

U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Washington, DC 20202-4651

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



**Fiscal Year 2025
APPLICATION FOR GRANTS UNDER
FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM**

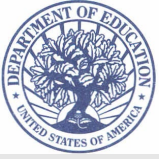
CFDA # 84.018A

**Form Approved
OMB No. 1840-0501, Exp. Date: 03/25/2025**

DATED MATERIAL - OPEN IMMEDIATELY

CLOSING DATE: January 7, 2025

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 and administrators for the purpose of improving their understanding and knowledge of the peoples and cultures of other countries. For the Fiscal Year (FY) 2025 competition, we plan to offer seminars to Peru and Uruguay (elementary/middle teachers or administrators, Grades K-8), India (secondary teachers or administrators, Grades 9-12), and Greece and Türkiye (postsecondary educators and administrators).

We encourage interest in these seminars from eligible elementary/middle teachers (Grades K-8), secondary teachers (Grades 9-12), and postsecondary faculty members from the Arts, Humanities or Social Sciences, along with education administrators and eligible resource personnel and school administrators. This year we welcome educators from the Sciences, Technology, Engineering, Mathematics, and Computer Sciences to apply if their proposed curriculum projects integrate seminar content in the Arts, Humanities or Social Sciences. Eligible applicants with limited opportunities to participate in short-term study abroad opportunities are especially encouraged to apply.

We anticipate that the Fiscal Year 2025 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. 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 January 7, 2025 by 11:59 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 Website at:

<https://www.ed.gov/grants-and-programs/grants-higher-education/ifle/fulbright-hays-seminars-abroad-bilateral-projects>

We are inviting applications to allow enough time to complete the grant process; however, the actual implementation of the various seminars is contingent upon many factors, such as the number or quality of applications received for a given location, and the U.S. Department of Education receiving a Congressional appropriation. Travel restrictions that respond to public health or safety risks may also result in the delay of seminar dates.

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. Based on their seminar experience, participants develop and disseminate a curriculum project and 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 itinerary of group activities. 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);
 - 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 must be included on the Curriculum Vitae (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).
 - e. Educators in the Sciences, Technology, Engineering, Mathematics, and Computer Sciences are welcome to apply if their proposed curriculum projects integrate seminar content 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;
 - 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 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).
 - e. Educators in the Sciences, Technology, Engineering, Mathematics, and Computer Sciences are welcome to apply if their proposed curriculum projects integrate seminar content 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).

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 Sciences.

- 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 set by current in-country Fulbright Commission and U.S. embassy policies, participants may be required to have completed COVID-19 vaccinations and/or tests. Note that participants must follow Fulbright Commission health and safety guidelines, and participants should discuss with their medical providers the prospect of traveling in a group abroad given current public health concerns. **Failure to comply with the health and safety guidelines may result in termination of your Fulbright-Hays award.**
- 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 C.V. their full or part-time status. It is recommended for applicants to include 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** – For FY 2025, the following are competitive preference priorities. We award an additional two points to an application that meets Competitive Preference Priority 1; two points to an application that meets Competitive Preference Priority 2; two points to an application that meets Competitive Preference Priority 3; and an additional three points to an application that meets Competitive Preference Priority 4 (up to 7 additional points possible). These priorities are:
 - a. *Competitive Preference Priority 1* (2 points): Kindergarten through 12th grade teachers or administrators who work at schools eligible for Title I assistance, Perkins and Stafford Loan Cancellation or Teacher Loan forgiveness.
 - b. *Competitive Preference Priority 2* (2 points): Faculty members who teach at Minority-Serving Institutions (as defined in this application).
 - c. *Competitive Preference Priority 3* (2 points): Faculty members who teach at Community Colleges (as defined in this application) will receive two points.
 - d. *Competitive Preference Priority 4* (3 points): New applicants (as defined in this application).

In order to receive competitive preference priority points, the applicant must upload a document that includes the following information:

- **The applicant’s name and their institution’s name.**
- **A list of the competitive preference priority or priorities the applicant claims for their application.**

- **A short statement attesting to the applicant’s eligibility for each of the competitive preference priorities claimed.**

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).

Schools eligible for Title I Assistance, Perkins and Stafford Loan Cancellation or Teacher Loan

Forgiveness means a school 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. Information on Title I Schools can be found at the following link:

<http://nces.ed.gov/ccd/schoolsearch/>. Schools eligible to participate in Perkins and Stafford Loan Cancellation for Service in Low-Income Schools and Educational Service Agencies can be found at the following link:

<https://studentloans.gov/myDirectLoan/tcli.action>.

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).

