

U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Washington, DC 20202-4651

[Link to Fulbright-Hays Seminars Abroad Program
Web Page](#)



Fiscal Year 2022 APPLICATION FOR GRANTS UNDER FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM

CFDA # 84.018A

**Form Approved
OMB No. 1840-0501, Exp. Date: 02/28/2022**

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: December 28, 2021

DEAR APPLICANT LETTER



UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF POSTSECONDARY EDUCATION

Dear Applicant:

Thank you for your interest in applying for a grant under the Fulbright-Hays Seminars Abroad (SA) Program. Included in this application booklet are the program introduction, instructions, and forms needed to submit a complete application package to the U.S. Department of Education.

The SA program supports short-term study opportunities for U.S. educators for the purpose of improving their understanding and knowledge of the peoples and cultures of other countries. For the Fiscal Year (FY) 2022 competition, we plan to offer seminars to the Philippines (elementary/secondary teachers or administrators, Grades K-8), Hungary (secondary teachers or administrators, Grades 9-12), Norway (postsecondary educators and administrators), and Germany (postsecondary or secondary level Career and Technical Education professionals and policymakers working in Area Career and Technical Education schools or Local Educational Agencies).

We encourage interest in these seminars from eligible elementary/middle teachers (Grades K-8), secondary teachers (Grades 9-12), and eligible resource personnel, school administrators, and postsecondary faculty members and education administrators. Eligible applicants with limited opportunities to participate in short-term study abroad opportunities are especially encouraged to apply.

We anticipate that the Fiscal Year 2022 competition will be very competitive. Therefore, please carefully read the application package and the Frequently Asked Questions for a comprehensive understanding of the SA Program. The instructions are detailed and there are a number of mandatory documents. In essay question responses, be particularly careful that you respond to the questions required for your selected seminar. For those applicants that wish to submit an application for the seminar to Germany, please be aware that you will be required to respond to a different set of essay questions (see the section of this application package entitled "Supplemental Application Instructions" for further details). We will screen all applications to ensure that all required documents are included.

Applications for the SA program must be submitted electronically using the G5 system, which is accessible through the Department's G5 site at: www.G5.gov. If you think you may need to obtain an exception to the electronic submission requirement, you are urged to review the requirements closely as the requirements for obtaining an exception to the electronic submission have changed. Applications submitted late will not be accepted. **We suggest that you submit your application several days before the closing date of December 28, 2021 by 11:59:59 P.M. Washington, D.C. time.** The Department is required to enforce the established closing date to ensure fairness to all applicants. No changes or additions to an application will be accepted after the closing date.

We encourage you to review the entire application package before preparing and submitting your application. Information on the SA program is accessible through the U.S. Department of Education Web site at:

www.ed.gov/programs/iegpssap/index.html

We are inviting applications to allow enough time to complete the grant process; however, the implementation of the various seminars is contingent upon many factors, such as the U.S. Department of Education receiving a Congressional appropriation, the number or quality of applications received for a given location, and travel alerts.

Note that it is possible that seminar dates could potentially be delayed due to health-related restrictions in response to the spread of COVID-19.

We look forward to receiving your application and appreciate your efforts to promote excellence in international education. If you have any questions or require additional information, please contact our program administrators for the SA program at seminarsabroad@ed.gov.

The Department is not bound by any estimates in this notice.

Sincerely,

/s/

Cheryl Gibbs
Senior Director
International and Foreign Language Education

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM BACKGROUND INFORMATION

The Seminars Abroad Program

The Seminars Abroad Program, authorized by the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act of 1961, provides opportunities for qualified U.S. educators to participate in short-term seminars abroad mainly on topics in the humanities, social sciences, and arts.

The purpose of the program is to provide short-term study abroad opportunities for U.S. educators and administrators (generally those in the arts, humanities and social sciences) for the purpose of improving their understanding and knowledge of the peoples and cultures of other countries. Educators with limited or no study abroad experience are encouraged to apply. Upon their return, participants are expected to develop and disseminate a curriculum project and/or to share their broadened knowledge and understanding of the host country(ies) with students, colleagues, civic and professional organizations, and the public in their respective home communities.

All seminars are composed of a pre-arranged, structured academic phase and a group travel phase. Due to the group nature of the seminar and the requirement that participants attend all scheduled activities, participants will not have time to engage in extensive individual research. The seminars' schedules provide only a limited amount of free time for participants to gather information related to their individual curriculum projects or other projects related to their current teaching responsibilities. Participants should plan accordingly.

The J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board has the overall responsibility for managing the Fulbright Program worldwide. The Board is composed of twelve members drawn from academic, cultural, and public life who are appointed by the President of the United States. Their job is to set and interpret policies related to the administration of the Fulbright Programs, to approve the final selection of all Fulbright grantees and participants, and to supervise the conduct of the program both in the United States and abroad.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM PROGRAM GUIDELINES

Basic Eligibility Requirements

In accordance with the Policy Statements of the J. William Fulbright Foreign Scholarship Board, it is recommended that the applicant refers to the following basic eligibility requirements:

- 1) **Citizenship** – Must be a U.S. citizen or a permanent resident of the United States.
- 2) **Academic Preparation** – Must hold at least a bachelor's degree from an accredited college or university.
- 3) **Professional Experience**
 - **(Kindergarten through 12th grade Teachers/Administrators)** – Eligible primary (grades K-5), middle (grades 6-8) and secondary (grades 9-12) school applicants must meet all of the following criteria:
 - a. Must have at least three years of full-time professional kindergarten through 12th grade experience by the time of departure for the seminar (Experience as a student teacher is not applicable toward the three years of required full-time experience. Applicants must include on the C.V. the number of regular hours worked per week at their institution/school. In the case of multiple or joint positions, the applicant must include the number of regular hours worked per week for each institution/school. Accordingly, the C.V. will demonstrate at least three years of full-time professional experience or equivalency through multiple positions, or the applicant may be deemed ineligible);
 - b. Must be currently employed full-time (or its equivalent) in a teaching or administrative position at a level (primary/middle or secondary) for which the candidate is applying (Current position, including regular weekly hours worked, must be included on the C.V.);
 - c. Must be currently employed full-time (or its equivalent) in a U.S. kindergarten through 12th grade school, Local Educational Agency (as defined in this application), State Educational Agency (as defined in this application), library, or museum; and
 - d. Must be an educator in the Arts, Humanities or Social Sciences (Specific role and subject(s) taught in current position must be included in the C.V. or the applicant can be deemed ineligible) (This criterion does **not** apply to full-time administrators).
 - **(Postsecondary Faculty Members/Administrators)** – Eligible applicants must meet all of the following criteria:
 - a. Must have at least three years of full-time postsecondary experience by the time of departure for the seminar (Applicants must include on the C.V. the number of regular hours worked per week at their institution/school. In the case of multiple or joint positions, the applicant must include the number of regular hours worked per week for each institution/school. Accordingly, the C.V. will demonstrate at least three years of full-time professional experience or equivalency through multiple positions, or the applicant may be deemed ineligible);
 - b. Must be currently employed full-time in a U.S. accredited institution of higher education, library, or museum;
 - c. Must be currently employed full-time in a teaching or administrative position at the level (postsecondary) for which the candidate is applying (Current position, including regular weekly hours worked, must be included on the C.V.); and
 - d. Must be an educator in the Arts, Humanities or Social Sciences (Specific role and subject(s)

taught in current position must be included in the C.V. or the applicant can be deemed ineligible) **(this criterion does not apply to full-time administrators).**

- **(Career and Technical Education Professionals)** – Eligible applicants must meet all of the following criteria*:
 - a. Must have at least three years of full-time professional experience by the time of departure for the seminar (Applicants must include on the C.V. the number of regular hours worked per week at their institution/school/educational agency. In the case of multiple or joint positions, the applicant must include the number of regular hours worked per week for each institution/school/educational agency. Accordingly, the C.V. will demonstrate at least three years of full-time professional experience or equivalency through multiple positions, or the applicant may be deemed ineligible);
 - b. Must be currently employed full-time in a U.S. Community College, Area Career and Technical Education School or State or Local Educational Agency (Current position, including regular weekly hours worked, must be included on the C.V.).**Note that Germany seminar participants will not be required to complete a curriculum project as an outcome of the seminar, but will be required to produce a measurable outcome, which he or she will propose in their "Project Plan and Implementation" essay.*

Note: Other examples of eligible kindergarten through 12th grade or postsecondary experience that is either directly involved with classroom teaching or curriculum development include, but are not limited to the following:

- Curriculum Specialists, Librarians, Museum Educators, and Media or Resource Specialists who have responsibility for curriculum in the fields of arts, humanities, and social science.
- 4) **Health** – The candidate must be physically and psychologically able to participate in all phases of the seminar. Award recipients must provide a physician's statement that reflects participant's readiness for travel. Additionally, in compliance with country-specific requirements, participants may be required to have completed COVID-19 vaccinations and/or tests.
- 5) **Suitability and Adaptability** – The applicant's professional suitability and cross-cultural adaptability are assessed through the evaluation criteria, essay responses and letters of reference.

Specific Eligibility Requirements that are Only Applicable to Some Applicants

- 1) **50% Rule** – Applications are accepted from kindergarten through 12th grade and postsecondary educators who work in two half-time permanent positions in one or more schools or organizations, teaching or working at the same or similar academic levels. Applicants should indicate in the Curriculum Vitae (CV) their full or part-time status, including the number of weekly hours worked in each position. If applicants are selected to participate in the Fulbright-Hays Seminar Abroad Program, they will be expected to provide documentation demonstrating that the two positions equal a full-time teaching position or related administrative responsibilities.
- 2) **Competitive Preference Priority** – Applications from any one of the following categories will receive **either one or three points** with proper documentation included in the application:
- a. Kindergarten through 12th grade teachers or administrators who work at schools that meet the criteria identified in section 465(a)(2)(A) of the Higher Education Act of 1965, as amended (schools at which eligible teachers may obtain Perkins Loan Cancellation or Teacher Loan forgiveness), which includes schools eligible for assistance under Title I, Part A of the Elementary and Secondary Education Act, (see links below) will receive one point; or
 - b. Faculty members who teach at Minority-Serving Institutions (as defined in this application) will

- receive one point; or
- c. Faculty members who teach at Community Colleges (as defined in this application) will receive one point; or
 - d. New applicants (as defined in this application) will receive three points.

In order to receive points under this competitive preference priority, the applicant must identify one subpart and provide documentation supporting his or her claims by uploading a document from one of the following categories:

- For a **Title I** school, please visit: <http://nces.ed.gov/ccd/schoolsearch/>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and Title I school status.
- For a school that is eligible to participate in **Perkins and Stafford Loan Cancellation for Service in Low-Income Schools and Educational Service Agencies**, please visit: <https://studentloans.gov/myDirectLoan/tcli.action>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and classification as a low-income school.
- Questions about the inclusion or omission of a particular school or educational service agency should be directed to the state education agency contact in the state where the school or educational service agency is located, not to the U.S. Department of Education. This information is located at: <http://www2.ed.gov/about/contacts/state/index.html>
- For a **Minority-Serving Institution or Community College**, please visit: <https://nces.ed.gov/collegenavigator/>. Please enter your institution's information to search for the school. Once you find your school, please upload the document that contains your school's general information and designation as either a Minority-Serving Institution or Community College.
- For a **New Applicant**, please upload a statement indicating that you have not received a fellowship from the U.S. Department of Education or the U.S. Department of State under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) or a discretionary grant from the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended prior to the closing date for applications under this program. *Program Authority 22 U.S.C. 2452(b)(6)*.

Definitions

Local Educational Agency means:

(a) A public board of education or other public authority legally constituted within a State for either administrative control of or direction of, or to perform service functions for, public elementary or secondary schools in:

(1) A city, county, township, school district, or other political subdivision of a State; or

(2) Such combination of school districts or counties a State recognizes as an administrative agency for its public elementary or secondary schools; or

(b) Any other public institution or agency that has administrative control and direction of a public elementary or secondary school.

(c) As used in 34 CFR parts 400, 408, 525, 526 and 527 (vocational education programs), the term also includes any other public institution or agency that has administrative control and direction of a vocational education program. 34 CFR 77.1(c).

State Educational Agency means the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law. 34 CFR 77.1(c).

Minority-Serving Institution means an institution that is eligible to receive assistance under sections 316 through 320 of part A of Title III, under part B of Title III, or under title V of the Higher Education Act of 1965, as amended (HEA).

Community College means an institution that meets the definition in section 312(f) of the HEA (20 U.S.C. 1058(f)); or an institution of higher education (as defined in section 101 of the HEA (20 U.S.C. 1001)) that awards degrees and certificates, more than 50 percent of which are not bachelor's degrees (or an equivalent).

New Applicant means any applicant that has not received: 1) a fellowship from the U.S. Department of Education or the U.S. Department of State under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) or 2) a discretionary grant from the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended prior to the closing date for applications under this program. *Program Authority 22 U.S.C. 2452(b)(6).*

Area Career and Technical Education School means:

- (a) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market;
- (b) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 3 different fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations;
- (c) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or
- (d) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 3 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.

