“A mind that is stretched by a new experience can never go back to its old dimensions” – Oliver Wendell Homes’ words of wisdom were shared by Vice Provost Cynthia Cyrus during the Humphrey Year End Celebration. These words express a truth that not only encompasses the way you have touched the lives of the Fellows, but also how they have touched ours. It was certainly a great reminder to all of us that not only are the Fellows ready to be Change Agents in their home country, but they were Change Agents in Nashville as well. Each Fellow has inspired us, enlightened us, and enriched our community in ways that we are never going to forget.

While we must say farewell for now to our intrepid explorers from China, Cote D'Ivoire, Iran, Myanmar, Nigeria, Pakistan, Papua New Guinea, and Uruguay, we are also preparing to celebrate the arrival of 2016-2017 cohort who hail from Botswana, El Salvador, Jamaica, Lesotho, Malawi, Morocco, Pakistan, Russia, South Sudan, and Venezuela. We hope that you are as excited as we are to welcome them! Please read on to discover more about the new cohort as their individual bios are on page 4-7. Additionally, if you are interested in becoming a more active member of the Humphrey Family, please use the link on the left to learn more about the Fellowship and our Friendship Families.

To all of our Humphrey Alumni and supporters, remember that you will always be a member of the Vanderbilt Humphrey family and your imprints on our lives continue.
The 2015-2016 Humphrey Fellows are finishing up their time in the U.S. on June 10th. As the program is wrapping up, a few of them have highlighted what they have gained from the experience – from site visits, as a leader of the month, and from professional growth.

**Setting Sail**

**Khin Mon Nyein**
Myanmar

“While the program is a great opportunity to explore the world and share my culture, the true value of the experience for me lies in building the network of support I got here for business entrepreneurship projects I envisioned. For me, it was not only an experience of learning in my own proposed field but also a motivational exercise to find the value of community service, helping others and making a difference in this world in whatever small way I could. I look forward to building on this experience to bring this change to the lives of women in my home country.”

**Leila Afkhami**
Iran

“While working with my other fellow classmates as the leader of the month, I learnt to look at the issues from their point of views as well as mine. I tried to understand what conditions they were in and if I could help facilitate their concerns. In addition I made sure everyone got what they needed. Thus **now I know a leader looks at everything from different sides** to make sure he/she can meet the most needs of the followers and also they are happy with the condition they are working in. Followers need to be seen and emotionally fulfilled.”

**Tahira Akhtar**
Pakistan

“While the program is a great opportunity to explore the world and share my culture, the true value of the experience for me lies in building the network of support I got here for business entrepreneurship projects I envisioned. For me, it was not only an experience of learning in my own proposed field but also a motivational exercise to find the value of community service, helping others and making a difference in this world in whatever small way I could. I look forward to building on this experience to bring this change to the lives of women in my home country.”

---

"My Humphrey year in Vanderbilt University, Peabody College was indeed full of excitement. The academic courses gave me insights on global economic theories and best practices as well as a deeper understanding of statistical inferences for evidence-based decision-making. Strategic partnership is a key aspect of learning and sharing cultures and values of education; the most enjoyable site visits during my Humphrey year were participating in the various events with Volunteer State community college and presenting Myanmar culture and games at Eakin Elementary School. They allowed me to share Myanmar culture to the students at VolState, along with telling Myanmar Folk stories, playing Myanmar traditional games and participating in passport sessions with Eakin elementary students. I had opportunities to strengthen my professional knowledge through site visits, networking, service learning and meeting professionals in the field with impact on education. **Most importantly, I came to know my strengths and how to collaborate with others to enhance the outcomes and common goals as a change of agent in the education field.**"
The 2016-2017 Humphrey Fellows at Vanderbilt University are from Botswana, El Salvador, Jamaica, Lesotho, Malawi, Morocco, Pakistan, Russia, South Sudan, and Venezuela.

**HUMPHREY TRIVIA!**

Can you guess which of next year’s countries these fun facts are from?