Note: HBCUs that meet the criteria in 34 CFR 608.2, HSIs that meet the criteria in 34 CFR 606.2(a), and institutions that meet the definition of Tribal Colleges or Universities in section 316(b)(3) of the HEA, are, among other qualifying institutions, “minority-serving institutions.”

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. 2552(b)(6).*

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, or has violated the terms and conditions of the program, will have their 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. After making any final revisions, projects must be uploaded to the IRIS system no later than the deadline communicated by the Program Officers.

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 COVID-19 or other public health crises. The Department is not bound by any estimates in this notice.

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

Peru and Uruguay

Seminar Title: Culture, Language, and Inclusion: Investigating Education in Uruguay & Peru
Dates: Five Weeks, July 2025 – August 2025 (exact dates to be determined)
Participants: U.S. teachers, curriculum specialists, librarians, media resource specialists, and education administrators at the elementary and middle (K-8) level

Program Content:

Peru and Uruguay are two South American countries with very distinct histories, cultures, and geographies; however, both countries have recently pursued ambitious educational policies that aim to increase the learning outcomes for all of their students. In visiting these two countries participants will have the opportunity to engage with educational leaders, better understand the histories and cultures of Peru and Uruguay and see first-hand each country's innovative approaches to intercultural education.

The Seminar will begin in Lima, the capital of Peru, where participants will see how intercultural education aims to reduce equality gaps while emphasizing the relevance of diverse forms of knowledge and traditions throughout the country. From Lima, the seminar will visit Iquitos to learn about a training program for bilingual teachers from Amazonian communities. This approach to education aspires to be more inclusive of indigenous peoples and communities and proposes a non-hegemonic perspective for a content-rich education. While in Iquitos participants will learn from other educational endeavors such as CREA, a manatee rescue center and conservation education program, and spend time in a lodge along the Amazon River. The Andean Region will be represented by visits to two cities: Arequipa with its rich colonial history, and Cusco with its important Incan heritage. The stop in Cusco will include a trip to Machu Picchu along with a visit to an indigenous community to learn about their efforts in developing their community in a sustainable way.

In Uruguay, participants will start in its capital, Montevideo, and explore the educational system, history, politics, and culture of Uruguay through a series of lectures and discussions. This will be complemented with visits to institutions and cultural and historic sites. Participants will learn about a project called Multilingual Uruguay 2030 which aims to ensure that those who completed the stages of public education will achieve mastery of their mother tongue, an international contact language and a regional contact language by 2030. Participants will also meet academic and political leaders from the Ministry of Education. From there, participants will head to the provinces, where they will engage in guided tours in cities such as Colonia del Sacramento in the West, resorts of thermal waters in the North, coastal region beaches of the East, and cities on the border with Brazil where the population speaks Portuguese, and where the Second Languages Program plays a very important role.

The Seminar will explore the efforts of the Peruvian and Uruguayan governments to promote national curricula that incorporates intercultural education, and participants will learn about the associated obstacles, opportunities, and accomplishments. The program will appeal to educators with a wide variety of interests, allowing time and support for participants so that they may integrate appropriate program elements into their curriculum projects for their home educational institutions.

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 SCHOOL EDUCATORS
(GRADES 9-12)**

India

Seminar Title: Exploring India’s Cultural Heritage and Traditions
Dates: Four Weeks, July 2025 – August 2025 (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:

India is a country of great linguistic, geographic, and cultural diversity, with each region of the country having its own unique customs, traditions, history, and languages. With one of the fastest growing large economies in the world India is placed at a very distinct position globally. Consequently, a desire to understand India, its history, culture, and people has also substantially increased, particularly amongst the educational community.

This four-week program provides participants with the opportunity to understand the interactions between the historic and the contemporary in three major regions of India: the North, South, and East. Starting in Delhi, participants will see first-hand the historical influences that shaped this megacity, vis-à-vis the contemporary trajectory of life in India’s capital city. Excursions to Agra and Varanasi will showcase the great impact religion has had on India. Pune and Hyderabad will highlight India’s role as an emerging power on the global stage. Finally, visits to Kolkata and Chennai will offer participants different perspectives on India’s history and the current challenges and opportunities it faces.

This program is designed to enrich participants' knowledge by combining academic and cultural experiences. At each place, participants will be engaged in formal talks and discussions with teachers, students, scholars, and social workers. In addition, they will visit different types of educational institutions – government, private, and those run by non-governmental organizations. By visiting these institutions, participants will gain a first-hand knowledge on best practices and challenges faced by the Indian education system in its efforts to maintain a balance of educating about the country’s cultural and social heritage while also providing training and skills in modern scientific fields, as recent education policy has placed a strong emphasis on maintaining this balance.