Condition of Eligibility

Any applicant who has participated previously in the Fulbright-Hays Seminars Abroad or Group Projects Abroad program(s) and has not completed the program requirement of a curriculum project or final report will have his or her application deemed ineligible.

Program Requirements

Participants in the SA program must complete a project report that must be submitted to the Department of Education and a curriculum project to be submitted to both the Department and the seminar's administering agency no later than 90 days after the conclusion of the seminar.

Note

We are inviting applications to allow enough time to complete the grant process; however, the actual conducting of the various seminars is contingent upon many factors, such as the number or quality of

applications received for a given location and travel alerts. Note that it is possible that seminar dates also may be delayed due to any travel restrictions, for instance those enacted in response to the current COVID-19 pandemic. The Department is not bound by any estimates in this notice.

**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
DESCRIPTION FOR ELEMENTARY SCHOOL EDUCATORS
(GRADES K-8)**

Philippines

Seminar Title: Out of Many, One: Legacies of History and Heritage in the Philippines
Dates: Four Weeks, July 2022 – August 2022 (exact dates to be determined)
Participants: U.S. teachers, curriculum specialists, librarians, media resource specialists, and education administrators at the K-8 level

Program Content:

Constituted of 7,641 islands, the Philippines retains a cohesive national identity, due in part to the archipelago's compact geographical area, which is broadly subdivided into three regions – Luzon, Visayas, and Mindanao. This innate closeness has impacted the country's socioeconomic, political, and sustainable development, and continues to shape how the Philippines addresses change and its trajectory.

The country's political history and cross-cultural ties originate in centuries of colonialism and were fostered by the nation's prime location on key immigration and trade routes that have connected the islands with Asia, Europe, and North America. Ruled as part of the Spanish Empire for over 300 years before being governed by the United States of America for half a century, the impact of Western theologies, ideologies, and governance structures have marked the country's past and lived present.

This four-week seminar will provide U.S.-based K-8 teachers, administrators, and curriculum specialists an opportunity to improve their understanding and knowledge of the Philippines through firsthand, immersive experiences of the country's present-day economic and social realities. Seminar participants will gain a deeper awareness of how certain features have shaped the impacts of the government on education, sustainable development, business and the economy, as well as on foreign relations with neighboring countries and international associations (China, the Association of Southeast Nations, etc.). Through observation and participation, seminar participants will learn to recognize a range of influences on the Philippine educational system, and how it differs from that of the U.S.

The itinerary includes visits to a series of national museums and cultural centers exploring the diversity of Filipino culture. Participants will meet public figures and conduct site visits to public and private educational institutions, with the possibility of engaging in classroom interactions. Participants will tour the oldest historical settlement in the Manila, highlighting the presence of Chinese and Muslim communities that date back to the 1200s. They will also learn about the legacies of trade discernible in the Philippines' rich artistic and culinary heritage, as well as the centuries of trade that have connected the Philippines with the Americas. Tours of nearby provincial centers will educate participants about agricultural innovations, while visits to ASEAN diversity centers and sites of religious infrastructure will highlight some of the other forces that have shaped the modern Filipino identity.*

A collaboration between the Fulbright commission and local universities and institutions will enable participants to draw upon a breadth of speakers and experts across disciplines. The U.S. participants will return to their respective schools and agencies with an expanded network of connections in the Philippines and new curricular tools to incorporate into their home educational settings.

** The final list of places may vary.*

We are inviting applications to allow enough time to complete the grant process; nonetheless, Seminar is contingent upon many factors, such as the availability of funds, the number or the quality of applications, and travel alerts. The actual level of funding, if any, depends on final Congressional action. The Department is not bound by any estimates in this notice.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM DESCRIPTION FOR SECONDARY EDUCATORS (GRADES 9-12)

Hungary

Seminar Title: Crossroads and Complexities: Multiculturalism in Contemporary Hungary
Dates: Four Weeks, July 2022 – August 2022 (exact dates to be determined)
Participants: U.S. teachers, curriculum specialists, librarians, media resource specialists, and administrators at the secondary level
(9th through 12th grade)

Program Content:

Hungary is a landlocked central European country that covers 35,934 square miles, slightly larger than the state of Maryland. With its rich and deep history, Hungary is a shining example of how past encounters with different nations and cultures can play an integral part in shaping modern day society. This seminar will expose grades 9-12 teachers and education administrators to the richness of Hungary's multiculturalism and will provide them with insight into the country's history, society, religion, culture, and language. The program will enable U.S. educators to identify reliable reference materials and resources to inform the development of Hungary-related projects for use in their classroom curricula.

This four-week seminar will focus on significant historical events over the past thousand years, such as the cultural influences of ancient civilizations (Roman, pre-Christian), the confluences of major empires and religions (Eastern and Western Christianity, Islam and Jewish migration), the Renaissance, and the Baroque Ages leading into the modern age. The seminar will explore and demonstrate the effects of these historical events and how they contributed to the formation of the colorful and complex cultural heritage that has helped to define Hungary in the 21st century.

During their stay, participants will directly experience historically salient places, from Budapest to farther afield, including [Győr](#), northwestern Hungary's 'City of Rivers'; [Pécs](#), a 2,000 year old city in the south; and to the east to visit [Debrecen](#), once known as the 'Geneva of Hungary.'*

The itinerary includes workshops in curriculum and textbook development, and visits with organizations teaching media literacy ([Magic Valley](#)), educational foundations for underserved communities and minorities, and after-school talent development immersion programs. During the seminar, participants will interact with policymakers, academics, and a range of experts, including high school principals, teachers, Fulbright teacher exchange alumni, and professors of education, sociology, art and architecture, and foreign languages. Participants will also be offered a basic language course on the Hungarian language so they can learn and share key phrases with their local hosts.

Upon completion of the seminar, participants will be more knowledgeable about Hungary's cultural heritage, historic roots and contemporary challenges. Through this knowledge, they will be able to successfully apply their experiences to enhance teaching methodologies, develop new curricular lessons and modules, and/or strengthen current educational leadership approaches. Post-seminar, participants will be well-equipped to draw on their new knowledge and networks to build new audiences among their U.S.-based colleagues, students, and broader communities.

* The final list of places may vary.

We are inviting applications to allow enough time to complete the grant process; nonetheless, Seminar is contingent upon many factors, such as the availability of funds, the number or the quality of applications, and travel alerts. The actual level of funding, if any, depends on final Congressional action. The Department is not bound by any estimates in this notice.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM DESCRIPTION FOR POSTSECONDARY EDUCATORS

Norway

Seminar Title: Typically Atypical: The Many Facets of Modern Norway
Dates: Four Weeks, July 2022 – August 2022 (exact dates to be determined)
Participants: U.S. faculty, curriculum specialists, librarians, media resource specialists, and administrators at the postsecondary level

Program Content:

“It’s typically Norwegian to be good” (“Det er typisk norsk å være god”). When Norway’s Prime Minister Gro Harlem Brundtland included this slogan in her annual new year’s speech in 1992, she sought to instill in her listeners the self-confidence a small nation like Norway would need to compete in an increasingly globalized world. Yet, culturally this was a very *atypical* thing for a Norwegian to say, completely at odds with the supposedly egalitarian Norwegian national character, which also generally disapproves expressions of individuality or personal achievement. Though Brundtland was promoting self-confidence and not self-satisfaction, her slogan—and the public reaction to it—provides the bigger question this seminar will consider: What, if anything, is ‘typically Norwegian’?

To explore this core question, this seminar will provide a broad introduction to the basics of Norwegian history, culture, art and literature, politics and governance, as well as its educational system, traditions and values, and the recurring passions and preoccupations that animate national public debate. Participants will examine some of the hallmark qualities of modern Norwegian society—its “cradle to grave” welfare state, strong interventionist government, large public sector, and high degree of civic trust in its institutions—to study how they might withstand the forces of ruthless global market liberalism, the increasing privatization of public services, and the growing power, even over national sovereignty, of multinational corporations.

Moreover, the seminar will examine how Norway addresses mass immigration and an influx of “new Norwegians” of unprecedented cultural and ethnic diversity. By using Norway as a case study, participants will explore the larger issues of nations, national identities, and nationalism. Does nationalism and a strong sense of national identity inevitably equate with the resurgence of intolerance, chauvinism, and xenophobia, or can it be an inclusive and emancipatory force within nations, and perhaps promote solidarity between them? Participants will also examine the role of this small nation beyond its borders: What role does this prosperous little nation play, as a peacekeeper, mediator, and international humanitarian force, among the great powers on the global stage?

In addition to gaining a general understanding of Norwegian society and culture, participants will travel to more remote parts of the country to experience its spectacular geography and scenic beauty, both of which are important components of national identity. Site discussions will also include how Norwegians reconcile their traditional love of pristine nature and orientation to the outdoors with its petroleum-driven economy, an industry that is a major contributor to global climate change.

Educators and curriculum designers will return to the U.S. with a solid knowledge of Norway, its cultures and its resources. Participants will have a nuanced understanding of nationalism and globalization, and the relationships between them, which play a key role in comparative studies.

** The final list of places may vary.*

We are inviting applications to allow enough time to complete the grant process; nonetheless, Seminar is contingent upon many factors, such as the availability of funds, the number or the quality of applications, and travel alerts. The actual level of funding, if any, depends on final Congressional action. The Department is not bound by any estimates in this notice.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM DESCRIPTION FOR CAREER AND TECHNICAL EDUCATION

Germany

Seminar Title: Making 'Made in Germany' a Success: The German Apprenticeship System

Dates: Two Weeks, June 2022 (exact dates to be determined)

Participants: For U.S. community college or secondary school participants, including teachers or faculty, education administrators, education policymakers, and curriculum specialists

Program Content:

Germany is home to a highly effective work-based vocational training system that is a key pillar of its economic model and industrial power. With 1.3 million Germans currently enrolled in apprenticeships, participation in vocational training is double that of the U.S. Every year, trainees are placed in one of a half million apprenticeships across 330 officially recognized training programs that represent all sectors of the German economy and public administration. The "Made in Germany" workforce training model has garnered praise around the globe, with two U.S. administrations looking to it for inspiration. What makes the German apprenticeship model so effective?

In short, Germany's 'dual' apprenticeship system incorporates theory and practice through education in two settings. Theoretical instruction is provided in a vocational school classroom, while practical training is received through a network of 400,000 participating businesses. Businesses furnish trainees with a modest salary, and many eventually offer them more permanent employment. The success of this dual approach has led to its incorporation into the German higher education system, wherein universities run dual study programs that allow students to rotate their learning environments between the classroom and the employer's premises on a quarterly basis.

This two-week seminar launches in Berlin, where participants will visit schools and company worksites to learn how the German apprenticeship model is anchored in the country's broader education system. Visits to university campuses that implement the dual apprenticeship system will also be included, alongside explorations of how dual models could incorporate study abroad.

The seminar will afford expert exchanges with state-level economic actors, such as the Federal Institute for Vocational Education and Training, and the regional Chambers of crafts, industry and commerce that are setting educational quality standards. Meetings will also include representatives of German trade unions and teacher associations. Participants will also travel beyond Berlin to learn how the apprenticeship system varies across regions, economies, and demographic conditions. Throughout the seminar, participants will engage critical questions: How do diverse student bodies affect the apprenticeship system? What role do apprenticeships play in the digital economy? How does the system respond to new job profiles? Where does Germany's workforce development fit into the wider European and global contexts?

In addition to the direct experience of Germany's rich culture and history, participants will have the opportunity to build lasting connections with German experts and policy makers. Further, they will be provided exposure to apprenticeship models and best practices, elements that can inform and invigorate programs at their home institutions that seek to provide substantive training, thereby contributing to an area of global labor need—well-qualified, experienced professional tradespeople.

We are inviting applications to allow enough time to complete the grant process; nonetheless, the Seminar is contingent upon many factors, such as the availability of funds, the number or quality of applications, and travel alerts. The actual level of funding, if any, depends on final Congressional action. The Department is not bound by any estimates in this notice.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM G5 ELECTRONIC APPLICATION SUBMISSION PROCEDURES

U.S. Department of Education

IMPORTANT

This document includes important application preparation and submission procedures to help with the facilitation of an application that is submitted in a timely manner and accepted by the Department of Education. The applicant should read and follow these step-by-step directions to create and successfully submit the application.

Attention

Applicant using the Department of Education's G5 application system will need to register first to access an application package. Forms in an application package are completed online and narratives are uploaded while logged into the system. **Referees will submit letters of references in the system, and it is strongly recommended that an applicant starts the application process by requesting letters of references. The applicant should allow sufficient time to complete the application before the closing date.** If an applicant encounters difficulties, he/she may also contact the Helpdesk by dialing 1-888-336-8930. Please note that there is a training module available on the G5 Home page (www.G5.gov) that details the registration and G5 application processes for users new to G5. The applicant can access this module under the Main Menu of the homepage and link to Online Training and look for the training topic G5 for Applicants.

