



WorldTeach Dispatch

August 2002

WorldTeach: 79 JFK Street Cambridge MA 02138 www.worldteach.org

Volunteers currently contributing to educational development in: Costa Rica, Namibia, Ecuador, China, Baja, Guatemala, and the Marshall Islands!

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Pacific Islands Report ~ By Giff Johnson, For Variety

Pacific Islands Development Program/East-West Center with Support from Center for Pacific Islands Studies/University of Hawaii

U.S. TEACHERS CONVERGE ON THE MARSHALL ISLANDS

MAJURO, Marshall Islands (June 18, 2002 Marianas Variety)---Struggling schools around the Marshall Islands will get a boost from the arrival next month of more than 25 American teachers from the Harvard University-based WorldTeach program.

The American teachers will be distributed to public elementary and high schools around the Marshall Islands in an effort to boost academic performance among students who lag behind most of their neighbors in the Micronesian sub-region.

The volunteer program recruits graduates

of top-flight universities in the U.S., and the group coming to Majuro includes graduates of Harvard, Brown, Dartmouth, Wellesley, Notre Dame and other major universities in the U.S., Helen Claire Sievers, executive director of WorldTeach, said. Sievers has long been associated with the Marshall Islands prior to taking her post with the Massachusetts-based educational organization, having formerly managed a private school and the government's hospital on Ebeye, the second major urban center in the Marshall Islands that is adjacent to the Kwajalein missile testing range.

Minister of Education Wilfred I. Kendall and Secretary Biram Stege have been working with Sievers since last year to organize the new program. Kendall indicated that the Ministry has signed an agreement with (cont. pg 4)

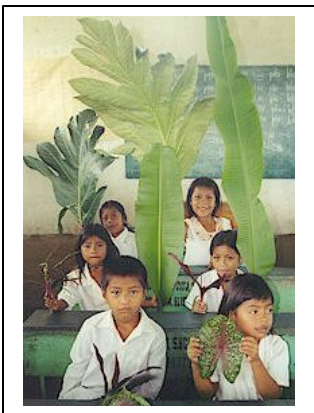
News From Majuro ~ by Field Director, Alexis Miesen

The inaugural WorldTeach Marshall Islands program is off to a roaring start. 24 volunteers arrived on July 23, excited to embark on the adventure that lies ahead. 2 more arrived on the 30th, giving us a total of 26. Quite a strong start for a program's first year! They have received a tremendously warm welcome from the general community, to the Ministry of Education, to the American Ambassador himself.

Language training has already begun, and several speakers have come to address the volunteers on such topics as RMI

education policy and structure, teaching theory and practice, and public health. Sessions to come include presentations on Marshallese history, culture, government structure, and development.

After three and a half solid weeks of hard work, preparation, and (hopefully) some good fun, volunteers will be sent off to their schools and islands. We are thrilled at the potential of this very diverse and dynamic group of volunteers, and look forward to learning about all that they will undoubtedly accomplish in the year ahead. So stay tuned!



News From Costa Rica ~ by Field Director Kate Miller



One of the highlights of my job is visiting volunteers. Observing a volunteer in the classroom and interacting with his or her host family and friends is immensely important for the volunteer as well as the Field Director. Whether it's a TEFL activity or an insight to the Costa Rican culture, I always learn something new on a site visit. And I always feel inspired after seeing what WorldTeach brings to each community, and even more awed by what each community gives to their volunteer.

Last week I went to La Violeta, a small coffee community in the mountains south of San José where Anna Pfaff has been teaching since February. Bright and early we headed over to her three-room school and got ready for classes. She has a total

of 31 students ranging from grades first through sixth. During the various classes, I was struck by the way Anna had incorporated her interests into teaching English. The kids were learning about gardening, recycling, cooking, healthy eating and much more. Anna was also teaching them about respecting each other, sharing and being creative. In short, English class was art, physical education, environmental education and life skills wrapped into one.

Anna is also learning a lot from her kids, her host family and her community in general. She says that she feels at home in her little town, and it's obvious by the way she talks to everyone. It can sometimes take a volunteer various months to achieve such comfort in their community, and it usually comes when they realize that their little town has so much to offer. The learning goes both ways and that's one of the great aspects of the WorldTeach experience.