The Seminars Abroad program will offer an opportunity for U.S. educators to peek into India’s cultural heritage and highly diverse traditions to understand how globalization and the aspirations of its people, especially the younger generation, are impacting the sustainability of these traditions. The program will help U.S. educators identify resources on India for use in their classrooms as well as understand how cultural heritage is sustained, protected, and adapted in contemporary India. By the end of the program, participants will have a better understanding of the country and will be able to integrate their newfound knowledge of the country into their professional work.

We are inviting applications to allow enough time to complete the grant process; nonetheless, Seminars are contingent upon many factors, such as availability of funds, 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
DESCRIPTION FOR POSTSECONDARY EDUCATORS**

Greece and Türkiye

- Seminar Title:** Building Bridges Across the Aegean: Cultural Heritage and Sustainability Seminar in Greece and Türkiye
- Dates:** Four Weeks, June – July 2025 (exact dates to be determined)
- Participants:** U.S. teachers, curriculum specialists, librarians, media resource specialists, and administrators at the postsecondary level

Program Content:

Greece and Türkiye draw millions of visitors each year due to their geographic and cultural significance. However, both countries face challenges related to economic, historic, and environmental issues. This four-week seminar will provide U.S. educators and administrators with an immersive experience, focusing on sustainability, climate change, cultural heritage preservation, and sustainable tourism in both Greece and Türkiye.

Seminar participants will engage in lectures and workshops on cultural heritage and sustainability practices, the impact of climate change on heritage sites, and strategies for integrating sustainability into cultural preservation and tourism. They will learn from historians, archaeologists, environmental scientists, tourism experts, and sustainability practitioners about both the theoretical and the practical applications of these themes.

The program includes site visits to important archaeological, environmental, and historical landmarks in Greece (such as Athens, Delphi, and Thessaloniki) and Türkiye (such as Istanbul, Ankara, and Ephesus). These visits will provide insights into historical significance, preservation challenges, and current conservation efforts at these sites through interactive sessions, facilitated conversations, and meetings with local communities, stakeholders, and cultural practitioners. In addition to exploring the rich histories of these nations, participants will learn about the contemporary cultural, economic, and environmental landscapes that shape both countries today.

Learning outcomes for participants include understanding the history, significance, and methods of preserving cultural heritage sites and traditions, learning about sustainable practices, and gaining insights on how to balance tourism with heritage conservation and environmental protection. Participants will also appreciate the cultural diversity and the importance of integrating local knowledge and practices into sustainability and tourism efforts, and establish meaningful connections with educators, researchers, and professionals in the fields of cultural heritage, sustainability, and tourism.

This Seminar will provide a holistic understanding of the cultural, environmental, and tourism landscapes of Greece and Türkiye. Participants will return to their educational communities with a richer perspective, enabling them to develop curriculum projects and promote sustainability, cultural heritage, and sustainable tourism education more effectively. Educators will gain a deeper understanding of the history and culture of both countries and be better equipped to integrate diverse practices into their teaching and research, contributing to a more sustainable and culturally aware future.

We are inviting applications to allow enough time to complete the grant process; nonetheless, Seminars are contingent upon many factors, such as availability of funds, 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

Applicants 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. Note that when visiting G5 in your web browser you will automatically be redirected to the new G6 website. You can still log in to G5 as per usual from the new webpage. **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, they 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, they 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, they will need to register to use G5. The site is viewed best using Internet Explorer 5.5 or higher. Note that when visiting G5 in your web browser you will automatically be redirected to the new G6 website. You can still log in to G5 as per usual from the new webpage.

- Click "sign in" and Scroll down to the second option, "G5", and click "sign in" under the G5 logo. You will then agree to the conditions and continue to sign in as usual.
- 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 they 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 they will be taken to the My Profile page to select their 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 to activate.

Step 2. Add Application Package to your Start Page. From the applicant's Home Page, go to Grant Setup and click on "Package Submission." Select the Seminars Abroad package 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 they will see all of the application's forms and narratives listed.

Step 4. Fill out Forms. The applicant selects the form that they would like to complete and clicks 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 they complete 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 P.M., Washington, D.C. time on the closing date. **G5 Application will not accept an application if submitted after 11:59 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, they have the option to print a complete G5 package in PDF. From the Application Packages tab, they 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.). Lengthy file names and/or including special characters in the file names could result in difficulties opening and processing a submitted application.
- 3) Applicants 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 11:59P.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, they should follow the transmittal instructions for hard copy applications in this notice and get a hard copy application postmarked no later than 11:59 P.M. on the **closing date**.
- If electronic submission is required, the applicant must submit an electronic application no later than 11:59 P.M. on the **closing date** unless they follow 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 they qualify for one of these exceptions.
- **Before submitting their application, applicants must ensure their letters of reference have been received in G5.** It is strongly suggested that every applicant immediately begins their application process by contacting the individuals from whom they are requesting references, to allow for time to

receive their references in G5 and subsequently submit the application as a whole ahead of the deadline. 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. Referees must complete the letters of reference before the applicant submits their part of the application in order for the letters to be included in the application file

- 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, they 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 they are 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 them 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, they 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, they 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 425 the CFDA number, including suffix letter, if any, of the competition under which they are 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, they should call the U.S. Department of Education Application Control Center at (202) 255-6288.