An applicant who already has a username and password for G5 should use them to login. If an applicant has access to more than one G5 module, he/she will be directed to select a module. Applicant should keep in mind that the username and password will be used for all G5 modules. In order to update the registration for additional G5 modules, the applicant should click the appropriate tab on the top of the screen and provide the requested information.

Submission Procedures

Step 1. Register in G5 to access the electronic application package. If an applicant is a new user, he/she will need to register to use G5. The site is viewed best using Internet Explorer 5.5 or higher.

- From the [G5 Portal Page](#), click on the Sign Up button for non-ED employees. The User Registration Screen displays.
- Click the button to the right of the ED Employee/ED Contractor field to display the employee/contractor options. Select the "no" list option. Enter all required information as noted by red asterisks (*).
- Click the Continue button to proceed to the user registration agreement. Select the Agree button to accept the terms of the user agreement, and then the Submit button. **Note:** If an applicant does not agree, then he/she may not complete the registration process. The system displays a message indicating that the system will send a notification to the applicant's e-mail address.
- The system sends a message with a link to activate the account. Clicking the link takes

the applicant to the Account Activation screen. Click the **Agree** option to accept the activation terms.

- Click on the Submit button to initiate activation. Read the EDCAPS Security memorandum with the subject "G5 User ID and Password" and click the **Continue >** button. The next Account Activation screen will require the applicant to complete the password, security question, and security answer. Fill out the required fields and press the Continue button to move to the summary information.
- Click the **Activate** button to activate the account and save the password and security information. The system displays a message indicating that the account has been activated. The applicant will now need to log into G5 where he/she will be taken to the My Profile page to select his/her role for access. In the Availability Types field, select "Applicant" from the list and Continue. Proceed through the next screen and Submit. The applicant will then receive an e-mail with the G5 link. It may take a few minutes for the applicant role's to become activate.

- Step 2. Add Application Package to your Start Page.** From the applicant's Home Page, he/she should go to Grant Setup and click on "Package Submission." Select the package for which he/she wishes to apply and click on the "Initiate New Application" button. In the future, the package will now appear when the applicant clicks on "Package Submission" or after using the "Click Here to view my Applications" link under "Quick View" on the Home Page.
- Step 3. Begin the Application.** After going to the Application Package, click on the "Modify Application" button. This brings the applicant to a page where he/she will see all of the application's forms and narratives listed.
- Step 4. Fill out Forms.** Select the form that he/she would like to complete and click on the "Edit Form" button to enter data. The applicant should remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as he/she completes it.
- Step 5. Upload File(s) for Narrative Responses.** When prompted to attach narrative documents to application forms, enter the title of the document, and then select the "Upload" button. Next, click on the "Browse" button to locate the file. Remember to click the "Save" button after uploading the document and check the "Form Completed" box when finish uploading file(s) and/or completing the form. Please note for file uploads, it is recommended that applicants submit all documents as read-only flattened PDFs.
- Step 6. Verify Information/Submit the Application.** Verify that the information is correct and complete before submitting. After all forms are completed, click on the "Continue" button at the bottom of the application and click the "Submit" button. **At the top of the page, there will be a confirmation message stating that the application was successfully submitted along with an application number.** [Reminder: Applications must be submitted by 11:59:59 P.M., Washington, D.C. time on the closing date. **G5 Application will not accept an application if submitted after 11:59:59 P.M. on the closing date.**]
- Step 7. Printing the Completed Application.** The applicant has the option to print each form at any time by clicking on the "View Form" button after selecting the appropriate form to print. After submitting the application, he/she has the option to print a complete G5 package in PDF. From the Application Packages tab, he/she will notice that the application status has changed from Draft to Submitted. To locate the PDF version of the application, select the package radio button

and click the “Modify Application” button. Then, select the “Click Here to view the PDF Package” in the upper right-hand corner of the page under the Package Information section.

NOTE: For more detailed information on submitting an Application, please see the **User Guide**. The Online Training can be found under the main menu at <http://www.G5.gov>.

Attaching Files – Additional Tips

- 1) Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, it is recommended that applicants submit all documents as read-only flattened PDFs. Also, do not submit a password-protected file because the Department will be unable to review that material.
- 2) When attaching files, the applicant should limit the size of the file names. Lengthy file names could result in difficulties with opening and processing the application. We recommend the applicant to keep file names to less than 50 characters. In addition, the applicant should avoid including special characters in their file names (for example, %, *, /, etc.). Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.
- 3) Applicant should limit the size of the file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Note that each file attachment in the e-application has a file size limitation which is anywhere from 2 to 8 MB and the limitation will be indicated on the individual screen when a file is uploaded. For reference, however, the average discretionary grant application package totals 1 to 2 MB. Therefore, check the size of the attachments before uploading them into G5.

Other Submission Tips

SUBMIT EARLY – We strongly recommend that an applicant does not wait until the last day to submit the application. We advise the applicant to start the application process by requesting letters of references. The time it takes to upload the narratives for an application will vary depending on a number of factors including the size of the files and the speed of the Internet connection. **G5 Electronic Application System will not accept an application submitted after 11:59:59 P.M. Washington, D.C. time on the closing date.**

- If electronic submission is optional and the applicant has problems that are unresolved before the closing date and time for electronic applications, he/she should follow the transmittal instructions for hard copy applications in this notice and get a hard copy application postmarked no later than 11:59:59 P.M. on the **closing date**.
- If electronic submission is required, the applicant must submit an electronic application no later than 11:59:59 P.M. on the **closing date** unless he/she follows the procedures in this notice and qualifies for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the closing date, a written statement to the Department that he/she qualifies for one of these exceptions.
- Dial-Up Internet Connections - When using a dial up connection to upload and submit the application, it can take significantly longer than when an applicant is connected to the Internet with a high-speed connection. While times will vary depending upon the size of the application, it can take a few minutes to a few hours to complete the grant submission using a dial-up connection. If the applicant does not

have access to a high-speed connection and electronic submission is required, he/she may want to consider following the instructions in this notice to obtain an exception to the electronic submission requirement no later than two weeks before the application closing date.

- **Exception to Electronic Submission Requirement:** We discourage the submission of paper applications. However, an applicant can qualify for an exception to the electronic submission requirement, and may submit the application in paper format, if he/she is unable to submit an application in G5 because of the following circumstances:
 - Does not have access to the Internet;
 - Does not have the capacity to upload large documents to G5;

AND

No later than two weeks before the closing date (14 calendar days or, if the fourteenth calendar day before the closing date falls on a Federal holiday, the next business day following the Federal holiday), the applicant must contact the Department to explain which of the two grounds for an exception prevents him/her from using the Internet to submit the application. To contact the department for the purpose of obtaining an exception, the applicant can:

- leave a voicemail for Gary Thomas at (202) 453-7199; or
- send an email to seminarsabroad@ed.gov

The application must be submitted in accordance with the mail instructions described in this notice:

Submission of Paper Applications by Mail

If the applicant qualifies for an exception to the electronic submission requirement, he/she may mail (through the U.S. Postal Service or a commercial carrier) the application to the Department. The applicant must mail the original and two copies of the application, on or before **the closing date**, to the Department at the following address:

**U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.018A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260**

The applicant must show one of the documents listed below as proof of mailing:

- 1) A legibly dated U.S. Postal Service postmark; or
- 2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service; or
- 3) A dated shipping label, invoice, or receipt from a commercial carrier; or
- 4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If the applicant mails the application through the U.S. Postal Service, we do not accept any of the following as proof of mailing:

- 1) A private metered postmark and
- 2) A mail receipt that is not dated by the U.S. Postal Service.

If the application is postmarked after the closing date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, the applicant should check with the local post office.

Note for Mail Delivery of Paper Applications

If the applicant mails the application to the Department, he/she should refer to the following information:

- 1) The applicant must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which he/she is submitting the application; and
- 2) The Application Control Center will mail the applicant a notification of receipt of the grant application. If the applicant does not receive this grant notification within 15 business days from the closing date, he/she should call the U.S. Department of Education Application Control Center at (202) 245-6288.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM INSTRUCTIONS FOR PART A. APPLICATION INFORMATION FORM

1) Applicant's Basic Data

- a. Enter name: LAST, FIRST, M.I.
- b. Select personal title
- c. Enter home address
- d. Enter phone number (the best number at which to reach you)
- e. Enter date of birth: MM-DD-YYYY
- f. Enter place of birth
- g. Enter e-mail address
- h. Enter seminar country
 - **Elementary/Middle and Secondary Applicants (Grades K-12)** - Please select either elementary (Grades K-8) or secondary (Grades 9-12) if you teach or administer at the kindergarten through 12th grade level.
 - **Postsecondary Education Applicants** - Please select a postsecondary education option if you teach or serve as an administrator at a community college or four-year public/private institution of higher education. Note that only Career and Technical Education professionals should select the Germany seminar.
- i. Select U.S. Citizen or Permanent Resident
- j. Select Veteran's Status
- k. Select Highest Education Degree Awarded
- l. Enter Emergency Contact Information

2) Preference for Fulbright-Hays Awards

Preference will be given to qualified candidates who have not had substantial recent experience abroad, especially in the country to which they are applying.

3) Present Employment

Enter the number of years in present position (current location). Check full-time or part-time.

Select the type of school or institution of higher education, if applicable. Please select all that are applicable. If none of these apply, check "Not Applicable" or "N/A".

Enter position title, start date for current position, the name of the institution/school, the complete address for the institution/school, telephone number (including extension), fax number, and work e-mail. If the applicant has more than one or a joint position, he/she should list the first position on the "Application Information" form under 3A. The applicant must list both positions on his/her curriculum vitae.

***Note that applicants must include the number of regular hours worked per week at their institution, school, or State or Local Educational Agency in his/her curriculum vitae.** In the case of multiple or joint positions, the applicant must include the number of regular weekly hours worked for each institution, school, or State or Local Educational Agency. Applications can be deemed as ineligible for not complying with this requirement.

Select the appropriate academic level taught/administered.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM

SAMPLE PART A. APPLICATION INFORMATION FORM

(INFORMATIONAL PURPOSES ONLY)

1. Applicant's Basic Data (please print or type)

a. Name:	
b. Title: <i>(select one)</i>	Mr. Mrs. Ms. Dr.
c. Home Address:	
City:	
State:	
Zip Code: <i>(Zip + 4)</i>	
Country:	
d. Home Telephone:	
Ext:	
e. Date of Birth	
f. Place of Birth: <i>(please enter city and state or city and country)</i>	
g. E-mail Address:	
h. Seminar Country: <i>(For guidance on selecting a country, please refer to the Seminar Country Description document included under Documents and Instructions.)</i>	
i. U.S. Citizen: <i>(select one)</i>	Yes No
Permanent Resident: <i>(select</i>	Yes No

<i>one if not a U.S. citizen)</i>	
j. Veteran's Status: <i>(select one)</i>	Yes No
If yes, honorably discharged? <i>(select one)</i>	Yes No
k. Education: <i>(select one)</i>	B.A./B.S. M.A./M.S. Doctoral Other
l. Emergency Contact Information	
Name:	
Home Address:	
City:	
State:	
Zip Code:	
Country:	
Telephone:	

2. Previous Fulbright-Hays or Fulbright Memorial Fund Grants/Awards

<i>(select one)</i>	Yes No
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(if yes, please provide the following information)

Title of Grant/Award	Host Country	Date of Award (mm/dd/yyyy)

3. Employment

Number of years in present position:	
<i>(select one)</i>	Full-Time Part-Time
Total number of years as an educator/administrator:	
Type of School or Institution: <i>(select one)</i>	Urban Rural High Needs High Poverty Community College MSI Area Career and Technical Education School State or Local Educational Agency N/A
a. Position Title:	
Date of Employment:	
Name of Institution/School:	
Address:	
City, State, Zip Code:	
Telephone Number:	
Ext:	
E-mail Address:	
b. Academic Level Taught: <i>(select one or more)</i>	Elementary School (K-5th) Secondary School (9th-12th) Middle School (6th-8th) Postsecondary (2yr.) Postsecondary (4yr.) Curriculum Other

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM SUPPLEMENTAL APPLICATION INSTRUCTIONS

Essay Questions: Statements that are brief, general, and/or incomplete responses to questions suggest to reviewers a lack of thoughtfulness and seriousness, and often a candidate's lack of preparation for the program.

It is recommended that all essays, excluding the C.V., be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only and with 1-inch margins at the top, bottom, and both sides. It is recommended that each essay be in portrait orientation. It is recommended that each essay does not exceed three pages.

I. Professional Suitability (Curriculum Vitae – 10 Points)

It is recommended that the C.V. is in standard format. The C.V. should not be written in narrative form. It is recommended that the C.V. does not exceed three pages.

