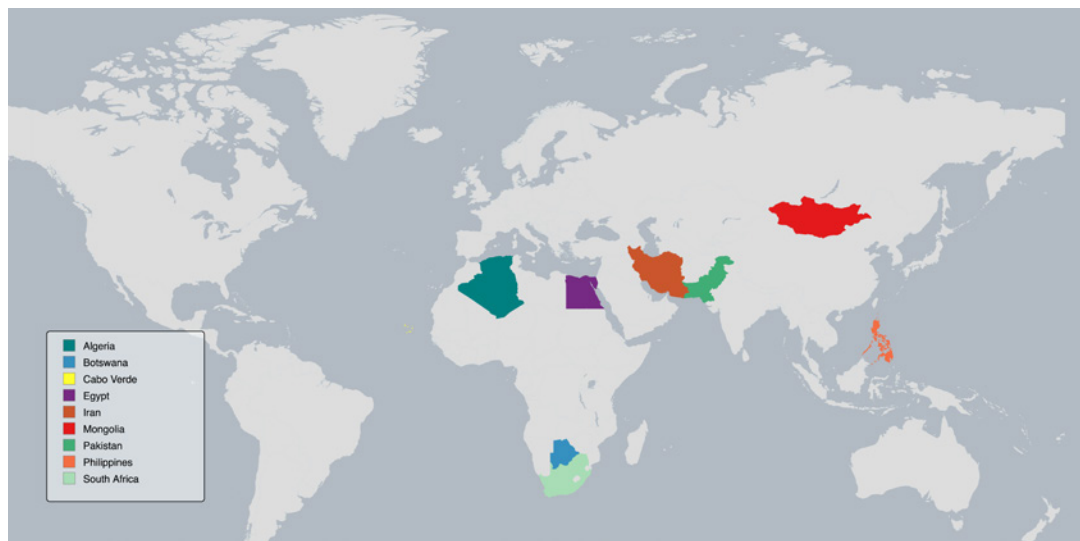
The Hubert H. Humphrey Fellowship Program
is sponsored by the U.S. Department of State Bureau
of Educational and Cultural Affairs.



**IN 2024–2025,
VANDERBILT
UNIVERSITY'S
PEABODY
COLLEGE
IS HOSTING
TEN
HUMPHREY
FELLOWS**

They are from:

**ALGERIA, BOTSWANA,
CABO VERDE, EGYPT, IRAN,
MONGOLIA, PAKISTAN,
PHILIPPINES and
SOUTH AFRICA.**



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:
peabody.vanderbilt.edu

2024-2025

HUBERT H. HUMPHREY FELLOWS

at Vanderbilt University's Peabody College



Anabela Santos

OF CABO VERDE brings years of invaluable experience as a dedicated public servant to the Humphrey Fellowship. Throughout her career, she has held various roles within the Ministry of

Communities, Ministry of Foreign Affairs, and Ministry of Culture, advocating for the diaspora and gender equality. In addition to her professional work, Ms. Santos volunteers with the Red Cross, the Food Bank Against Hunger, and Carnival, and is actively involved in efforts to end gender-based violence.

Ms. Santos earned her bachelor's degree in history from the University of Porto, completed studies in community policy and territorial cooperation at the University of Minho, and is pursuing a Ph.D. in diaspora studies from the University Institute of Lisbon.

Committed to continuing her family's legacy of public service, Ms. Santos plans to use her time during the Humphrey Fellowship to explore American political science, focusing on the mobilization of women and LGBTQ+ communities, Cabo Verdean cultural preservation, and diaspora studies. Her goal is to strengthen cultural connections and investment opportunities for the Cabo Verdean diaspora, while enhancing her skills in strategic planning, negotiation, management, and policy development.



Emmanuel Moswela

OF BOTSWANA joins the Humphrey Fellowship with over two decades of experience as a special needs educator and advocate for exceptional students. Although he began his career as a primary

school teacher, from 1998 to 2002, he has provided guidance to university leaders and government officials on Diversity, Equity, and Inclusion (DEI) initiatives for exceptional students in Botswana's higher education system. As Manager for Disability Support Services at the University of Botswana, Dr. Moswela works with colleagues to address the needs of all students.

