FELLOWS AT VANDERBILT

During the 2009-2010 school year, Peabody College at Vanderbilt University will be hosting seven educational leaders from around the world. Fellows are leaders in such fields as Higher Education, Secondary Education, and Program Evaluation in their home countries.

Fellows for the 2009-2010 year are from the following countries: Colombia, Jordan, Malawi, Mongolia, Saudi Arabia, and Swaziland.

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, policy-making 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 1st among schools of education. The 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 five PhD programs (Community Research and Action, Leadership and Policy Studies, Learning, Teaching and Diversity, Psychological Sciences, Special Education), three Ed.D. programs (Educational Leadership and Policy, Higher Education Leadership and Policy, Early Childhood Leadership), nineteen Master programs and eight Bachelors of Science programs.

For more information about Peabody, see its website at http://peabody.vanderbilt.edu/International_Affairs.xml

PROGRAM OVERVIEW

The Hubert H. Humphrey Fellowship Program provides ten months of non-degree academic study and related professional experiences in the United States. Fellows are selected based on their potential for leadership and their commitment to public service in either the public or the private sector. The Humphrey Program fosters a mutual exchange of knowledge and understanding about issues of common concern in the United States and the Fellows’ home countries. The Program offers Fellows valuable opportunities for leadership development and professional engagement with Americans and their counterparts from many nations. The Fellows are experienced professionals from designated countries undergoing development or political transition.

More than 3,700 men and women have been honored as Humphrey Fellows since the program began in 1978. Approximately 160 Fellowships were awarded for the 2009-2010 academic year. Seventeen major universities in the United States host Humphrey Fellows. These host universities are chosen for their excellence in the fields and for the resources and support they offer Humphrey Fellows.

The Humphrey Fellowship Program has many components and required activities. Fellows will complete the following activities and projects during their Fellowship year:

- **Individual Program Plan**: Fellows design an Individual Program Plan (IPP) to describe the activities and their interests for the Fellowship year.
- **Humphrey Seminar Series**: The Humphrey Seminar Series is a weekly class that is intended to provide Fellows with the opportunity to learn about the U.S Education System.
- **Academic Courses**: Fellows will audit up to 2 classes per semester to enrich their academic experience.
- **Professional Development Activities**: A wide variety of training and professional development activities including various on-campus seminars, short courses on such topics as information technology, and attendance at local and national meetings and conferences.
- **Professional Affiliation Activities**: Typically, Fellows will have one or two outside Professional Affiliations during the course of the year. Professional Affiliations may be located on campus, in the university’s metropolitan area or in other areas of the country in May and June.

http://peabody.vanderbilt.edu/International_Affairs.xml
Ms. Bahieh Abu Khalid Al-Tamimi of Jordan is currently the Head of Content Development at the Ministry in Colombia. He is responsible for coordinating the Council of the College of Education and implementing policies associated with the Higher Education Board. He also plans new higher education studies programs and works on a team to develop a quality assurance system for such programs. He wishes to develop his skills in the field of higher education administration and enrich his knowledge of accreditation and quality assurance tasks undertaken in universities. He hopes to use skills gained during his Fellowship year to plan for a productive research environment at King Faisal University when he returns.

Mr. Peter Inampasa of Zambia is the Head of the Higher Education Board. He also plans new higher education studies programs and works on a team to develop a quality assurance system for such programs. He wishes to develop his skills in the field of higher education administration and enrich his knowledge of accreditation and quality assurance tasks undertaken in universities. He hopes to use skills gained during his Fellowship year to plan for a productive research environment at King Faisal University when he returns.

Mr. Peter Inampasa of Zambia is a Senior Inspector of Schools for the Ministry of Education. His main responsibility is evaluating and monitoring teachers’ performance through school inspection. He also develops and facilitates workshops for teacher development as well as participates in curriculum development. He is also involved in Education for Sustainable Development in Swaziland through networking with government as well as NGOs with the objective of contributing to a sustainable future. He would like to learn about the various planning models and the methods for implementing these models and assessing their effectiveness.

Mrs. Enkhtuvshin Sengee of Mongolia is a Senior Lecturer of Pedagogy at the School of Education Studies, Mongolian State University of Education. She teaches Pedagogy course as well as organizes academic discussion for faculty. She also supervises the department’s research work on educational innovation and organizes in-service training for secondary school teachers. While in the U.S., she would like to take courses on higher education policy, program evaluation, curriculum development and its evaluation. She also would like to learn more about government and non-governmental organizations work with each other in the field of education policy development and its implementation.

Mr. Dannie Nicholas Ezron Soko of Malawi is a Curriculum Specialist in Special Education at the Malawi Institute of Education. His current job is to develop curricula for schools and colleges, conduct research, and give advice on special education. He also writes instructional materials, evaluates and approves textbooks and provides consultations on special education. He also would like to gain knowledge and experience in curriculum development on how to adapt instructional materials for learners with special educational needs.