Sample C.V. Template

CONTACT INFORMATION (for home and work)

Name

Address

Primary Phone Number

E-mail

EDUCATION

Include dates, majors, and details of degrees, training and certification

Postsecondary studies

Graduate studies

Post-Doctoral Training

EMPLOYMENT HISTORY

List in chronological order, beginning with the most recent, including position details and dates.

Work History: Please be sure to list subjects taught and/or administered and at what grade levels.

NOTE: 50% RULE

Applications are accepted from those who work in two half-time permanent positions in the same or in one or more schools or organizations, teaching or working at the same or similar academic levels.

Applicants must include the number of regular hours worked per week at their institution, school, or State or Local Educational Agency. In the case of multiple or joint positions, the applicant must include the number of regular hours worked per week for each institution/school. Accordingly, the C.V. will demonstrate at least three years of full-time professional experience or equivalency through multiple positions, or the applicant may be deemed ineligible.

Additionally, specific role and subject(s) taught in current position must be included in the C.V. or the applicant can be deemed ineligible.

If applicant is selected to participate in the Fulbright-Hays Seminars Abroad Program, he/she will be expected to provide documentation demonstrating that the two positions equal full-time teaching or related administrative position responsibilities.

PROFESSIONAL QUALIFICATIONS

Certifications and Accreditations

AWARDS & HONORS

PROFESSIONAL MEMBERSHIPS

Leadership roles, active projects in each, if applicable

OTHER INTERESTS

II. Essay Question 1: International and/or Intercultural Experience (20 Points)

Be careful to check that you answer the correct essay prompt—this essay question differs slightly for those applying to the Germany seminar.

Applying to seminars in the Philippines, Hungary or Norway:

The essay illustrates the applicant's interest and/or experience related to interacting with people from diverse cultures, whether domestically (in the United States), abroad, or both. Additionally, the essay reflects the applicant's knowledge and understanding acquired from these experiences and its impact on him/her and/or his/her classroom. Also, the essay describes applicant's ability to learn from international and/or intercultural experiences and to adapt to new cultures both at home and abroad. Relevant experience does not have to be overseas. A strong essay could discuss the following topics: 1) purpose of previous travel/intercultural experience in the U.S. or abroad; 2) experiences that influenced teaching, curriculum, and/or professional career; 3) how previous experiences prepared him/her to participate in the seminar; 4) passion for intercultural experience; and 5) intercultural competencies gained or hoped to be gained.

For a past seminar participant, it is required to discuss: 1) how the previous seminar experience impacted students, school, teaching, curriculum, and professional career; 2) influenced him/her to participate in another seminar; 3) deepened passion for intercultural experience, and 4) encouraged development of additional intercultural competencies.

Applying to the seminar in Germany:

The essay illustrates the applicant's interest and/or experience related to interacting with people from diverse cultures, whether domestically (in the United States), abroad, or both. Additionally, the essay reflects the applicant's knowledge and understanding acquired from these experiences and the impact on him/her and/or his/her classroom and community. Also, the essay describes applicant's ability to learn from international and/or intercultural experiences and to adapt to new cultures both at home and abroad. Relevant experience does not have to be overseas. A strong essay consists of the following items: 1) purpose of previous travel/intercultural experience in the U.S. or abroad; 2) experiences that influenced teaching, curriculum, or professional career; 3) how previous experiences prepared him/her to participate in the seminar; and 4) passion for intercultural experience. Please be specific and detailed in your answer.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only

and with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

III. Essay Question 2: Demonstrated Need (30 Points)

Be careful to check that you answer the correct essay prompt—this essay question differs slightly for those applying to the Germany seminar.

Applying to seminars in the Philippines, Hungary or Norway:

The essay illustrates the applicant's ability to demonstrate his/her need for the seminar. In this section, applicant addresses the connection between the seminar and his/her current teaching and/or administrative responsibilities. A strong essay highlights the following topics: 1) needs of students, school, and/or community; 2) gaps in curriculum and/or professional development; 3) intercultural competencies, which include values and skills that need to be taught to kindergarten through 12th grade and postsecondary students; 4) concepts and conceptual issues related to global perspectives; and 5) benefits of participating in the seminar for students, school, community, and/or professional career.

For a past seminar participant, it is required to discuss how this seminar will: 1) address all of the needs of the students, school, and/or community that was unfilled in the previous experience; 2) address gaps in curriculum and/or professional development that were unmet by the past seminar; 3) help foster additional intercultural competencies; 4) add to the concepts and conceptual issues already developed; and 5) provide additional benefits of participating in the seminar.

Applying to the seminar in Germany:

The essay illustrates the applicant's ability to demonstrate his/her need for the seminar. In this section, the applicant addresses the connection between the seminar and his/her current teaching and/or administrative responsibilities. A strong essay consists of the following topics: 1) needs of students, school, and/or community; 2) gaps in programmatic activities, curriculum or professional development; 3) intercultural competencies, which include values and skills, that are lacking; 4) concepts and conceptual issues related to global perspectives; and 5) benefits of participating in the seminar for students, school, community, or professional career. Please be specific and detailed in your answer.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only and with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

IV. Essay Question 3: Project Plan and Implementation (30 Points)

Be careful to check that you answer the correct essay prompt—this essay question differs slightly for those applying to the Germany seminar.

Applying to seminars in the Philippines, Hungary or Norway:

Participants in the SA program must complete a curriculum project and report, which must be submitted to the **Fulbright Commission or other agency administering the seminar and the U.S. Department of Education**, no later than 90 days after the conclusion of the seminar.

Since each participant is required to conduct outreach activities after participation in the program, it is

important to discuss the specifics of the dissemination plan. It is strongly recommended that each applicant presents more than one outreach activity. The applicant should explicitly make the connection between the seminar/country and current professional responsibility.

The applicant should describe the curriculum project and the implementation of the curriculum project in the classroom and/or institution. It is recommended to discuss the impact of the curriculum project and outreach activities.

A strong essay could address the following topics: 1) innovative ways to evaluate students' global competence, critical thinking skills, and tangible learning outcomes; 2) formative or summative assessments aligned with curriculum standards; 3) concrete and specific activities and/or tools used in the classroom, school, and/or community; and 4) plan of operation and dissemination efforts.

For a past seminar participant, it is required to discuss how this seminar will: 1) continue to provide her/him with innovative ways to evaluate students' global competence, critical thinking skills, and tangible learning outcomes; 2) improve formative or summative assessments aligned with curriculum standards developed for the previous seminar; 3) solidify concrete and specific activities and/or tools used in the classroom, school, and/or community created from the past seminar; and 4) encourage a new plan of operation and dissemination effort that would improve current efforts.

Applying to the seminar in Germany:

The essay illustrates the applicant's ability to incorporate the seminar experience into his/her professional work and present what they learned to a U.S.-based audience to enhance the audience's international/intercultural understanding. The essay should discuss the applicant's proposed project plan upon returning home after the seminar. A strong essay consists of the following topics: 1) concrete and specific activities proposed for the applicant's institution, and/or community; 2) a clear plan for implementing the proposed activities; 3) proposed activities which constitute a measurable outcome for the seminar; and 4) a specific method for determining the success of the proposed project upon implementation. Please be specific and provide details.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only and with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

V. Letters of Reference (10 Points)

The letters of reference should address the following items: demonstrated interest in his/her career, ability to work with colleagues, ability to communicate effectively, adaptability to cross-cultural settings, leadership, impact in and beyond the classroom, ability to work and travel in a group setting, and ability to exercise good judgment. Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section.

The first letter (B-1) **must** come from a **current or former supervisor**. The second letter (B-2) may come from a current or previous colleague, or former supervisor. Before entering the referees' contact information in the system, the applicant should place a formal request with the individuals who will be writing the letters. **Each referee must close the letter with full contact information and connection to the applicant.**

Both letters of reference must be received by the closing date. Each applicant must take responsibility

for ensuring that the individuals he/she has contacted submit references by the closing date. No exceptions will be made. **It is strongly suggested that every applicant immediately begins this step of the application process.**

Criterion 5: References is a placeholder in the application system and is meant to be left blank. Referees will submit the letters and applicants do not have to upload documents for Criterion 5: References.

Referees must complete the letters of reference before the applicant submits his/her part of the application in order for the letters to be included in the application file. If the application is missing one or both references, but is otherwise complete, it will be reviewed and points will be deducted accordingly. If there are any questions or concerns about whether letters have been properly submitted, the applicant should contact the G5 Help Desk **(and it is strongly suggested not to wait until the last day)**.

In the G5 application system, after the applicant completes the OPE-84.018A Applicant Information Form and indicate a seminar preference, the appropriate reference forms will appear at the bottom of the page where all of the application forms are listed. The applicant will not see the referee questions or answers on his/her end. On those forms, the applicant enters the name and e-mail address of the individual that he/she would like to have write letters of reference, mark the form complete, and save it. The act of saving the form sends an e-mail to the referee with a pin and instructions for accessing the reference form, and the applicant will notice on the application package screen that the status of the form changes to "Sent to Referee." After the referee submits the letter on his/her end, the status of the form changes to "Complete." "Sent to Referee" and "Complete" will appear for every reference form in the application package. **If a reference form shows as "Complete," the applicant should NOT go back into that reference form and save it again because the referee's submission will be deleted.**

The applicant should alert referees that they will be receiving an automatically generated e-mail from the U.S. Department of Education (the sender will be noreply@ed.gov) with a link and PIN. Once the applicant submits the names and e-mail addresses of the individuals who will write the letters, he/she should follow-up with them to make sure they received the e-mail requesting their letters of reference. If the e-mail is not in their inbox, it is recommended that the referees check their spam or junk mail folders. However, if referees still cannot locate the link with a pin from noreply@ed.gov in their inbox, the applicant should delete the referees' previous email address in G5 and enter the referees' personal email. It is possible that the schools'/employers' network have blocked the email for security purposes. Additionally, if the referees receive the email, but the system is not accepting the PIN, the applicant should inform them to save their work each time and try a different browser or computer.

If referees experience technical difficulties while submitting letters of reference in G5, the applicant should inform them to contact the G5 Help Desk at 1-888-336-8930. Reference letters sent by mail, e-mail, or fax are not accepted. **Only letters of reference submitted via the G5 electronic application are accepted.**

VI. Competitive Preference Priority

Applications from any ONE of the following categories will receive **either one or three points** with proper documentation included in the application:

- a. Kindergarten through 12th grade teachers or administrators who work at schools that meet the criteria identified in section 465(a)(2)(A) of the Higher Education Act of 1965, as amended (schools at which eligible teachers may obtain Perkins Loan Cancellation or Teacher Loan forgiveness), which includes schools eligible for assistance under Title I, Part A of the Elementary and Secondary Education Act, (see links below) will receive one point; or

- b. Faculty members who teach at Minority-Serving Institutions (as defined in this application) will receive one point; or
- c. Faculty members who teach at Community Colleges (as defined in this application) will receive one point; or
- d. New applicants (as defined in this application) will receive three points.

In order to receive points under this competitive preference priority, the applicant must identify one subpart and provide documentation supporting his or her claims by uploading a document from one of the following categories:

- For a **Title I** school, please visit: <http://nces.ed.gov/ccd/schoolsearch/>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and Title I school status.
- For a school that is eligible to participate in **Perkins and Stafford Loan Cancellation for Service in Low-Income Schools and Educational Service Agencies**, please visit: <https://studentloans.gov/myDirectLoan/tcli.action>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and classification as a low-income school.
- Questions about the inclusion or omission of a particular school or educational service agency should be directed to the state education agency contact in the state where the school or educational service agency is located, not to the U.S. Department of Education. This information is located at: <http://www2.ed.gov/about/contacts/state/index.html>.
- For a **Minority-Serving Institution or Community College**, please visit: <https://nces.ed.gov/collegenavigator/>. Please enter your institution's information to search for the school. Once you find your school, please upload the document that contains your school's general information and designation as either a Minority-Serving Institution or Community College.
- For a **New Applicant**, please upload a statement indicating that you have not received a fellowship from the U.S. Department of Education or the U.S. Department of State under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) or a discretionary grant from the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended prior to the closing date for applications under this program. *Program Authority 22 U.S.C. 2452(b)(6).*

Definitions

Minority-Serving Institution means an institution that is eligible to receive assistance under sections 316 through 320 of part A of Title III, under part B of Title III, or under title V of the Higher Education Act of 1965, as amended (HEA).

Community College means an institution that meets the definition in section 312(f) of the HEA (20 U.S.C. 1058(f)); or an institution of higher education (as defined in section 101 of the HEA (20 U.S.C. 1001)) that awards degrees and certificates, more than 50 percent of which are not bachelor's degrees (or an equivalent).