He earned his doctoral degree in special education from the University of Botswana and pursued an associate degree in disability studies at the University of Cape Town. Dr. Moswela also holds a master's degree in curriculum and instruction and a bachelor's degree in special education, both from the University of Botswana.

Through the Humphrey Fellowship, Dr. Moswela seeks to establish an international professional network with Peabody scholars in Higher Education and Disability Studies, collaborating to address global barriers faced by exceptional students. His interests include education policy, administration, educational technology, and curriculum development, with a focus on reducing achievement gaps in higher education for exceptional students. His research centers on DEI in both higher education and the workplace.



Fouzia Banaras

OF PAKISTAN joins the Humphrey Fellowship as a Senior Planning, Monitoring, and Evaluation Officer. She has extensive experience as a consultant, having worked on numerous UNICEF

and EU-funded projects. She has made significant contributions to the Continuous Professional Development (CPD) teachers' training program and Accelerated Learning Program (ALP) for out of school children in Balochistan. Ms. Banaras holds a pre-doctorate in biotechnology, along with master's degrees in education, business administration, and biochemistry from the University of Balochistan.

During the COVID-19 pandemic, she supported teachers through an online training program and engaged students via the "Mara Ghar Mara School" initiative. Following the 2022 floods in Balochistan, she played a pivotal role in the establishment of Temporary Learning Centers (TLCs) and led initiatives like Education Can't Wait (ECW) and the Mental Health and Psychosocial Support (MHPSS) program. As a Humphrey Fellow, Ms. Banaras aims to explore the integration of educational technology and study policies to enhance the quality and accessibility of education, with a focus on closing achievement gaps for future generations.



Gantumur Bat-Erdene

OF MONGOLIA brings significant expertise in consultation, workshop facilitation, and NGO leadership to the Humphrey Fellowship. He works with a nonprofit organization that supports

disabled students in achieving their educational goals.

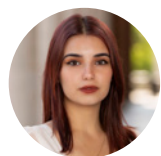
Mr. Bat-Erdene holds a Master's degree in Management from the Academy of Management and has studied Human Resource Management at the National University of Chonbuk. His academic background has resulted in publications on financial aid, studying





abroad, and anti-bullying policies. He has led impactful projects, including an American Sign Language (ASL) program, the creation of libraries with braille textbooks, and empowerment programs for orphaned children, supported by the U.S. Embassy in Mongolia and other donors.

Mr. Bat-Erdene is committed to advancing education, focusing on special education for exceptional learners and connecting resources to underserved communities in remote areas of Mongolia. He also seeks to expand study abroad opportunities for Mongolian students through deeper intercultural exchanges.



Ghizlane Benabderrahmane

OF ALGERIA is an educator and human rights advocate, focusing on supporting women and young people. She is the Business Development Officer for the MENA West region at the British Council,

concentrating on strategic growth and partnerships. Additionally, she serves as an Assistant Lecturer of Literature. Formerly, she was the President of the Algeria Chapter of the World Youth Alliance (WYA), promoting human dignity through human rights advocacy. She has contributed to projects like SheBlogs, which empowers women through scriptwriting and blogging.

Currently pursuing a doctorate in literature at Abou Bekr Belkaid University, her research focuses on narrative, philosophy, and adaptation in film and literature. She also holds a master's degree in literature and civilization and a bachelor's degree in English language. Through the Humphrey Fellowship, Ms. Benabderrahmane aims to enhance financial literacy and budget management in education, improve English curricula, and support teachers in creating inclusive classrooms for diverse learners. Her ultimate goal is to foster a more equitable educational system in Algeria that addresses diverse needs and global opportunities.



John Eric Tadeo

OF PHILIPPINES brings extensive experience to the Humphrey Fellowship, having served as a former professor of English, literature, and social science at the University of the Cordilleras, as well

as holding faculty positions at the Philippine Military Academy. In addition, Dr. Tadeo serves as Assistant Director for the Office of Cadet Recruitment and Admission at the Academy, where he oversees the recruitment, selection, and admission of cadet candidates.

Dr. Tadeo holds a doctorate in language education and both a master's and bachelor's degree in English from the University of the Cordilleras. His academic work includes publications such as "Deconstruction of Themes in 'Grand Theft Auto IV'."

To further enhance his leadership skills in military education, Dr. Tadeo plans to study educational leadership and instructional strategies, aiming to improve curricula in the Philippine armed forces. He also seeks to explore cultural exchange opportunities to foster idea-sharing between U.S. and Filipino military academies.



