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U.S. Department of Education

Office of Postsecondary Education
International and Foreign Language Education



Apply Now to the 2018 Fulbright-Hays Seminars Abroad Program!

Deadline: February 2, 2018



Did you know that the U.S. Department of Education provides grants to K-12 and postsecondary educators to study and travel abroad?

The [Fulbright-Hays Seminars Abroad Program](#) provides short-term seminars abroad for U.S. educators in the social sciences and humanities to improve their understanding and knowledge of the peoples and cultures

of other countries. Each seminar features educational lectures and activities specifically designed for the group, including visits to local schools and organizations, meetings with teachers and students, and visits to cultural sites. Participants draw on their experiences during the program to create new, cross-cultural curricula for their classrooms and school systems back in the U.S.

In 2018, summer programs will be offered in **Ecuador, India, and Poland**. A total of 48 awards are available (sixteen per program). The program covers airfare, room and board, and program costs. Teacher participants are responsible for a cost-share of \$600.

| LEVEL | DESTINATION | TOPIC |
|----------------------------|-------------|---------------------------------------------------------------------------------|
| Elementary (Grades K-8) | India | Exploring Cultural and Social Diversities in India |
| Secondary (Grades 9-12) | Ecuador | Examining the Impact of Ecuador's History, Biodiversity, and Cultural Diversity |
| Postsecondary | Poland | Exploring Contemporary United States-Poland Relations |

How to Apply



The 2018 Seminars Abroad application is now available on the G5 website at www.g5.gov.

If you are a new user, click "Sign Up" on the G5 Homepage. Once registered and activated, click on "Package Submission" under Grant Setup. Follow the steps provided, filling out the forms and uploading the necessary files. See the Application package for more detailed directions.

Eligibility Requirements

In order to be eligible for the Fulbright-Hays Seminars Abroad program, the applicant must meet the following requirements:

- Must be a citizen or permanent resident of the United States
 - Must hold a Bachelor's degree from an accredited college or university
 - Must have at least 3 years of full-time teaching or administrative experience by time of departure
 - Must be currently employed full-time in a U.S. school, institution of higher education, Local Educational Agency, State Educational Agency, library, or museum as a teacher/ administrator
 - Must be an educator in the Arts, Humanities, or Social Sciences (this criterion does not apply to administrators)
 - Must work at the grade level of the seminar
 - Must be physically and psychologically able
-

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Webinar: Application Technical Assistance, January 10th



Join us for a webinar at 1:00pm ET on January 10, 2018, for technical assistance in preparing your Seminars Abroad application. IFLE staff will provide webinar attendees with guidance on how to use the G5 electronic application system, prepare a competitive application, and troubleshoot technical issues.

In order for the webinar to best serve the needs of all applicants, please submit any questions regarding the competition and application in advance to Maria Chang (maria.chang@ed.gov) so that we can be sure to address them during the session.

When: Wednesday, January 10, 2018 (1:00pm - 2:30pm ET)

How to Participate: A registration link for the webinar will be posted at the [Seminars Abroad "Applicant Info" webpage](#) (linked below) as soon as it is available. Please check the website for updates between now and January 10th.

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Testimonials

Janelle Styons, Elementary School Principal at Lebanon Road Elementary School, in Charlotte, North Carolina participated in the U.S. Department of Education-managed Fulbright-Hays Seminars Abroad program in Peru in the summer of 2016. During a visit to a school for the hearing-impaired, which she describes as one of the most meaningful experiences of the program, she learned that hearing-impaired students in Peru do not receive formal education prior to high school, particularly in the rural areas of the country. Once in high school, they have only limited access to specialized classes and subjects.

In order to overcome these challenges, the school embraces a culture of positive teacher-student relationships, which allows students to learn more effectively. Styons recalls observing a sign language teacher's interactions with his students and how he created an encouraging environment where students felt at ease and learning was fun. Styons realized during this experience that incorporating a solid foundation of positive teacher-student relationship building is key to learning for students.