New applicant means any applicant that has not received: 1) a fellowship from the U.S. Department of Education or the U.S. Department of State under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) or 2) a discretionary grant from the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended prior to the closing date for applications under this program. *Program Authority 22 U.S.C. 2452(b)(6).*

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM HINTS FOR PREPARING A COMPETITIVE APPLICATION

- The applicant should plan ahead because producing a strong application takes time and careful effort.
- The applicant should begin the application process by requesting letters of reference and following-up with individuals who are providing letters to ensure that they are submitted as soon as possible.
- The applicant should not wait until the last minute to submit his/her application.
- The applicant should make sure that he/she successfully submitted the application by checking for a confirmation message providing him/her with an application number.
- The applicant should double check that he/she is applying to the appropriate seminar based on his/her current teaching or administrative position (elementary/middle, secondary, or postsecondary).
- The applicant should check the eligibility requirements (if uncertain, contact program officer).
- The program does not lend itself to those who wish to apply in pairs or groups. This is an application process for individuals.
- The applicant should make sure that his/her C.V. clearly explains job responsibilities, including the specific courses and grade levels.
 - C.V. should focus on illustrating leadership qualities through specific examples of professional and community activities.
 - C.V. should emphasize the nature of active membership and involvement instead of simply listing organizations.
 - C.V. should include awards or honors, especially at the district, regional, or national levels.
- The essays should show a clear connection between professional responsibilities and the country seminar choices and, although of lesser importance, the seminar themes.
- The Applicant should ensure that they respond to the essay questions that correspond to their chosen seminar.
- The Applicant should explain how the country and/or theme of the seminar fit into the unit(s) and course(s).
- The curriculum project is very important. A strong application should have a definite, but flexible plan of implementing learning experiences into his/her classrooms and communities.
- A strong application delineates the proposed activities of the outreach and dissemination plan in the essays.
- Students should be the ultimate beneficiaries of a Seminars Abroad experience. A strong application discusses the different ways participation in a seminar would directly benefit students.
- The applicant should re-read each application question and then re-check responses to ensure the seminar objectives are addressed as stated in each section.
- The applicant should have a trusted colleague or friend review his/her application materials.
- It is recommended that each essay is no longer than three pages.
- It is recommended that each essay be in portrait orientation.
- A page is 8.5" X 11" on one side only and with 1-inch margins at the top, bottom, and both sides.
- It is recommended that all essays be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced.
- It is not recommended to single space essays.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM SAMPLE TECHNICAL REVIEW FORMS

Please note that the first Technical Review Form presented (for informational purposes) here pertains to applicants for the seminars in the Philippines, Hungary, and Norway. Applicants to the Seminar in Germany will be scored according to a slightly different, second Technical Review Form.

Technical Review Form for seminars to the Philippines, Hungary, and Norway: (INFORMATIONAL PURPOSES ONLY)

Name of Applicant:

Criteria	Maximum Points	Points
1. Curriculum Vitae (C.V.)	10 points	
2. International/Intercultural Experience Essay	20 points	
3. Demonstrated Need Essay	30 points	
4. Project Plan and Implementation Essay	30 points	
5. Two References	10 points	
6. Competitive Preference Priority		
a. Kindergarten through 12 th grade teachers or administrators who work at schools that meet the criteria identified in section 465(a)(2)(A) of the Higher Education Act of 1965, as amended (schools at which eligible teachers may obtain Perkins Loan Cancellation or Teacher Loan forgiveness), which includes schools eligible for assistance under Title I, Part A of the Elementary and Secondary Education Act	1 point	
b. Faculty members who teach at Minority-Serving Institutions with proper documentation	1 point	
c. Faculty members who teach at Community Colleges with proper documentation	1 point	
d. New applicants with proper documentation	3 points	
Total Points**	103	

Maximum Points without Priority – 100:

****Grand Total Points Maximum with Priorities – 103**

The following pages are an example of an annotated Technical Review Form. The information provided is for guidance only. The official Technical Review Form is the G5 version.

Criterion 1 - Curriculum Vitae (C.V.) (Philippines, Hungary, and Norway Seminars)

(INFORMATIONAL PURPOSES ONLY)

Criterion 1 - Curriculum Vitae (C.V.): The C.V. explains strengths as a teacher and/or administrator and highlights the impact the applicant has made on students, the school, the curriculum, and/or the community. A strong C.V. could consist of the following topics: 1) contact information; 2) education; 3) employment history; 4) professional qualifications; 5) awards and honors; 6) professional memberships; 7) other interests; 8) regular weekly hours worked for each position must be included on the C.V.; 9) at least three years of full-time professional experience is reflected in the C.V.; and 10) specific role and subject(s) taught in current position must be included in the C.V.

The C.V. should be as specific and detailed as possible, and include descriptions of relevant event/involvement, purpose of event/involvement, and degree of involvement in professional organizations and professional initiatives.

Standard C.V. format is recommended. A page is 8.5" X 11" on one side only with one-inch margins at the top, bottom, and both sides. It is recommended that the C.V. be in portrait orientation. It is recommended that the C.V. does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-3
ADEQUATE	4-6
GOOD	7-8
EXCELLENT	9-10
POINTS AWARDED	

Criterion 2 – International/Intercultural Experience (Philippines, Hungary, and Norway Seminars)

(INFORMATIONAL PURPOSES ONLY)

Criterion 2 - International/Intercultural Experience: The essay illustrates the applicant's interest and/or experience related to interacting with people from diverse cultures, whether domestically (in the United States), abroad, or both. Additionally, the essay reflects the applicant's knowledge and understanding acquired from these experiences and its impact on him/her and/or his/her classroom. Also, the essay describes the applicant's ability to learn from international and/or intercultural experiences and to adapt to new cultures both at home and abroad. Relevant experience does not have to be overseas. A strong essay could discuss the following topics: 1) purpose of previous travel/intercultural experience in the U.S. or abroad; 2) experiences that influenced teaching, curriculum, and/or professional career; 3) how previous experiences prepared him/her to participate in the seminar; 4) passion for intercultural experience; and 5) intercultural competencies gained or hoped to gain.

For a past seminar participant, it is required to discuss: 1) how the previous seminar experience impacted students, school, teaching, curriculum, and professional career; 2) influenced him/her to participate in another seminar; 3) deepened passion for intercultural experience, and 4) encouraged development of intercultural competencies.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-8
ADEQUATE	9-15
GOOD	16-18
EXCELLENT	19-20
POINTS AWARDED	

Criterion 3 – Demonstrated Need (Philippines, Hungary, and Norway Seminars)

(INFORMATIONAL PURPOSES ONLY)

Criterion 3 – Demonstrated Need: The essay illustrates the applicant's ability to demonstrate his/her need for the seminar. In this section, applicant addresses the connection between the seminar and his/her current teaching and/or administrative responsibilities. A strong essay highlights the following topics: 1) needs of students, school, and/or community; 2) gaps in curriculum and/or professional development; 3) intercultural competencies, which include values and skills that need to be taught to kindergarten through 12th grade and postsecondary students; 4) concepts and conceptual issues related to global perspectives; and 5) benefits of participating in the seminar for students, school, community, and/or professional career.

For a past seminar participant, it is required to discuss: 1) how this seminar will address all of the needs of the students, school, and/or community that was unfilled in the previous experience; 2) how this seminar will address gaps in curriculum and/or professional development that were unmet by the past seminar; 3) how this seminar will help foster additional intercultural competencies; 4) how this seminar will add to the concepts and conceptual issues already developed; and 5) additional benefits of participating in the seminar.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-8
ADEQUATE	9-22
GOOD	23-26
EXCELLENT	27-30
POINTS AWARDED	

Criterion 4 – Project Plan and Implementation (Philippines, Hungary, and Norway Seminars)

(INFORMATIONAL PURPOSES ONLY)

Criterion 4 – Project Plan and Implementation: The essay illustrates the applicant's ability to incorporate the seminar experience into his/her professional work to enhance the audience's international/intercultural understanding. The essay should discuss outlines for a curriculum development project as well as classroom and outreach strategies. A strong essay could address the following topics: 1) innovative ways to evaluate students' global competence, critical thinking skills, and tangible learning outcomes; 2) formative or summative assessments aligned with curriculum standards; 3) concrete and specific activities and/or tools used in the classroom, school, and/or community; and 4) plan of operation and dissemination efforts.

For a past seminar participant, it is required to discuss how this seminar will: 1) continue to provide her/him with innovative ways to evaluate students' global competence, critical thinking skills, and tangible learning outcomes; 2) improve formative or summative assessments aligned with curriculum standards developed for the previous seminar; 3) solidify concrete and specific activities and/or tools used in the classroom, school, and/or community created from the past seminar; and 4) encourage a new plan of operation and dissemination effort that would improve current efforts.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-8
ADEQUATE	9-22
GOOD	23-26
EXCELLENT	27-30
POINTS AWARDED	

Criterion 5 – References (Philippines, Hungary, and Norway Seminars)

(INFORMATIONAL PURPOSES ONLY)

Criterion 5 - References: Two letters of reference are required and should reflect the applicant's suitability for the seminar program. Items to consider include the following topics: 1) demonstrated interest in his/her career; 2) ability to work with colleagues; 3) ability to communicate effectively; 4) adaptability; 5) leadership; 6) impact in and beyond the classroom; 7) ability to work and travel in a group setting; and 8) ability to exercise good judgment. Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section.

Note

The applicant does not upload letters of reference or other documents for Criterion 5 in the G5 electronic application system. Referees will submit the letters using the application system. Each applicant is responsible for securing a letter of reference from a **current/previous supervisor, and** either a **current/previous colleague or previous supervisor**. It is recommended that an applicant starts the application process by requesting the letters because it can be time consuming. Once an applicant enters the names and e-mail addresses of the individuals who will write the letters, he or she should follow-up with them to make sure they complete and submit the letters in G5 as soon as possible.

If one or two letters of reference are missing, the applicant may not be awarded the maximum score per guidance:

- **Missing 1 letter of reference:** automatically deduct five (5) points and then score the other letter as the reviewer deems appropriate or
- **Missing 2 letters of reference:** must enter a score of zero (0).

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-3
ADEQUATE	4-6
GOOD	7-8
EXCELLENT	9-10
POINTS AWARDED	

SAMPLE EVALUATION REFERENCE FORM FOR APPLICANT PART B.1

Applicant Name:	
Country Choice:	

*(*IF CURRENTLY IN A TEACHING OR ADMINISTRATIVE POSITION AND APPLYING TO ONE OF THE FOUR- TO SIX-WEEK SEMINARS, THIS FORM MUST BE FROM A **CURRENT SUPERVISOR OR PREVIOUS SUPERVISOR**)*

Name of Reference:	
Position Title & Institution:	
Number of year(s) supervising the applicant:	
Is the applicant a full time teacher, administrator, faculty, or staff member? <i>(select one)</i>	YES NO

The referee must be sure to close the letter with his/her full contact information and connection to the applicant.

The referee should draft a letter responding to the following criteria for the applicant:

- Demonstrated interest in his/her career;
- Ability to work with colleagues, including those with differing views, and or different backgrounds;
- Ability to communicate effectively;
- Adaptability;
- Leadership;
- Impact in and beyond the classroom;
- Ability to work and travel in a group setting; and
- Ability to exercise sound judgment.

Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section. It is recommended that additional comments related to the applicant's professional competence, experience, accomplishments, personal qualities, and any limitations (if any) are included in the letter.

THIS FORM IS SUBJECT TO RELEASE, ON REQUEST, TO THE APPLICANT

SAMPLE EVALUATION REFERENCE FORM FOR APPLICANT PART B.2

Applicant Name:	
Country Choice:	

*(*IF CURRENTLY IN A TEACHING OR ADMINISTRATIVE POSITION AND APPLYING TO ONE OF THE FOUR- TO SIX-WEEK SEMINARS, THIS FORM MUST BE FROM EITHER A **CURRENT COLLEAGUE**, **PREVIOUS COLLEAGUE**, OR **PREVIOUS SUPERVISOR**)*

Name of Reference:	
Position Title & Institution:	
Number of year(s) knowing the applicant:	
Is the applicant a full time teacher, administrator, faculty, or staff member? <i>(select one)</i>	<div>YES</div> <div>NO</div>

The referee must be sure to close the letter with his/her full contact information and connection to the applicant.

The referee should draft a letter responding to the following criteria for the applicant:

- Demonstrated interest in his/her career;
- Ability to work with colleagues, including those with differing views, and or different backgrounds;
- Ability to communicate effectively;
- Adaptability;
- Leadership;
- Impact in and beyond the classroom;
- Ability to work and travel in a group setting; and
- Ability to exercise sound judgment.

Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section. It is recommended that additional comments related to the applicant's professional competence, experience, accomplishments, personal qualities, and any limitations (if any) are included in the letter.

THIS FORM IS SUBJECT TO RELEASE, ON REQUEST, TO THE APPLICANT

Criterion 6 – Competitive Preference Priority (Philippines, Hungary, and Norway Seminars)

(INFORMATIONAL PURPOSES ONLY)

Criterion 6 - Competitive Preference Priority: Applications from any one of the following categories will receive **either one or three points** with proper documentation included in the application:

- a. Kindergarten through 12th grade teachers or administrators who work at schools that meet the criteria identified in section 465(a)(2)(A) of the Higher Education Act of 1965, as amended (schools at which eligible teachers may obtain Perkins Loan Cancellation or Teacher Loan forgiveness), which includes schools eligible for assistance under Title I, Part A of the Elementary and Secondary Education Act, (see links below) will receive one point; or
- b. Faculty members who teach at Minority-Serving Institutions (as defined in this application) will receive one point; or
- c. Faculty members who teach at Community Colleges (as defined in this application) will receive one point; or
- d. New applicants (as defined in this application) will receive three points.