1. _______ has 38% of land dedicated to national parks.
2. The highest point in _______ is an active volcano!
3. _______ is slightly smaller than Connecticut.
4. Two-thirds of _______ consists of mountainous terrain, with the lowest point above sea level being 1,500 meters.
5. Maghrebi mint tea is a popular drink in _______, and served all day as it is considered a sign of hospitality and friendship.
6. _______ is home to K2, the second highest mountain peak in the world.
7. The pupusa, is a traditional dish made with thick, handmade corn tortillas from _______.
8. Declaring independence in 2011, _______ is one of the newest countries in the world.
9. _______ is home to the 9th largest lake in the world, with more species of fish than any other lake on Earth.
10. _______ is home to the world’s largest uninterrupted waterfall, which is 15 times taller than Niagara Falls.
Otilia Thebele, of Botswana, is an English language and literature teacher in Gaborone with 14 years of teaching experience. In addition to teaching English, she has also done research on the impact of foreign direct investments on the markets in Botswana with the goal of both equipping herself with strong research skills and inspiring her students to create businesses upon graduation. Ms. Thebele is interested in improving English language instruction for students in under-served groups in Botswana, such as those from racial and ethnic minorities and students with disabilities. As a part of her Humphrey year, she wants to study program evaluation techniques to assess the quality of English language instruction in order to apply this knowledge upon her return to Botswana to increase the quality of instruction and improve the English language acquisition of students in Botswana.

Rolando Guzman Martinez, of El Salvador, is a professor at the University of El Salvador where he focuses on teaching English as a second language and coordinates the university’s Committee of the Administration of the Academic Personnel Career that evaluates teachers’ performance. His previous work includes the creation and publication of two series of textbooks for English language instruction for 7th and 8th grade classes that are currently being used in public schools in El Salvador. Mr. Guzman Martinez is focused on improving the quantity and quality of bilingual speakers in El Salvador via improved teacher training. During his Humphrey year, he wants to focus on research-based pedagogical practices for teaching English as a second language, ways to increase motivation among teachers, methods of action research, and reflective teaching. He intends to apply his knowledge and skills to coordinate an in-service teacher-training program for junior high and high school English teachers in El Salvador upon his return after the Fellowship.

Margaret Campbell, of Jamaica, is the Principal of St. George’s College, an all-male high school. Being the first female appointed to this position has drawn her attention to the academic gender imbalance in Jamaica and led her to become interested in studying factors influencing educational outcomes for males. Ms. Campbell has previous experience teaching mathematics and writing modules for effective school leadership. During her Humphrey year, she wants to study instructional leadership, education administration, program evaluation, and equity in education with respect to gender so that she can make practical recommendations for schools in Jamaica that will improve educational quality and effectiveness for all students.

Lineo Segoete, of Lesotho, is the Executive Director of Ba re e ne re Literary Arts, a nonprofit in Lesotho that encourages youth to live healthy and creative lives via education, such as through their annual three-day literature festival. Working at the intersection of civil service, education, and literacy development, she represented Lesotho at the NEPAD (New Partnerships for African Development) Regional Conference on Arts Education in 2015. Ms. Segoete is passionate about fostering a culture of learning in Botswana through arts education and is interested in studying pedagogical techniques and program evaluation during her Humphrey Year. Upon returning to Lesotho, she intends to organize workshops and opportunities for people to turn their creativity into sustainable economic endeavors.
Tsokalanu Msowoya, of Malawi, is a teacher at a public school where he is the department chair and in charge of institutional research with 11 years of experience. His previous research includes examining the impact of primary school education on rural development and assessing the effectiveness of credit institutions in the development of smallholder agriculture. Passionate about the role of educational planning in increasing the efficiency of educational systems, Mr. Msowoya is interested in studying educational leadership and policy during his Humphrey year so that he can have the necessary skills to work on improving the effectiveness of Malawi’s educational system and its role in economic development.