Upon her return to the U.S., Styons shared this unique experience at her school and asked teachers to dedicate 20 minutes daily to focus on building positive relationships with their students and to discuss topics of interest, both academic and non-academic. According to Styons, the number of school suspensions decreased from 20 in the 2015-2016 academic year to fewer than five in the 2016-2017 academic year. She also shared that standardized test scores have improved across the board.



Here's what other past Seminars Abroad participants have to say about the program:

"Without a doubt the ENTIRE trip was amazing! All of the activities were related to each other and sequenced in a thoughtful way. All activities were meaningful and left a lasting impression."

"Thanks to the inspired and collaborative contributions from my fellow participants, I return with an arsenal of lessons that bring a modest slice of the world back home to my students."

"My Seminars Abroad experience will allow me to introduce to my students pertinent first-hand information about the world. I plan on doing so through the development of curriculum units that will give my students the opportunity to explore cultural heritage and compare their own culture with other cultures."

"There have been so many great collaborations to come out of the Seminars Abroad program, and I'm filled with gratitude. The Fulbright-Hays programs have done so much for my research and teaching!"

Examples of Past Seminars Abroad



Thailand 2017

Exploring the Diverse Culture and History of Thailand
 For four weeks in July 2017, sixteen K-8 teachers from the U.S. explored Thailand and its diverse culture and history. During the seminar, participants met and learned from local community members, policymakers, key figures, academicians, and American Fulbrighters working in Thai schools through interactive sessions. Additionally, participants had the opportunity to partake in hands-on workshops to learn about cultural beliefs and practices that have been passed down from generation to generation. Throughout the seminar, participants were immersed in learning about Thailand, encouraged to pursue their individual academic interests, and guided to develop their respective curriculum projects for use back in

their U.S. classrooms. By the end of the program, participants gained a better understanding of Thailand to integrate into their classes and share with their colleagues back home.

Bulgaria 2017

Bulgaria in the Context of Migration and Challenges to European Cohesion

This past summer's Seminar Abroad in Bulgaria offered an opportunity for sixteen teachers from U.S. high schools to learn about Bulgaria's rich cultural and political history, exploring how its past affects its current national identity. Through meetings with scholars, NGO representatives, politicians, artists and members of civil society, seminar participants investigated the country's historical and contemporary relationship with the European Union (EU), NATO, Russia, and Turkey and how this past has created challenges for Bulgaria's European integration. Since Bulgaria is an EU border state on the



frontlines of the refugee and migrant crisis, the group learned about the country's strategies for dealing with the influx of newcomers that threatens regional stability. Seminar participants toured sites of major historical, cultural, and political importance, and also had the unique opportunity to travel to Thessaloniki, Greece, where they visited a major refugee housing center. Now that they have returned to the United States, the teachers will use their experiences in Bulgaria to incorporate content dealing with migration, the refugee crisis, and European cohesion into new curricula for their courses, schools, and school districts.



Chile 2017

The Construction of Chilean Identity: Socio-economic, Political, and Educational Reforms

The 2017 Seminar Abroad in Chile offered an opportunity for sixteen postsecondary faculty from U.S. institutions to examine the historical construction of Chile's modern-day identity through the lens of its recent social movements and reforms. Participants gained a deeper understanding of the cultural, social, economic, political, religious, and ethnic contexts that exist in the country and that have influenced movements from past to present day. The seminar centered on underlying issues, such as the historical and contemporary relationship between church and state and how religious thought and practice have influenced, and been influenced by, the development of Chilean democracy. The seminar also explored the current reform of Chile's education sector.

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We seek motivated students who are anxious to learn and work as part of our team during an unpaid full- or part-time internship during the summer, fall, and/or spring. [Visit our website for more information.](#)

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We want to hear from you! Do you have suggestions for webinar topics? Ideas for things to include in future newsletters? Send them to Carolyn Collins at carolyn.collins@ed.gov.

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