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.
- 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) 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), and work e-mail. If the applicant has more than one or a joint position, they should list the first position on the "Application Information" form under 3A. The applicant must list both positions on the curriculum vitae.

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 <i>(Note that the email address used in the application will be email address utilized for award notifications and subsequent communications regarding the Seminars Abroad program):</i>	

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 one if not a U.S. citizen)</i>	Yes No
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 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

PROFESSIONAL QUALIFICATIONS

Certifications, accreditations, and licenses.

AWARDS & HONORS

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 or more 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. In this case it is recommended for applicants to include the number of weekly hours worked in each position.

The C.V. must 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 along with short descriptions of each role must be included in the C.V. or the applicant can be deemed ineligible.

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

PROFESSIONAL MEMBERSHIPS

Leadership roles, and active projects in each, if applicable.

OTHER RELEVANT INTERESTS

This may include athletic coaching, supervision duties, committee or advising work, hobbies, etc.

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

The essay illustrates the applicant's interest and/or experience related to interacting with people from other 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 them and their classroom, school or institution. 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. Your essay will be scored based on the following criteria: 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 the applicant for participation in the seminar; 4) passion for intercultural experience; and 5) intercultural competencies gained or hoped to be gained. **Failure to address these components will result in points being deducted.**

For a past seminar participant, it is additionally required to discuss how the previous seminar experience: 1) impacted students, their school or institution, teaching, curriculum, and professional career; 2) motivated them to participate in another seminar; 3) deepened passion for intercultural experience, and 4) encouraged further 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 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)

The essay illustrates the applicant's need to participate in the seminar. In this section, the applicant addresses the connection between the seminar and their current teaching and/or administrative responsibilities. The essay will be scored based on the following factors: 1) needs of students, school or institution, 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 related to diverse perspectives; and 5) benefits of participating in the seminar for students, school, community, and/or professional career.

For an applicant who participated in a past seminar, this narrative should also discuss: 1) how this seminar will prepare them to meet the needs of the students, school or institution, and/or community

that their previous seminar experience did not fully equip them to address ; 2) how this seminar will address gaps in curriculum and/or professional development that were unmet by a past seminar; 3) how this seminar will help foster additional intercultural competencies; 4) how this seminar will add to the concepts already developed; and 5) any additional benefits of participating in this seminar.

Failure to address these components will result in points being deducted.

**Note that for the purposes of this essay, “diverse perspectives” is defined as a variety of viewpoints relevant to understanding global or international issues in context, especially those derived from scholarly research or sustained professional activities and community engagement abroad, and relevant to building multifaceted knowledge and expertise in area studies, international studies, and the international aspects of professional studies, including issues related to world regions, foreign languages, and international affairs, among stakeholders.*

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)

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.

The essay will be scored based on the following factors: 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, the essay should also discuss how this seminar will: 1) continue to provide them 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 from a past seminar; 3) solidify concrete and specific activities and/or tools used in the classroom, school, and/or community created from a past seminar; and 4) encourage a new or improved plan of operation and dissemination strategies to strengthen current efforts.

Failure to address these components will result in points being deducted.

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 their 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.**

Before submitting their application, applicants must ensure their letters of reference have been received in G5. It is strongly suggested that every applicant immediately begins their application process by contacting the individuals from whom they are requesting references, to allow for time to receive their references in G5 and subsequently submit the application as a whole ahead of the deadline. 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. Referees must complete the letters of reference before the applicant submits their part of the application in order for the letters to be included in the application file. **(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 their end. On those forms, the applicant enters the name and e-mail address of the individual that they 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 their 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, they 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

3) Competitive Preference Priority – For FY 2025, the following are competitive preference priorities. Applicants may address all applicable priority categories. We award an additional two points to an application that meets Competitive Preference Priority 1; an additional two points to an application that meets Competitive Preference Priority 2; an additional two points to an application that meets Competitive Preference Priority 3; and an additional three points to an application that meets Competitive Priority 4 (up to 7 additional points possible). These priorities are:

- *Competitive Preference Priority 1* (2 points): Kindergarten through 12th grade teachers or administrators who work at schools eligible for Title I assistance, Perkins and Stafford Loan Cancellation or Teacher Loan forgiveness.
- *Competitive Preference Priority 2* (2 points): Faculty members who teach at Minority-Serving Institutions (as defined in this application).
- *Competitive Preference Priority 3* (2 points): Faculty members who teach at Community Colleges (as defined in this application).
- *Competitive Preference Priority 4* (3 points): New applicants (as defined in this application).