Abdelaziz Lahmar, of Morocco, is the department head for the School Mapping Division and an ICT (Information and Communications Technology) consultant for the Ministry of Education where he works to improve educational quality by identifying regional needs. His previous work includes using technology in the classroom and teaching elementary school. Mr. Lahmar wants to address the effectiveness and efficiency of Morocco’s educational system by studying educational administration and the relationship between educational institutions and NGOs (non-governmental organizations) during his Humphrey year. When he returns to Morocco, his hope is to improve the Moroccan educational system to lead to overall economic development.

Shazia Kanwal, of Pakistan, is a Provincial Liaison Officer for the TVET (Technical and Vocational Education and Training) Reform Support Program of GIZ (Deutsche Gesellschaft Für Internationale Zusammenarbeit) consulting firm. Her previous work includes streamlining technical and vocational education and training, analyzing emergency situations, and working with Education for All. Interested in the role that technical and vocational education can play in utilizing human capital for development, Ms. Kanwal wants to study various approaches to technical and vocational education and curriculum development during her Humphrey year. Upon her return to Pakistan, she is interested in maximizing the existing technical and vocational educational and training programs in Pakistan by improving program efficiency and providing in-service teacher training.

Lal Kumar, of Pakistan, works with the Sindh Educational Foundation, an organization promoting education in marginalized areas by providing free education to out-of-school children. Previously, he worked on a project to provide immediate relief, temporary schools, and medical care to internally displaced people as a result of flooding in Pakistan. Mr. Kumar is interested in the role of social entrepreneurship in promoting education through public-private relationships. During his Humphrey year, he hopes to study project management, educational administration, and leadership techniques to develop and lead initiatives to increase literacy through education upon his return to Pakistan.
Ekaterina Loshkareva, of Russia, is the department head for the Agency for Strategic Initiatives where she works to create educational policies and coordinate projects that respond to the labor sector’s need for highly qualified workers. Having previously studied supply chain management and engineering, she has done research on effective management styles and innovative educational institutions. Ms. Loshkareva’s background has led her to be interested in the gap between industry demands and the educational system readiness in Russia. During her Humphrey year, she wants to learn about how the American educational system addresses labor demands and how emerging forms of technological education can be leveraged within the educational ecosystem. Upon her return to Russia, Ms. Loshkareva wants to develop a research-based educational model for undergraduate students to effectively prepare them for different industries.

Elizeo Joseph Odu, of South Sudan, is a Project Manager at ADRA (Adventist Development and Relief Agency) with a focus on overseeing educational initiatives. Previously, he has worked on Education in Emergency projects to improve access to education for children, especially females, in conflict and disaster stricken areas in South Sudan as well as initiatives aimed at enrolling females in school who had previously dropped out due to pregnancy or early marriage. Interested in unifying and improving the educational system in South Sudan, Mr. Odu plans to study educational policy and pedagogy during his Humphrey year so that he can coordinate teacher-training sessions upon his return to South Sudan that provide in-service teachers with the necessary skills to improve instruction inside and outside of the classroom.

Geohanna Noel Matheus, of Venezuela, is a professor at the University of Los Andes where she directs the Psychology Research Center where she works with medical students to improve patient-doctor relationships, coordinates medical education, and manages the evaluation programs. Her previous work includes research on the influence of the family in the recovery of pediatric cancer patients. Ms. Noel Matheus is interested in the ethics around care of cancer patients and what can be done at medical schools to train future and current medical professionals about this topic. During her Humphrey year, she is looking forward to studying leadership skills, psychological intervention programs, and organizational partnership design in order to develop an educational healthcare ethics program upon her return to Venezuela that will connect resources to improve the education of undergraduate and medical students on doctor-patient relationships.

Trivia Answers:

Year-End Highlights
“Don’t cry because it’s over. Smile because it happened.”
Dr. Seuss

The Fellows finish up the end of the school year with a celebration with friends and colleagues.

Move-out day! Fellows pack-up to begin their next adventures in their home countries.
Thank you from the bottom of our Humphrey Hearts

If you have a great story to share with us, please contact Cynthia Feng Zhu.feng@vanderbilt.edu