Mehrdad Moloudi

OF IRAN joins the Humphrey Fellowship as a highly regarded English language educator, whose curriculum has earned a national reputation for excellence in Iran and has been endorsed by the British Council since 2016. Currently, Dr. Moloudi leads his own English school, Mehrdad Language Academy, which serves over 1,000 students, and is a TESL faculty member at Azad University of Karaj.

Dr. Moloudi holds a doctorate in teaching English as a second language from Universiti Putra Malaysia, as well as a master's and bachelor's degree in English language teaching and English translation, respectively, from Azad University. He also holds certifications in Teacher Training from the British Council and Developing Online Teaching from TESOL.

Dr. Moloudi seeks to collaborate with American early education and language scholars to develop a comparative literacy curriculum that fosters a love for reading and critical thinking among Iranian youth. Specifically, he plans to enhance his Magic Phonics series for preschool children by studying phonics-based instruction and its integration with educational technology.



Muhammad Arsalan Siddiqui

OF PAKISTAN comes to the Humphrey Fellowship as an English language lecturer and teacher trainer at Hamdard University and coordinator of the master's in English program.

Prior to this role, Mr. Siddiqui focused on enhancing the writing skills of Pakistani care workers at two medical universities. Additionally, Mr. Siddiqui is studying his Ph.D. in English literature.

Mr. Siddiqui holds a pre-doctorate degree in English literature, master's degrees in English literature and in English language teaching, and a bachelor's in English. His scholarly endeavors have earned him recognition, multiple conference presentations, and an award from the US Consulate to attend a TESOL Convention in Portland.

In his commitment to nurturing the talents of young professionals in Pakistan, Mr. Siddiqui aims to utilize his time with the Humphrey Fellowship to explore avenues of professional development, school organization, support networks, and training programs tailored for

emerging language teachers. His objective is to equip these educators with the necessary skills and resources to maximize their potential in the classroom by creating stronger connections between Pakistani and American higher educations.



Pumza Lukrozo
OF SOUTH AFRICA joins the Humphrey Fellowship as a seasoned occupational therapist with extensive experience working with children across the country. Currently, she serves as the

Chief Education Specialist for the Learners with Severe to Profound Intellectual Disabilities Program, where she oversees community outreach educational initiatives. Previously, Ms. Lukrozo worked in underserved rural communities, providing support to both adults and children with neurological impairments in medical institutions. Ms. Lukrozo earned her bachelor’s degree in occupational therapy from the University of Cape Town.

In her commitment to addressing the educational needs of the communities she serves, Ms. Lukrozo plans to take courses in educational administration and education policy, with a focus on special education. Her goal is to ensure that every child receives the support needed to thrive throughout their educational journey.



Shaimaa Mohamed
OF EGYPT brings extensive experience as an English language educator at the primary, secondary, and collegiate levels to the Humphrey Fellowship. Throughout her career, she has received

multiple awards for her students’ academic achievements and holistic development. Currently, Dr. Mohamed is involved in developing Egypt’s national English curriculum for primary and preparatory levels and creating digital educational materials to ensure a higher-quality, more equitable curriculum that meets students’ needs.

Dr. Mohamed holds a doctorate and master’s degree in curriculum and instruction with a focus on English as a Foreign Language from Cairo University, as well as a bachelor’s degree in English Language from Helwan University.

During her fellowship, Dr. Mohamed plans to study modern curriculum theories, instructional methods, and digital learning to help advance Egyptian education. She also intends to observe American English classrooms to learn from teachers’ strategies in curriculum development and implementation.



**THE HUMPHREY
FELLOWSHIP TEAM**
at Vanderbilt University’s Peabody College



**DR. BRIDGET
GOROKHOVSKY**
Program Director
bridget.a.gorokhovskiy
@vanderbilt.edu



**ANDALYN
BORDEN**
Program Coordinator
andalyn.h.borden
@vanderbilt.edu





To find out more about the

HUBERT H. HUMPHREY FELLOWSHIP

Program at Vanderbilt University's Peabody College:

vanderbi.lt/abouthhh



Administered by:

Institute of International Education

1400 K Street, NW, Suite 700, Washington, D.C. 20005

(800) 242-1595 | www.humphreyfellowship.org

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