In order to receive competitive preference priority points, the applicant must upload a document that includes the following information:

- **The applicant's name and their institution's name.**
- **A list of the competitive preference priority or priorities the applicant claims for their application.**
- **A short statement attesting to the applicant's eligibility for each of the competitive preference priorities claimed.**

Definitions

Schools eligible for Title I Assistance, Perkins and Stafford Loan Cancellation or Teacher Loan Forgiveness means a school 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. Information on Title I Schools can be found at the following link:

<http://nces.ed.gov/ccd/schoolsearch/>. Schools eligible to participate in Perkins and Stafford Loan Cancellation for Service in Low-Income Schools and Educational Service Agencies can be found at the following link: <https://studentloans.gov/myDirectLoan/tcli.action>.

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).

Note: HBCUs that meet the criteria in 34 CFR 608.2, HSIs that meet the criteria in 34 CFR 606.2(a), and institutions that meet the definition of Tribal Colleges or Universities in section 316(b)(3) of the HEA, are, among other qualifying institutions, "minority-serving institutions."

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. 2552(b)(6).

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

The applicant should:

- plan carefully because producing a strong application takes time and careful effort.
- 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.
- not submit their application until both letters of reference have been submitted on their behalf.
- indicate which Competitive Preference Priority category or categories they qualify for, and they should include all requested information so that eligibility for those categories can be verified.
- not wait until the last minute to submit an application.
- make sure that they successfully submitted the application by checking for a confirmation message providing them with an application number.
- double check that they are applying to the appropriate seminar based on their current teaching or administrative position (elementary/middle, secondary, or postsecondary).
- check the eligibility requirements (if uncertain, contact program officer).
- apply as an individual. The program does not lend itself to those who wish to apply in pairs or groups.
- make sure that the C.V. clearly explains job responsibilities, including 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.
- show in essays a clear connection between professional responsibilities and the country seminar chosen and, although of lesser importance, the seminar theme.
- explain how the country and/or theme of the seminar fit into the unit(s) and course(s).
- have a definite yet flexible plan of implementing learning experiences into their classrooms and communities in the proposed curriculum project. Note that the curriculum project is very important for crafting a strong application.
- delineate the proposed activities of the outreach and dissemination plan in the essays.
- ensure that students are clearly the ultimate beneficiaries of the Seminars Abroad experience. A strong application discusses the different ways participation in a seminar would directly benefit students.
- re-read each application question and then re-check responses to ensure the seminar objectives are addressed as stated in each section.
- have a trusted colleague or friend review their application materials.
- follow suggested formatting guidelines and essay length. It is recommended that each essay is no longer than three pages, be in portrait orientation, on a 8.5" X 11" sized page 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.

**FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
SAMPLE TECHNICAL REVIEW FORMS**

(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 12th grade teachers or administrators who work at schools eligible for Title I assistance, Perkins and Stafford Loan Cancellation or Teacher Loan forgiveness.	2 points	
b. Faculty members who teach at Minority-Serving Institutions	2 points	
c. Faculty members who teach at Community Colleges	2 points	
d. New applicants	3 points	
Total Points**	107	

Maximum Points without Priority -100:

***Grand Total Points Maximum with Priorities - 107*

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.)

(INFORMATIONAL PURPOSES ONLY)

Criterion 1 - Curriculum Vitae (C.V.):

The C.V. explains the strengths as a teacher and/or administrator and highlights the impact the applicant has made on students, the school, institution, curriculum and instruction, and/or the community. The applicant's CV will be scored based on the following factors: 1) education; 2) employment history; 3) professional qualifications; 4) awards and honors; 5) specific role(s) and subject(s) taught in current position; 6) clarity of descriptions of current and previous professional roles; 7) professional memberships; 8) other relevant interests (such as athletic coaching, supervision, committee or advising work, hobbies, etc.); 9) full-time professional experience of at least three years; and 10) demonstrated leadership roles at your school or institution.