In order to receive points under this competitive preference priority, the applicant must identify one subpart and provide documentation supporting his or her claims by uploading a document from one of the following categories:

- For a **Title I** school, please visit: <http://nces.ed.gov/ccd/schoolsearch/>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and Title I school status.
- For a school that is eligible to participate in **Perkins and Stafford Loan Cancellation for Service in Low-Income Schools and Educational Service Agencies**, please visit: <https://studentloans.gov/myDirectLoan/tcli.action>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and classification as a low-income school.
- Questions about the inclusion or omission of a particular school or educational service agency should be directed to the state education agency contact in the state where the school or educational service agency is located, not to the U.S. Department of Education. This information is located at: <http://www2.ed.gov/about/contacts/state/index.html>
- For a **Minority-Serving Institution or Community College**, please visit: <https://nces.ed.gov/collegenavigator/>. Please enter your institution's information to search for the school. Once you find your school, please upload the document that contains your school's general information and designation as either a Minority-Serving Institution or Community College.
- For a **New Applicant**, please upload a statement indicating that you have not received a fellowship from the U.S. Department of Education or the U.S. Department of State under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) or a discretionary grant from the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended prior to the closing date for applications under this program. *Program Authority 22 U.S.C. 2452(b)(6).*

Scoring Rubric

INELIGIBLE	0 POINT
ELIGIBLE	
a. Kindergarten through 12th grade teachers/administrators who work at schools identified as Title I or those eligible for the Federal Student Aid Teacher Loan Forgiveness Program with proper documentation	1 POINT
b. Faculty members who teach at Minority-Serving Institutions with proper documentation	1 POINT
c. Faculty members who teach at Community Colleges with proper documentation	1 POINT
d. New applicants with proper documentation	3 POINTS
POINTS AWARDED	

Technical Review Form for seminar to Germany:

(INFORMATIONAL PURPOSES ONLY)

Name of Applicant:

Criteria	Maximum Points	Points
1. Curriculum Vitae (C.V.)	10 points	
2. International/Intercultural Experience Essay	20 points	
3. Demonstrated Need Essay	30 points	
4. Project Plan and Implementation Essay	30 points	
5. Two References	10 points	
6. Competitive Preference Priority		
a. Kindergarten through 12 th grade teachers or administrators who work at schools that meet the criteria identified in section 465(a)(2)(A) of the Higher Education Act of 1965, as amended (schools at which eligible teachers may obtain Perkins Loan Cancellation or Teacher Loan forgiveness), which includes schools eligible for assistance under Title I, Part A of the Elementary and Secondary Education Act	1 point	
b. Faculty members who teach at Minority-Serving Institutions with proper documentation	1 point	
c. Faculty members who teach at Community Colleges with proper documentation	1 point	
d. New applicants with proper documentation	3 points	
Total Points**	103	

Maximum Points without Priority –100:

***Grand Total Points Maximum with Priorities – 103*

The following pages are an example of an annotated Technical Review Form. The information provided is for guidance only. The official Technical Review Form is the G5 version.

Criterion 1 - Curriculum Vitae (C.V.) (Germany Seminar)

(INFORMATIONAL PURPOSES ONLY)

Criterion 1 - Curriculum Vitae (C.V.): The C.V. explains strengths as a teacher and/or administrator and highlights the impact the applicant has made on students, the school, the curriculum, and/or the community. A strong C.V. could consist of the following topics: 1) contact information; 2) education; 3) employment history; 4) professional qualifications; 5) awards and honors; 6) professional memberships; 7) other interests; 8) regular weekly hours worked for each position must be included on the C.V.; 9) at least three years of full-time professional experience is reflected in the C.V.; and 10) specific role and subject(s) taught in current position must be included in the C.V.

The C.V. should be as specific and detailed as possible, and include descriptions of relevant event/involvement, purpose of event/involvement, and degree of involvement in professional organizations and professional initiatives.

Standard C.V. format is recommended. A page is 8.5" X 11" on one side only with one inch margins at the top, bottom, and both sides. It is recommended that the C.V. be in portrait orientation. It is recommended that the C.V. does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-3
ADEQUATE	4-6
GOOD	7-8
EXCELLENT	9-10
POINTS AWARDED	

Criterion 2 – International/Intercultural Experience (Germany Seminar)

(INFORMATIONAL PURPOSES ONLY)

Criterion 2 - International/Intercultural Experience: The essay illustrates the applicant's interest and/or experience related to interacting with people from diverse cultures, whether domestically (in the United States), abroad, or both. Additionally, the essay reflects the applicant's knowledge and understanding acquired from these experiences and the impact on him/her and/or his/her classroom and community. Also, the essay describes applicant's ability to learn from international and/or intercultural experiences and to adapt to new cultures both at home and abroad. Relevant experience does not have to be overseas. A strong essay consists of the following items: 1) purpose of previous travel/intercultural experience in the U.S. or abroad; 2) experiences that influenced teaching, curriculum, or professional career; 3) how previous experiences prepared him/her to participate in the seminar; and 4) passion for intercultural experience. Please be specific and detailed in your answer.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-8
ADEQUATE	9-15
GOOD	16-18
EXCELLENT	19-20
POINTS AWARDED	

Criterion 3 – Demonstrated Need (Germany Seminar)

(INFORMATIONAL PURPOSES ONLY)

Criterion 3 – Demonstrated Need: The essay illustrates the applicant's ability to demonstrate his/her need for the seminar. In this section, the applicant addresses the connection between the seminar and his/her current teaching and/or administrative responsibilities. A strong essay consists of the following topics: 1) needs of students, school, and/or community; 2) gaps in programmatic activities, curriculum or professional development; 3) intercultural competencies, which include values and skills, that are lacking; 4) concepts and conceptual issues related to global perspectives; and 5) benefits of participating in the seminar for students, school, community, or professional career. Please be specific and detailed in your answer.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-8
ADEQUATE	9-22
GOOD	23-26
EXCELLENT	27-30
POINTS AWARDED	

Criterion 4 – Project Plan and Implementation (Germany Seminar)

(INFORMATIONAL PURPOSES ONLY)

Criterion 4 – Project Plan and Implementation: The essay illustrates the applicant's ability to incorporate the seminar experience into his/her professional work and present what they learned to a U.S.-based audience to enhance the audience's international/intercultural understanding. The essay should discuss the applicant's proposed project plan upon returning home after the seminar. A strong essay consists of the following topics: 1) concrete and specific activities proposed for the applicant's institution, and/or community; 2) a clear plan for implementing the proposed activities; 3) proposed activities which constitute a measurable outcome for the seminar; and 4) a specific method for determining the success of the proposed project upon implementation. Please be specific and provide details.

It is recommended that the essay be written in Times New Roman, Courier, Courier New, Arial, Calibri, Cambria, 12-point font or larger, and double-spaced. A page is 8.5" X 11" on one side only with one-inch margins at the top, bottom, and both sides. It is recommended that the essay be in portrait orientation. It is recommended that the essay does not exceed three pages.

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-8
ADEQUATE	9-22
GOOD	23-26
EXCELLENT	27-30
POINTS AWARDED	

Criterion 5 – References (Germany Seminar)

(INFORMATIONAL PURPOSES ONLY)

Criterion 5 - References: Two letters of reference are required and should reflect the applicant's suitability for the seminar program. Items to consider include the following topics: 1) demonstrated interest in his/her career; 2) ability to work with colleagues; 3) ability to communicate effectively; 4) adaptability; 5) leadership; 6) impact in and beyond the classroom; 7) ability to work and travel in a group setting; and 8) ability to exercise good judgment. Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section.

Note

The applicant does not upload letters of reference or other documents for Criterion 5 in the G5 electronic application system. Referees will submit the letters using the application system. Each applicant is responsible for securing a letter of reference from a **current/previous supervisor and either a current/previous colleague or previous supervisor**. It is recommended that an applicant starts the application process by requesting the letters because it can be time consuming. Once an applicant enters the names and e-mail addresses of the individuals who will write the letters, he or she should follow-up with them to make sure they complete and submit the letters in G5 as soon as possible.

If one or two letters of reference are missing, the applicant may not be awarded the maximum score per guidance:

- **Missing 1 letter of reference:** automatically deduct five (5) points and then score the other letter as the reviewer deems appropriate or
- **Missing 2 letters of reference:** must enter a score of zero (0).

Scoring Rubric

NOT ADDRESSED	0 POINTS
INADEQUATE	1-3
ADEQUATE	4-6
GOOD	7-8
EXCELLENT	9-10
POINTS AWARDED	

SAMPLE EVALUATION REFERENCE FORM FOR APPLICANT PART B.1

Applicant Name:	
Country Choice:	

*(*IF CURRENTLY IN A TEACHING OR ADMINISTRATIVE POSITION AND APPLYING TO ONE OF THE FOUR- TO SIX-WEEK SEMINARS, THIS FORM MUST BE FROM A **CURRENT SUPERVISOR OR PREVIOUS SUPERVISOR**)*

Name of Reference:	
Position Title & Institution:	
Number of year(s) supervising the applicant:	
Is the applicant a full time teacher, administrator, faculty, or staff member? <i>(select one)</i>	<div>YES</div> <div>NO</div>

The referee must be sure to close the letter with his/her full contact information and connection to the applicant.

The referee should draft a letter responding to the following criteria for the applicant:

- Demonstrated interest in his/her career;
- Ability to work with colleagues, including those with differing views, and or different backgrounds;
- Ability to communicate effectively;
- Adaptability;
- Leadership;
- Impact in and beyond the classroom;
- Ability to work and travel in a group setting; and
- Ability to exercise sound judgment.

Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section. It is recommended that additional comments related to the applicant's professional competence, experience, accomplishments, personal qualities, and limitations (if any) are also included in the letter.

THIS FORM IS SUBJECT TO RELEASE, ON REQUEST, TO THE APPLICANT

SAMPLE EVALUATION REFERENCE FORM FOR APPLICANT PART B.2

Applicant Name:	
Country Choice:	

*(*IF CURRENTLY IN A TEACHING OR ADMINISTRATIVE POSITION AND APPLYING TO ONE OF THE FOUR- TO SIX-WEEK SEMINARS, THIS FORM MUST BE FROM EITHER A **CURRENT COLLEAGUE, PREVIOUS COLLEAGUE, OR PREVIOUS SUPERVISOR**)*

Name of Reference:	
Position Title & Institution:	
Number of year(s) knowing the applicant:	
Is the applicant a full time teacher, administrator, faculty, or staff member? <i>(select one)</i>	<div>YES</div> <div>NO</div>

The referee must be sure to close the letter with his/her full contact information and connection to the applicant.

The referee should draft a letter responding to the following criteria for the applicant:

- Demonstrated interest in his/her career;
- Ability to work with colleagues, including those with differing views, and or different backgrounds;
- Ability to communicate effectively;
- Adaptability;
- Leadership;
- Impact, in and beyond the classroom;
- Ability to work and travel in a group setting; and
- Ability to exercise sound judgment.

Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section. It is recommended that additional comments related to the applicant's professional competence, experience, accomplishments, personal qualities, and limitations (if any) are also included in the letter.

THIS FORM IS SUBJECT TO RELEASE, ON REQUEST, TO THE APPLICANT

Criterion 6 – Competitive Preference Priority (Germany Seminar)

(INFORMATIONAL PURPOSES ONLY)

Criterion 6 - Competitive Preference Priority: Applications from any one of the following categories will receive **either one or three points** with proper documentation included in the application:

- a. Kindergarten through 12th grade teachers or administrators who work at schools that meet the criteria identified in section 465(a)(2)(A) of the Higher Education Act of 1965, as amended (schools at which eligible teachers may obtain Perkins Loan Cancellation or Teacher Loan forgiveness), which includes schools eligible for assistance under Title I, Part A of the Elementary and Secondary Education Act, (see links below) will receive one point; or
- b. Faculty members who teach at Minority-Serving Institutions (as defined in this application) will receive one point; or
- c. Faculty members who teach at Community Colleges (as defined in this application) will receive one point; or
- d. New applicants (as defined in this application) will receive three points.

