

**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM  
DESCRIPTION FOR HIGH SCHOOL EDUCATORS  
(Grades 9-12)**

**Czech Republic and Slovak Republic**

**Seminar Title:** Exploring History, Cultural Heritage, and Contemporary Issues in Central Europe

**Dates:** Pre-departure orientation: July 5, 2019 – July 6, 2019 (subject to change)  
Program in-country: July 7, 2019 – August 4, 2019 (subject to change)

**Participants:** U.S. teachers, curriculum specialists, librarians, media resource specialists, and administrators (Grades 9 through 12)

**Program Content:**

Czechoslovakia was a country in Central Europe that formed when the Austro-Hungarian Empire collapsed at the end of WWI and existed from 1918 until 1992. Then, in 1993, Czechoslovakia split into the Czech Republic and Slovakia, two countries with rich histories, cultural heritage, exciting contemporary political and social development, as well as numerous sites of natural beauty.

During this four-week seminar, participants will be able to engage in dialogue with government officials, NGO representatives, educators, scholars, and policy makers. Through these dialogues and interactions, participants will be introduced to two post-communist countries from a historical perspective while learning about the current challenges of globalism and political populism that both countries face today. The seminar will delve into historical topics, such as World War II, the Holocaust, the Cold War era, the Iron Curtain, and democratization of a totalitarian country.

The first half of the seminar will take place in the Slovak Republic, researching the country's history, cultural diversity, politics and government affairs, education, and Slovakia's position within the European Union. The second half of the seminar will take place in Brno, the second largest city in the Czech Republic, and Prague. Participants will learn how Czech educators have started to critically think about history and how the education system has evolved from an authoritative perspective to an inquiry-based learning approach.

During hands-on curriculum development training sessions, participants will be introduced to different teaching strategies in the classroom, such as place-based learning that encourages learning rooted in Czech Republic's local culture, environment, and history. Participants will use these sessions as a platform for expanding and improving their current teaching practices and curriculum related to the history, culture, and contemporary issues found in these two central European countries.

\* The final list of places may vary.

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

## FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM DESCRIPTION FOR POSTSECONDARY EDUCATORS

### Taiwan

- Seminar Title:** Global Issues Animating Taiwan
- Dates:** Pre-departure orientation: June 12, 2019 – June 13, 2019 (subject to change)  
Program in-country: June 14, 2019 – July 13, 2019 (subject to change)
- Participants:** U.S. faculty, curriculum specialists, librarians, media resource specialists, and administrators (Postsecondary)

**Program Content:**

Taiwan is a small mountainous island that shares maritime borders with China, Japan, and the Philippines. The population of Taiwan is approximately 23.5 million, spread across a total land area of about 14,000 square miles. Taiwan has become a leading Asian democracy by investing in its people in spite of the fact that it is located on a mountainous island with limited natural resources. The country has the 22<sup>nd</sup> largest economy in the world, which can be attributed to its investments in the high-tech industry.

Taiwan is inhabited by three Han Chinese groups (Taiwanese, Hakka, and Mainlander from Mainland China), comprising a diverse indigenous population with a deep colonial heritage. Due to a declining birth rate and an aging population, the workforce is experiencing a heavy burden of caring for the elderly and performing labor intensive jobs. Because of the increased need for workers, human resource agents recruit many workers from Southeast Asia, such as the Philippines, Thailand, and Vietnam. With so many immigrants, social conflicts between different immigrant groups arise and complicate Taiwan's own issue about identity, Taiwanese versus Chinese.

This four-week seminar will introduce participants to Taiwan's rich cultural heritage through meetings with academic scholars, business leaders, and politically active citizens. Seminar participants will be introduced to the country's current and future priorities, such as innovation, education reform, immigration, sustainability, and geopolitics. Taiwan's policymakers believe that technological innovation, environmental and education reform are the solutions to sustain progress. Participants will travel around the island making stops in cities, such as Taipei, the capital city; New Taipei, the city overflowing with cultural diversity; and Taichung, the second most populous city with the largest culture heritage park, science park, and group of international entrepreneurs to dig deep into these challenging global priorities.

The program will allow the participants to pursue their individual academic interests, develop their respective curriculum projects that they will bring back to their classrooms, and share their broadened knowledge and experiences with students and colleagues in the United States.

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

**Uruguay**

**Seminar Title:** From the Switzerland of South America to the Silicon Valley of the South

**Dates:** Pre-departure orientation: July 15, 2019 –July 16, 2019 (subject to change)  
Program in-country: July 17, 2019 – August 10, 2019 (subject to change)

**Participants:** U.S. teachers, curriculum specialists, librarians, media resource specialists, and administrators (Grades K through 8)

**Program Content:**

Uruguay is located on the Southeastern Atlantic coast of the Southern Cone of South America, bordering Argentina to the west and south and Brazil to the north. Uruguay’s population totals nearly 3.4 million with about half of its population concentrated around the capital city of Montevideo.

Uruguay was first inhabited by the Charrúa Indians for approximately 4,000 years. Charrúa Indians were famous for their ferocity in combat, giving birth to the popular expression “Garra Charrúa,” which refers to the fierceness and the bravery of Uruguayans. Between 1516 and 1810, Uruguay was colonized by the Spain and Portugal. The country was able to gain its independence between 1811 and 1848. In the early 1900s, Uruguay achieved political stability and implemented many social reforms. In 1915, Uruguay was one of the first countries to pass legislation that implemented the 40 hour work week. In addition, women were granted the right to vote in 1932. Uruguay’s prosperity and full functioning democratic system with virtually no corruption earned the country its title of “The Switzerland of South America.” Additionally, Uruguay has always been at the forefront of technology, which makes the country referred to as “The Silicon Valley of the South.” The National Agency of Investigation and Innovation and the University of Technology serve as an important development force for entrepreneurship in technology.

The education system is secular, free, and compulsory. Currently, Uruguay has the highest rate of compulsory attendance in all of Latin America (85%), while the continental average is 50%. The literacy rate in Uruguay is 97%, which translates into a highly educated population. In 2009, the country implemented, “Plan Ceibal,” which provided one laptop per child in Uruguay.

The seminar will begin in the capital city of Montevideo followed by visits to Colonia del Sacramento, Slatto, and Paysandú. Each location will provide U.S. educators with a unique opportunity to gain a general understanding of the history, politics, economy, education system, and culture that led to the creation of modern Uruguay. Participants will receive hands-on assistance with developing their respective curriculum projects that they will bring back to their classrooms stateside.

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