The C.V. should be as specific and detailed as possible, and include descriptions of relevant events/involvement, purpose of events/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

(INFORMATIONAL PURPOSES ONLY)

Criterion 2 - International/Intercultural Experience:

The essay illustrates the applicant's interest and/or experience related to interacting with people from other 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 them and their classroom, school, or institution. Also, the essay describes the applicant's ability to learn from international and/or intercultural experiences and adapt to new cultures both at home and abroad.

Relevant experience does not have to be overseas. The essay will be scored based on the following factors: 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 have prepared the applicant for participation in the seminar; 4) passion for intercultural experience; and 5) intercultural competencies gained or hoped to gain.

For a past seminar participant, it is additionally required to discuss how the previous seminar experience: 1) impacted students, their school or institution, teaching, curriculum, and professional career; 2) motivated them to participate in another seminar; 3) deepened a passion for intercultural experience, and 4) encouraged further 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	1-10
ADEQUATE	11-14
GOOD	15-17
EXCELLENT	18-20
POINTS AWARDED	

Criterion 3 – Demonstrated Need

(INFORMATIONAL PURPOSES ONLY)

Criterion 3 – Demonstrated Need:

The essay illustrates the applicant’s need to participate in the seminar. In this section, the applicant addresses the connection between the seminar and their current teaching and/or administrative responsibilities. The essay will be scored based on the following factors: 1) needs of the students, school or institution, 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 related to diverse perspectives*; and 5) benefits of participating in the seminar for students, school or institution, community, and/or professional career.

For an applicant who participated in a past seminar, this narrative should also discuss: 1) how this seminar will prepare them to meet the needs of the students, school or institution, and/or community that their previous seminar experience did not fully equip them to address; 2) how this seminar will address gaps in curriculum and/or professional development that were unmet by a past seminar; 3) how this seminar will help foster additional intercultural competencies; 4) how this seminar will add to the concepts already developed; and 5) any additional benefits of participating in this seminar.

**Note that “diverse perspectives” is defined as a variety of viewpoints relevant to understanding global or international issues in context, especially those derived from scholarly research or sustained professional activities and community engagement abroad, and relevant to building multifaceted knowledge and expertise in area studies, international studies, and the international aspects of professional studies, including issues related to world regions, foreign languages, and international affairs, among stakeholders.*

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

(INFORMATIONAL PURPOSES ONLY)

Criterion 4 – Project Plan and Implementation:

The essay illustrates the applicant’s ability to incorporate the seminar experience into their professional instructional and outreach projects to enhance beneficiaries, e.g., students, stakeholders, and public audiences international/intercultural understanding. The essay should discuss concrete plans for curriculum development projects as well as internal and external classroom outreach strategies. The essay will be scored based on the following factors: 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, the essay should also discuss how this seminar will: 1) continue to provide them 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 from a past seminar; 3) solidify concrete and specific activities and/or tools used in the classroom, school, and/or community created from a past seminar; and 4) encourage a new or improved plan of operation and dissemination strategies to strengthen 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

(INFORMATIONAL PURPOSES ONLY)

Criterion 5 - References: Two letters of reference are required and should attest to the applicant's suitability for the seminar program. The letters should demonstrate the following qualifications: 1) demonstrated interest in their 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. The applicant's reference letters should address all of these factors, to the greatest extent possible.

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**. Referees must complete the letters of reference before the applicant submits their part of the application in order for the letters to be included in the application file.

How to score Criterion 5

Please follow the following guidance when scoring this criterion:

If the application is missing 1 letter of reference or if neither of the submitted letters is from a current/previous supervisor, automatically deduct five (5) points. Proceed with reviewing scoring this section of the application as the reviewer deems appropriate.

If the application is missing 2 letters of reference, assign 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:	

*(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>	<table> <tr> <td>YES</td> <td>NO</td> </tr> </table>	YES	NO
YES	NO		

Rate the applicant by choosing one option (inadequate, adequate, good, or excellent) for each of the following criteria:

	inadequate	adequate	good	excellent
Demonstrated interest in their 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				
Ability to exercise sound judgment				

Please note that if the applicant's referee 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 text box.

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

SAMPLE EVALUATION REFERENCE FORM FOR APPLICANT PART B.2

Applicant Name:	
Country Choice:	

*(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>	<table> <tr> <td>YES</td> <td>NO</td> </tr> </table>	YES	NO
YES	NO		

Rate the applicant by choosing one option (inadequate, adequate, good, or excellent) for each of the following criteria:

	inadequate	adequate	good	excellent
Demonstrated interest in their 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				
Ability to exercise sound judgment				

Please note that if the applicant's referee 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 text box. **The referee must be sure to close their comments with their full contact information and connection to the applicant.**

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

Criterion 6 – Competitive Preference Priority (INFORMATIONAL PURPOSES ONLY)

Criterion 6 – Competitive Preference Priority:

For FY 2025, the following are competitive preference priorities (CPPs). Applicants may address all applicable priority categories. We award an additional two (2) points to an application that meets Competitive Preference Priority 1; an additional two (2) points to an application that meets Competitive Preference Priority 2; an additional two (2) points to an application that meets Competitive Preference Priority 3; and an additional three (3) points to an application that meets Competitive Priority 4.