In order to receive points under this competitive preference priority, the applicant must identify one subpart and provide documentation supporting his or her claims by uploading a document from one of the following categories:

- For a **Title I** school, please visit: <http://nces.ed.gov/ccd/schoolsearch/>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and Title I school status.
- For a school that is eligible to participate in **Perkins and Stafford Loan Cancellation for Service in Low-Income Schools and Educational Service Agencies**, please visit: <https://studentloans.gov/myDirectLoan/tcli.action>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and classification as a low-income school.
- Questions about the inclusion or omission of a particular school or educational service agency should be directed to the state education agency contact in the state where the school or educational service agency is located, not to the U.S. Department of Education. This information is located at: <http://www2.ed.gov/about/contacts/state/index.html>
- For a **Minority-Serving Institution or Community College**, please visit: <https://nces.ed.gov/collegenavigator/>. Please enter your institution's information to search for the school. Once you find your school, please upload the document that contains your school's general information and designation as either a Minority-Serving Institution or Community College.
- For a **New Applicant**, please upload a statement indicating that you have not received a fellowship from the U.S. Department of Education or the U.S. Department of State under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) or a discretionary grant from the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended prior to the closing date for applications under this program. *Program Authority 22 U.S.C. 2452(b)(6).*

Scoring Rubric

INELIGIBLE	0 POINT
ELIGIBLE	
a. Kindergarten through 12th grade teachers/administrators who work at schools identified as Title I or those eligible for the Federal Student Aid Teacher Loan Forgiveness Program with proper documentation	1 POINT
b. Faculty members who teach at Minority-Serving Institutions with proper documentation	1 POINT
c. Faculty members who teach at Community Colleges with proper documentation	1 POINT
d. New applicants with proper documentation	3 POINTS
POINTS AWARDED	

FREQUENTLY ASKED QUESTIONS

A. Eligibility and Pre-Award Issues

1. I teach in an American school abroad. Am I eligible?

Yes. Only educators working at official U.S. Embassy or Department of Defense schools may apply. Educators teaching in non-federally sponsored programs or schools abroad are ineligible to apply.

2. Which disciplines are eligible for the program?

The purpose of the program is to provide short-term study opportunities for U.S. educators and administrators (generally those in the arts, social sciences and humanities) for the purpose of improving their understanding and knowledge of the peoples and cultures of other countries. Participants are expected to develop and disseminate a curriculum project upon return to share their broadened knowledge and understanding of the host country(ies) with students, colleagues, civic and professional organizations, and the public in their respective home communities. Please contact the program officer for details.

3. I am a Kindergarten teacher. Am I eligible to apply?

Yes. Kindergarten teachers are eligible to apply for the seminar specified for the K-8 level.

4. I am a middle school teacher. Am I eligible for the elementary or secondary seminars?

Educators working at middle schools should apply based on the following definition: elementary/middle includes grades K-8 and secondary consists of grades 9-12.

5. I graduated from college last year and am in my first year of teaching. Am I eligible to apply?

No. Program requirements state that an applicant must have at least three years of full-time professional experience prior to participating in a seminar. An applicant in his or her third year of professional full-time teaching may apply for a seminar to take place the following summer. Part-time work or teaching as a graduate or teaching assistant or a student teacher is not applicable toward the three years.

6. Are colleagues from the same school or institution allowed to apply to the same country seminar?

Yes. An applicant may apply to any country seminar for which she or he is eligible. However, it should be noted that the Seminars Abroad program is meant to have a multiplier effect in that the information learned and benefits gained from participating in a given seminar are meant to be shared not only with students and classrooms, but also the school or institution and community at large. It is in the program's best interest to select the most highly qualified candidates who will provide extensive outreach as a whole nationwide.

7. I currently teach at two half-time permanent positions at two different institutions. Am I eligible?

Yes. However, the applicant must provide the required information about these two positions in the C.V.: Applicants must include the number of regular hours worked per week at each institution/school, thereby demonstrating their eligibility. Applicants who fail to do this in the C.V. may be deemed ineligible.

8. Are there limits on the number of times that an individual can apply to the Seminars Abroad Program?

No. As long as an applicant is eligible, there are no limits to the number of times that an individual may apply.

9. Are there limits on the number of times that an individual can participate in the Seminars Abroad Program?

Preference will be given to qualified candidates who have not had substantial recent experience abroad, especially in the country to which they are applying.

B. Application Process

1. Can I apply for countries not listed in the application package?

No. An applicant may only apply for the country seminars that are offered during a given year. The list of countries or country pairs and the educational level at which these are offered changes on a yearly basis. Please consult the current year's application package and eligibility criteria.

2. I do not have a passport; do I need one to apply?

No. However, it is essential to have a valid passport to travel and participate in the program. Passports must be valid for a period of at least 6 months after the end of the program to which applicants are applying. Valid passports also should contain 6 double blank pages. Having a passport is not a requirement to apply, but having one is helpful to speed up the processes associated with participation in the program. Having this information speeds up the processes for visas and related documents. The U.S. Department of Education is not responsible for procuring or assisting in any of the processes involved in the acquisition of passports and/or visas. Not all countries require visas before arrival, for those countries that do have such a requirement, it is up to the individual applicant to complete and submit all the required paperwork to the appropriate office, embassy, and/or consulate. It is also not the responsibility of the U.S. Department of Education to cover the costs of any of these processes. Should the selected applicant fail to have the required documents prior to travel, he or she will be prohibited from participating in the program.

3. What do you ask the individuals writing the letters of reference to include in it?

The letter that is written should address each of the following areas: (1) demonstrated interest in his/her career; (2) ability to work with colleagues, including those with differing views, and/or different backgrounds; (3) ability to communicate effectively; (4) adaptability; (5) leadership (6) impact, both in and beyond the classroom; (7) ability to work and travel in a group setting; and (8) ability to exercise sound judgment. Please note that if the applicant's reference letter does not address all of the items referenced above, points may be deducted in this section. It is recommended that additional comments related to the applicant's professional competence, experience, accomplishments, personal qualities, and limitations (if any) are also included in the letter.

4. How should the reference forms and statements be submitted?

The two letters of reference, including one from an immediate supervisor, should be submitted electronically according to online application instructions as soon as possible. Only letters of reference submitted via the G5 e-application system are accepted. Letters sent via mail, fax, or e-mail are not accepted.

5. Do I upload anything for Criterion 5: References?

No. Applicants do not upload the letters into G5. Criterion 5: References is a placeholder in the system and is meant to be left blank. Referees will submit the letters using G5.

6. My referees can't locate the automatically generated e-mail from the U.S. Department of Education (CIO/EDCAPS) with a link and PIN. What should they do?

If the e-mail is not in their inbox, it is recommended that the referees check their spam or junk mail folders. However, if referees still cannot locate the link with a pin from CIO in their folder, the applicant should delete the referees; previous email addresses in G5 and enter the referees' personal email addresses. It is possible that the schools'/employers' network have blocked the email for security purposes. Additionally, if the referees receive the email, but the system is not accepting the PIN, applicant should inform referees to save their work each time and try a different browser or computer.

7. Is there a separate deadline for reference forms?

No. All letters of reference must be received by the closing date. No exceptions will be made. Each applicant must take responsibility for ensuring that the individuals they have contacted to submit references on their behalf have completed and submitted their forms to the appropriate place so that the applicant can submit the application as a whole by the closing date. If the application is missing one or more references, but is otherwise complete, it will be reviewed as is and points will be deducted accordingly. G5 will allow the applicant to submit regardless of whether the referees have completed the reference forms.

8. Can a referee submit a reference after I have submitted my part of the application?

No. Referees cannot submit references after the applicant has submitted his/her application. Prior to the applicant submitting his/her application, the reference forms will have a "Sent to Referee" or Complete" if the referee has submitted his/her reference form before the applicant has submitted his/her application. We encourage all applicants to work directly with their referees to ensure all references are submitted before the application closing date. If a referee tries to submit his/her reference after the applicant submits his/her application, he/she will receive an error message that the reference form is no longer valid.

9. If an application is incomplete, will the Department of Education notify the applicant?

Yes. However, notification will happen only after the review process has been completed and too late for the applicant to send in supplemental materials. Each applicant must take responsibility for ensuring that his or her application is complete and submitted by the closing date.

10. What expenses will the program pay for and what will I be expected to provide?

Participants may expect to have the following expenses paid for by the program: round-trip economy airfare to and from their home base; room and board for the length of the seminar; and program-related travel and other program-related expenses within the host country(ies). Participants should be prepared to pay for the following items: up to \$650.00, which is a cost share to help defray pre-departure orientation costs; passport and visa fees; inoculations; gifts for host country presenters and schools; short-term overseas insurance coverage; books and other curriculum materials; and personal expenses, such as laundry, phone calls, souvenirs, and postage.

11. Where will I stay during the overseas seminar?

Accommodations will be provided by the administering agency (in most cases, the host country Fulbright Commission) at mid-range hotels during the majority of the program. In some cases, university housing or one- to three-day home stays with host country families will be arranged. Participants should be prepared to share a room throughout the duration of the seminar.

12. Is there an age limit? Can I apply to the program after I retire?

No. There is no age limit for participating in the program; however, an applicant must hold a full-time teaching or administrative position to apply. In addition, the program is designed for educators who plan to disseminate and incorporate information learned in their classroom and educational environments for several years after the seminar ends. A successful participant must also provide documentation that testifies to his or her current sound physical and mental health to participate in the seminar based on a recent physical examination conducted within six months of the seminar departure.

13. Are younger educators at a disadvantage in the competition?

No. The Seminars Abroad Program is interested in selecting applicants who can best address the various selection criteria. These may include educators new to the field with little to no travel experience and/or those who have a wealth of professional and international expertise.

14. Am I required to list two seminar preferences?

No. Please choose only one seminar. For 2022, there will be four seminars for different participants: elementary/middle (kindergarten – 8th grade), secondary (9th – 12th grade), postsecondary, and Career and Technical Education (postsecondary or secondary levels). Note that even in the case that more than one seminar is offered for the same level (e.g., two postsecondary level seminars are offered), the applicant may only apply to one of the seminars.

15. Can I get an extension in case the G5 e-application system is unavailable?

If an applicant experiences problems submitting his/her application through G5 Electronic Application system, he/she should contact the G5 Help Desk immediately, toll-free, at 1-888-336-8930. The G5 Help Desk will provide the applicant with a Support Desk Case Number documenting the communication. The applicant must retain his/her Support Desk Case Number for future reference as proof of communication with the Support Center. Applicant should subsequently contact the person listed in this application under Contact Information for Applicants and provide an explanation of the technical problem experienced, along with the G5 Help Desk Case Number.

If the applicant is prevented from electronically submitting the application on the application deadline date because of technical problems within G5, an extension until 11:59:59 P.M., Eastern Time, the following

business day will be granted to enable successful submission of the application electronically, provided that technical issues affected the ability to submit the application on time, as evidenced via the G5 Help Desk Case Number.

16. If I move or change my e-mail after submitting my application, should I send you address updates?

Yes. Please send any changes of address, e-mail, or position to the program office contact so that your file may be updated.

17. How will participants be selected?

Participants will be selected based on their responses to the selection criteria described in the application package. Preference may be given to applicants who have not already received a Fulbright-Hays award. Applications will be evaluated and scored by a technical review panel of international education experts and former Seminars Abroad participants. Their recommendations are forwarded to various levels at the U.S. Department of Education, including the Secretary's office, for approval. Final selection for the program is made by the J. William Fulbright Foreign Scholarship Board, which takes into account the recommendations of the U.S. Department of Education, availability of funds, and other program requirements.

18. What happens in cases where there are several applications that have the same final numerical scores, but there are insufficient funds to support all of the applications?

Scores under Criterion 3 (Demonstrated Need) will be used as a tiebreaker. If scores under Criterion 3 remain tied, then scores under Criterion 4 (Project Plan and Implementation) will be used to break the tie.

19. When will I be notified whether or not I have been selected?

All applicants will be notified of the competition results. E-mails will be sent out in the spring.

C. Post-Award Issues and Participant Requirements

1. May I request copies of my reviewer's comments?

This is unnecessary. Reviewers' comments are automatically sent to all applicants, regardless of their successful or unsuccessful status, with their notification letters from the Department. If an application is determined to be ineligible during the pre-screening process, it will not be reviewed through the panel review process. A letter explaining the reason for being found ineligible will be sent instead.

2. Is short-term overseas insurance required?

Yes. All participants, once selected and notified, are required to send documentation of specific kinds of insurance coverage during the seminar period. If this coverage is not already included in an individual's personal insurance plan, they will be required to purchase it independently. Failure to obtain insurance could prohibit participation in the program.

3. Do I need to obtain a physical examination?

Yes. All participants, once selected and notified, must provide documentation of physical and psychological health that will enable each individual to participate fully in all phases of the seminar. Our office also needs to be notified of any change in your medical condition prior to departure. You will be notified if, in compliance with country-specific travel requirements, you are required to complete a Covid-19 test in order to participate in your seminar.

4. Can I take my family or significant others with me?

No. Seminars are short-term and require intense group travel and participation.

5. Do I have to attend the pre-departure orientation?

Yes. It is mandatory for all participants (there are no exceptions). A pre-departure orientation (PDO) session lasting one to three days will be arranged in the United States prior to international departures. All participants are required to attend. The program will provide flights or other transportation to and from the PDO site and, in most cases, room and board.

6. What are my responsibilities as a participant with the Fulbright-Hays Seminars Abroad Program?

Participants must read, sign, and agree to abide by the program "Terms and Conditions of the Award" document contained in the application materials. They are required to complete and submit a curriculum project to the Department of Education and the administering agency 90 days after the seminar end date. In addition, participants are required to use their curriculum projects in their classrooms, share them with colleagues, and conduct outreach activities in their schools, institutions, and communities as well as professional and/or academic organizations upon return to the United States. Finally, each participant must complete an electronic evaluation of the seminar for U.S. Department of Education purposes.

7. Will I receive academic credit for participation?

The U.S. Department of Education does not offer academic credit to participants in the Fulbright-Hays Seminars Abroad Program.

8. Can I publish the curriculum project that I create?

There are no restrictions on a participant publishing materials created as part of their Seminars Abroad experience. However, these materials must also be made available to the general public at no charge either through a Web site or other means.

9. What if there are new travel restrictions in my seminar destination?

We work closely with our host country counterparts for each seminar, and the safety of our seminar participants is our highest priority. Note that if conditions in a seminar destination becomes unsafe for travel, seminar dates can be postponed. Be sure to keep current with your email to receive any timely updates on seminar travel from the program officer.

10. Do I have to get vaccinated to travel to my seminar destination?

We require participants to comply with any and all safety requirements given by host country Fulbright commissions. Many host commissions will require the participants to be fully vaccinated by the time of the departure. Participants may be asked to take COVID-19 tests, if required for international or domestic travel.

**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
CONTACT INFORMATION FOR APPLICANTS**

For answers to programmatic questions,
please contact the Seminars Abroad Program Officer:

Matthew Robinson
E-mail: seminarsabroad@ed.gov
Voicemail : (202) 453-6024

For answers to technical questions related to the G5 electronic application system,
please contact the G5 Help Desk:

Hours of Operation

8:00 A.M. to 6:00 P.M.

Monday – Friday (EST)
except on Federal holidays

Toll-Free: 1-888-336-8930

TTY: 800-877-8339

Local: 202-401-6238

E-mail: edcaps.user@ed.gov

NOTIFICATION OF COMPETITION RESULTS

E-mails will be sent to **all** applicants

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM

TERMS AND CONDITIONS OF THE AWARD

Participants in the Seminars Abroad Program must comply with all terms and conditions of the award and directions from program staff. If a participant fails to comply with these terms and conditions and any additional directions, the U.S. Department of Education may terminate the grant, require the participant to repay the government for any funds spent to support the participant, and/or bar the participant from any future seminars.

- The Seminars Abroad Program is very intensive and **attendance at all activities is required.**
 - Participants must attend all sessions of the pre-departure orientation and seminar. Participants can neither arrive late nor leave early because of other engagements.
 - **Participants cannot take individual trips to pursue personal interests in the seminars' country or region before, during, or after the conclusion of the program.**
 - Being joined by dependents, relatives, or friends in the host country during the period of the seminar is not permitted.
- By accepting the award, participants are agreeing that they are willing to endure certain discomforts that may arise (such as travel delays, long flights or bus rides, sharing a room with an unknown person, etc.), and that they are able to keep up with the fast pace of the program.
- Participants must be physically and psychologically able to participate in all phases of the seminar. Award recipients must provide a physician's statement to reflect participants' readiness for travel. We will notify you if a Covid-19 test is required for participation in the seminar, and participants must comply accordingly.
- Participants are required to contribute up to **\$650.00** as a cost share to help defray the costs of the seminar program.
- Participants are responsible for additional expenses, which may include the following items:
 - Passport and Visa;
 - Inoculations;
 - Covid-19 test (if required);
 - Gifts for visits during the seminar;
 - Telephone calls and/or faxes;
 - Baggage;
 - Shipping;
 - Books/curriculum materials; and
 - Personal Expenditures.
- All seminar participants are required to have health insurance for international travel that is valid in the host country. The participant's insurance **must include emergency evacuation and repatriation of remains coverage.** If participant's current health insurance does not cover these two specific items, he or she is required to purchase insurance with this coverage. The program staff can provide additional information on this when it is the appropriate time to consider purchasing travel insurance. The cost of insurance through the DOS for the previous year ranged from \$52 to \$203 per person per month. Each participant must provide documentation to the Program Officer that he/she has obtained this insurance.
- Participants are required to complete one curriculum project that is relevant to either their school's or institution's use. The project will be facilitated by the U.S. Department of Education's administering agency in the host country(ies) and is due within 90 days of the seminar end date. This curriculum project must be submitted to both the U.S. Department of Education and the administering agency in the host country.
- Participants are required to share their curriculum projects with colleagues and conduct outreach

activities in their schools, institutions, and communities upon return to the U.S. (Participants will be asked to submit a detailed dissemination report on how this was accomplished.) It is strongly suggested that each participant organizes multiple outreach activities.

- **Participants are required to complete an evaluation of the seminar using an online evaluation form in IRIS provided by the U.S. Department of Education.**
- Travel must be taken in accordance with the ticket issued by the overseas administering agency.
- The actual conducting of the various seminars is contingent upon many factors, such as the number or quality of applications received for a given location and travel alerts. The Department is not bound by any estimates in this notice.
- The U.S. Department of Education is not responsible for procuring or assisting in any of the processes involved in the acquisition of passports and/or visas. It is up to the individual applicant to complete and submit all the required paperwork to the appropriate office, embassy and/or consulate. It is also not the responsibility of the U.S. Department of Education to cover the costs of any of these processes. Should the participant fail to have the required documents prior to travel, he/she will be prohibited from participating in the program.

By submitting the application electronically, the applicant is agreeing to all terms and conditions listed above.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM REVOCATION OR TERMINATION OF THE AWARD

Upon the recommendation of the bi-national commission, overseas posts, and the Secretary of Education, the J. William Fulbright Foreign Scholarship Board may terminate the award.

“Grounds for revocation may include but are not limited to: (1) violations of the laws of the United States or of the host country; (2) misconduct; (3) failure to observe satisfactory academic or professional standards; (4) physical or mental incapacitation; (5) acts likely to give offense to the host country; and/or (6) engaging in political or unauthorized income-producing activities; or other activities which in the discretion of the Foreign Scholarships Board and the Department are inconsistent with the best interests of the program.”

CERTIFICATION

I certify that the information I provided on this application is correct to the best of my ability and that I agree to the terms and conditions of the award, if selected.

To be signed and submitted if offered the fellowship award

Signature of Applicant	Date

THE J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD STATEMENT OF THE RIGHTS AND RESPONSIBILITIES OF AMERICAN GRANTEES

“Grants under the Mutual Educational and Cultural Exchange Act of 1961, as amended (Fulbright-Hays Act), involve certain obligations and responsibilities on the part of each grantee. A person accepting such a grant is not by virtue thereof an official or employee of the Department of State or other agency of the Government of the United States of America, or of an agency of the government of the host country.

Grantees are private citizens, retaining the rights of citizens to the personal and intellectual freedom generally accepted under the United States constitutional system and by the educational community.

The J. William Fulbright Foreign Scholarship Board believes, however, the individual grantees are responsible for protecting the nonpolitical character of the program during their grants. They should be aware that their public political statements or activity while abroad may, in certain circumstances, draw into the political arena an educational exchange program that has been characterized since its inception, as free and nonpolitical.

Further, it should be recognized that American citizens who make political statements abroad or who engage in activities with political connotations may thereby become involved in the domestic political processes of their host country even when they wish only to express agreement or disagreement with U.S. Government policy. Grantees should be aware that such activities are incompatible with the objectives of the program and that they are responsible for exercising discretion and judgment in all of their actions, both public and private.

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM INFORMATION ON THE PRIVACY ACT

In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552a), you are hereby notified that:

(1) The Department is authorized to collect information to implement the Fulbright- Hays Seminars Abroad Program/Bilateral Projects under the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256; 75 Stat. 527) and Section 4 of Executive Order 11034. In accordance with this authority, the Office receives and maintains personal information on applicants for use in processing applications and selecting participants.

(2) The principle purpose for collecting this information is to administer the program, including use by program staff and field readers to determine eligibility and suitability for participation in a seminar abroad and use by program staff to ensure compliance with program requirements.

(3) The information may be disclosed to third parties such as the U.S. embassies, agencies that the Department has authorized to assist in administering the seminars including binational commissions, the J. William Fulbright Foreign Scholarship Board, and in some cases foreign governments for use in issuing visas.

Disclosure may be made to a Congressional office from the record of an individual in response to an inquiry from the Congressional office made at the request of that individual. If the Department or an employee of the Department is involved in litigation, the Department may send your information to the Department of Justice, a court, adjudicative body, or potential witness provided such disclosure is compatible with the purpose for which the information was requested. Disclosure may also be made to the Department of Justice for the purpose of obtaining its advice as to whether particular records are required to be disclosed under the Freedom of Information Act. When the appropriate office of ED determines that an individual or an organization is qualified to carry out specific research, that official may disclose information to that researcher solely for the purpose of carrying out the research. When ED contracts with a private firm for the purpose of administering the seminar(s), relevant records will be disclosed to the contractor. The contractor shall be required to maintain Privacy Act safeguards with respect to such records. Information may be disclosed to any Federal, State, local or foreign agency or public authority responsible for enforcing, investigating, or prosecuting violations of administrative, civil, or criminal law or regulation where the information is relevant to any enforcement, regulatory, investigative, or prospective responsibility with the receiving entity's jurisdiction. Information may be disclosed in response to a subpoena issued by a Federal agency having the power to subpoena records or other Federal agencies.

(4) You are not required to submit the information requested in this application, however the information will be used in the processing and evaluation of applications; and the effects of not providing all or any part of the requested information may delay the process or make it impossible to process an application (disclosure of your social security number is voluntary; failure to disclose such a number will not result in the denial of any right, benefit or privilege to which an individual is entitled).

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM APPLICATION CHECKLIST

All items listed on this checklist are required. The list is organized in the same manner that the submitted application should be put together.

- ☐ Complete Part A. Application Information Form
- ☐ Curriculum Vitae (C.V.)
 - 50% Rule - Applications are accepted from those who work in two half-time permanent positions in two different schools or organizations, teaching or working at the same or similar academic levels. Applicants must indicate in the CVs their full or part-time status, including the number of regular weekly hours worked for each position.
- ☐ International Experience Essay (recommend maximum of 3 pages). *Reminder: please make sure you answer the essay prompt corresponding with the seminar to which you are applying.*
- ☐ Demonstrated Need Essay (recommend maximum of 3 pages). *Reminder: please make sure you answer the essay prompt corresponding with the seminar to which you are applying.*
- ☐ Project Plan and Implementation Essay (recommend maximum of 3 pages). *Reminder: please make sure you answer the essay prompt corresponding with the seminar to which you are applying..*
- ☐ Competitive Preference Priority
 - In order to receive points under this competitive preference priority, the applicant must identify one subpart and provide documentation supporting his or her claims by uploading a document from one of the following categories:
 - For a Title I school, please visit: <http://nces.ed.gov/ccd/schoolsearch/>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and Title I school status.
 - For a school that is eligible to participate in Perkins and Stafford Loan Cancellation for Service in Low-Income Schools and Educational Service Agencies, please visit: <https://studentloans.gov/myDirectLoan/tcli.action>. Please enter your school's information to search for the school. Once you find your school, please upload the document that contains your school's general information and classification as a low-income school.
 - For a Minority-Serving Institution or Community College, please visit: <https://nces.ed.gov/collegenavigator/>. Please enter your institution's information to search for the school. Once you find your school, please upload the document that contains your school's general information and designation as either a Minority-Serving Institution or Community College.
 - For a New Applicant, please upload a statement indicating that you have not received a fellowship from the U.S. Department of Education or the U.S. Department of State under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) or a discretionary grant from the U.S. Department of Education under Title VI of the Higher Education Act of 1965, as amended prior to the closing date for applications under this program. *Program Authority 22 U.S.C. 2452(b)(6).*
- ☐ Two reference letters (one from current/previous supervisor, and one from current/previous colleague or previous supervisor)

It is the responsibility of the applicant to ensure that all documents are correctly uploaded. The applicant must submit the grant application online using the software provided on the G5 Web site (<http://www.g5.gov>) by 11:59:59 P.M. Washington, D.C. time on the closing date. The regular hours of operation of the G5 Web site are posted in this chart (note that the times listed are in Washington, DC time). Any modifications to these hours are posted on the G5 Web site.

Below are the days and times that the G5 web site is available. Please note that all times are in Eastern time.

G5 Hours of Operation in Eastern Time

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Unavailable from 03:00 P.M. – 11:59 P.M.	Unavailable from 12:00 A.M. – 5:59 A.M.	Available 24 hours	Unavailable from 09:00 P.M. – 11:59 P.M.	Unavailable from 12:00 A.M. – 5:59 A.M.	Available 24 hours	Available 24 hours