An applicant may receive up to seven (7) additional points for the CPPs.

These priorities are:

- a. *Competitive Preference Priority 1 (2 points):* Kindergarten through 12th grade teachers or administrators who work at schools eligible for Title I assistance, Perkins and Stafford Loan Cancellation or Teacher Loan forgiveness.
- b. *Competitive Preference Priority 2 (2 points):* Faculty members who teach at Minority-Serving Institutions
- c. *Competitive Preference Priority 3 (2 points):* Faculty members who teach at Community Colleges
- d. *Competitive Preference Priority 4 (3 points):* New applicants

To receive consideration for the competitive preference priority points, the applicant must provide the following information:

- **The applicant’s name and the name of their institution.**
- **The applicant’s specific competitive preference priority or priorities that they claim to meet under this competition.**
- **The applicant’s short statement(s) attesting to their eligibility for the competitive preference priority or priorities claimed.**

Scoring Rubric

INELIGIBLE	0 POINT
ELIGIBLE	
a. Kindergarten through 12th grade teachers or administrators who work at schools eligible for Title I assistance, Perkins and Stafford Loan Cancellation or Teacher Loan forgiveness.	2 POINTS
b. Faculty members who teach at Minority-Serving Institutions	2 POINTS
c. Faculty members who teach at Community Colleges	2 POINTS
d. New applicants	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, however, 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. Educators in the sciences, technology, engineering, mathematics, and computer sciences are welcome to apply if their proposed curriculum projects integrate seminar content in the Arts, Humanities or Social Sciences. 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 grade levels they teach: elementary/middle level seminars includes grades K-8 and secondary level seminars 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 their 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-year requirement.

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 they are 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 make their eligibility clear by providing adequate information about these two positions in the C.V. For instance, it is recommended that applicants include the number of regular hours worked per week at each institution/school, thereby demonstrating their eligibility.

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, but 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, they 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 their 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 a 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. 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.

6. 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.

7. 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 the application. Prior to the applicant submitting the application, the reference forms will have a "Sent to Referee" or "Complete" if the referee has submitted their reference form before the applicant has submitted the application as a whole. 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 a reference after the applicant submits the application, they will receive an error message that the reference form is no longer valid.

8. 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 their application is complete and submitted by the closing date.

9. 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 *\$750.00*, 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.

10. 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.

11. 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. Selected participants must also provide documentation that testifies to their 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.

12. 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.

13. Am I required to list two seminar preferences?

No. Please choose only one seminar. For 2025, there will be three seminars for different participants: elementary/middle (kindergarten – 8th grade), secondary (9th – 12th grade), and postsecondary. 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.

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

If an applicant experiences problems submitting the application through the G5 Electronic Application system, they 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 their 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 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. Note that the email address used in the application will be email address utilized for award notifications and subsequent communications regarding the Seminars Abroad program

17. How will participants be selected?

Participants will be selected based on their responses to the selection criteria described in the application package. Applications will be evaluated and scored by a technical review panel of international education experts. 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. If scores under Criterion 4 remain tied, then new applicants will receive the award.

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.

20. Can I get points for more than one Competitive Preference Priority (CPP)?

Yes. Note that you must provide a short statement indicating your eligibility for each applicable CPP, per the application instructions. Each claim for CPP applicability specified in your application will be verified by Seminars Abroad program officers during application pre-screening.

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. 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 Website or other means. Participants are encouraged to submit their final projects to [IFLE's webpage](https://oercommons.org/groups/international-and-foreign-language-education-resou/10416/) on the OER Commons, located at <https://oercommons.org/groups/international-and-foreign-language-education-resou/10416/>

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.

11. What happens if I fall ill abroad?

There are inherent risks associated with living, traveling, studying, and/or working in a foreign country that may result in injury, illness, or loss. We require all participants to fully abide by the health and safety requirements of the administering Fulbright commission. In case of illness, they will work with impacted

participants to access local medical care and arrange treatment; however, in accepting this award, participants expressly and voluntarily assume all of these and any and all other risks that may occur during or after your participation in the Fulbright-Hays Seminars Abroad Program.

**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

Tel: (202) 987-1076

Mark Bladel

E-mail: seminarsabroad@ed.gov

Tel : (202) 987-1331

**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: obssed@servicenowservices.com

NOTIFICATION OF COMPETITION RESULTS

Emails 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 must be present and actively engaged for each session of the pre-departure orientation and seminar.
 - **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. **Participants should discuss with their medical providers the prospect of traveling in a group abroad and any concerns they may have with current health or safety matters.**
 - Throughout the seminar, participants must follow Fulbright Commission health and safety guidelines.
 - **Failure to comply with the health and safety guidelines may result in termination of your Fulbright-Hays award.**
- Participants are required to contribute **\$750.00** 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, they are 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 for the previous year approximately ranged from \$100 to \$200 per person per month. Each participant must provide documentation to the Program Officer that they have 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, they 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 LIMITATION ON LIABILITY AND WAIVER OF LIABILITY

By signing these Terms and Conditions, you expressly acknowledge and agree that the U.S. Department of Education, the Fulbright Foreign Scholarship Board (FFSB), and/or Fulbright Commission do not have any responsibility to you other than the provision of an award to participate in the Fulbright-Hays Seminar Abroad. You therefore acknowledge and agree that in no event shall the U.S. Department of Education, FFSB, and/or Fulbright Commission, have any liability to you arising out of or relating to your participation in the Fulbright-Hays Seminar Program.

You further acknowledge and agree that the U.S. Department of Education, FFSB, and Fulbright Commission do not assume any responsibility for any personal injury, accident, illness, loss of personal property, or other contingencies you and/or your dependents or other travel companions may experience during or after your participation in the Fulbright-Hays Seminar Program. You understand that there are inherent risks associated with living, traveling, studying, and/or working in a foreign country that may result in injury, illness, loss, or even death to you, or your accompanying dependents or other travel companions, including, but not limited to, local and international travel; crime and public safety; lack of adequate healthcare or negligent healthcare or first aid; epidemics, pandemics, or contagious disease; consumption of food; differing cultures, social norms, and national laws; language barriers; political, social, and economic instability; war, civil strife, terrorism, organized crime, and insurrection; weather and natural disasters; and police, fire, and other governmental systems that may be inadequate. You acknowledge that you have fully considered the foregoing risks, understand that the previous is but a partial list of potential risks, and you expressly and voluntarily assume all of these and any and all other risks that may occur during or after your participation in the Fulbright-Hays Seminar Program, either to you or to any accompanying dependents or other travel companions.

PARTICIPANT HEREBY, ON BEHALF OF PARTICIPANT AND PARTICIPANT'S DEPENDENTS, RELEASES AND FOREVER DISCHARGES AND HOLDS HARMLESS THE U.S. DEPARTMENT OF EDUCATION, FFSB, AND THE FULBRIGHT COMMISSION, AND ANY OF THEIR TRUSTEES, DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS (THE "RELEASEES") FROM AND AGAINST, AND AGREES NOT TO SUE THEM FOR, ANY AND ALL CLAIMS, CAUSES OF ACTION, OR DEMANDS OF ANY KIND ARISING FROM ANY LOSS OR DAMAGE TO PROPERTY, BODILY OR PERSONAL INJURY, LOSS OF COMPANIONSHIP OR SUPPORT, OR DEATH SUSTAINED BY FELLOW OR ANY THIRD PARTIES EITHER DURING OR AFTER GRANTEE'S PARTICIPATION IN THE FULBRIGHT-HAYS SEMINAR PROGRAM, REGARDLESS OF WHETHER THE INJURY, DAMAGE, OR DEATH IS CAUSED BY THE NEGLIGENCE OF RELEASEES OR OTHERWISE.

You acknowledge that participation in the Fulbright-Hays Seminar Program is optional and that your participation would not have been permitted without the foregoing release and agreement.

**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.”

A termination of the award will bar the participant from any future seminars.

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 should indicate in the C.V. their full or part-time status. It is recommended for applicants to include the number of weekly hours worked in each position.
- International Experience Essay (recommend maximum of 3 pages).
- Demonstrated Need Essay (recommend maximum of 3 pages).
- Project Plan and Implementation Essay (recommend maximum of 3 pages).
- Competitive Preference Priority
 - In order to receive competitive preference priority points, the applicant must upload a document indicating which competitive preference priority or priorities they qualify for.
- 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 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. – 6:00 A.M.	Available 24 hours	Unavailable from 09:00 P.M. – 11:59 P.M.	Unavailable from 12:00 A.M. – 6:00 A.M.	Available 24 hours	Available 24 hours

PUBLIC BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0501. Public reporting burden for this collection of information is estimated to average 25 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (22 U.S.C. 2452(b)(6)). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Seminars Abroad Program Officers at seminarsabroad@ed.gov.