The Diploma of Honor - by Lilia Cai

Dear friends and family,

Last night as I finally packed with half suitcases of artcrafts that people in limoncocha made and gave to me as gifts and tried to sneak out of the town, crowds of people showed up from nowhere to say goodbye to me. I was lucky enough that a taxi that was going back to shushufindi was just in town so I didn't have to drag my suitcase onto the rocky road to wait for vehicles. The guys helped loading my stuff into the taxi and the car stopped from time to time so that I could shake hands with all those that waited at the side of road to say goodbye, the wrinkled old people, women with babies slung to their sides, little children that constantly competed who could yell my name louder. As the taxi drove away, as I watched tall trees and bushes rushing back in the 6 o'clock sun, the slopes of roads and grass that I came to be so familiar with over the time, the typical Quichua huts made by dry leaves beautifully scattered and decorated the green background, I thought! to myself, how did it happen? how do the little old me deserve this kind of affection? who in the world would know when I left china, with only a craving for adventure

and a determination to do something different, ended up with such heavy and loads and loads of affection that the Quichua people in limoncocha showed me upon my leaving?

My last week in limoncocha I was filled with mixed feelings. Everybody asked me the standard question, when am I going back. although it seems like they never listened for the answer when they asked a question. so the same people would ask me that question whenever they see me again. Then most of them placed all kinds of demands for me to bring from China to sell there, the most demanded ones are gold watches, shoes, bicycles and cars. Sure enough, if I had any business sense in me, I wouldn't be a poor volunteer. so I concluded that the Quichuas in limoncocha, just like any other tribes of indigenous people in the world, are extremely self-centered and they don't really care people like me that come and go. So I was surprised when one family had their two sons and one son-in-law busted their asses for the whole weekend to carve about five small canoes, fish, birds, caimen, airplane, made five or six seed necklaces, baskets, small shigras, to

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“As the taxi drove away, as I watched tall trees and bushes rushing back in the 6 o'clock sun, the slopes of roads and grass that I came to be so familiar with over the time....”

The Diploma of Honor (cont.)

give to me to bring back! to china. I was surprised when a mother of some of my students showed up at my door with necklaces, small shigras and baskets that she made just for me.

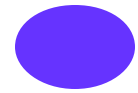
The truth is, since my classes were coming to an end, I was so bored with my life in limoncocha that I was ready to leave this mosquito swamp last weekend, but was held back because of the famous late paycheck process. I had to wait till Monday. so yesterday I went in to say goodbye and collect my small paycheck of my stipend, and most teachers didn't even know I was leaving that day. (I am sure I told them but of course nothing registered.) I went around to the classrooms to say goodbye to my students and was ready to go back and pack, when the school bell that rang an emergency gathering of the entire student and staff body stopped me. Because of the indifference my colleagues at the school had showed towards my leaving, I was genuinely surprised to find out that this was a gathering to bid farewell to me. I was even more surprised that this gathering had a schedule - first words from the director, and second words from señori! ta chinita, and third, the awarding of a diploma of honor for me for all my hard work and dedication! later on I concluded that they didn't deliberately keep the words from me to make it a surprise for me. rather, I think its just Ecuadorian nature of not telling anybody anything about what's going on. So the director Enoc, as eloquent as he can ever be, joked about me and raised laughter and praised about what I have done for the school (next to nothing, I thought to myself.) and etc. then it was my turn to speak, and since I had no preparation, I kept stuttering in broken Spanish. I started

by joking that, when I first came and did my self-introductory speech in front of the school, I had to memorize everything that someone else wrote for me because I didn't speak any Spanish then. but now I could actually say things that I want to say without help. then I stopped, I wanted to say that how much I have learned there, that I regret how little I have taught, that I hoped through me at least they learned something, and how much I appreciate their receiving me in such a warm and graceful way and etc. instead, as soon as I said that I didn't teach much here, a sudden rush of tears came up and clotted the words and I started sniffing like a complete retard in front of the entire school. I tried to stop and get a grip over myself because I have always maintained a light-hearted and goofy and never-serious image in front of my students and my fellow-teachers to make me acceptable, but at that moment I lost it. I cried and cried until some teacher started a loud applause to rescue me from my embarrassment. To get me out of my misery, I quickly stated the most obvious and easiest thing to say in Spanish and finished my speech. I told them that I have taught my students very little but they have taught me a lot.

Riding in the taxi that drove away from limoncocha, where I have spent only 6 months but believe that I have made good friends and where my Ecuadorian parents are always there to take care of me, where I have had my first god daughter (and she is already 14 and I don't even believe in god, ironically.), I had very little time and space to be sad. in front of me hung from the front mirror is a cross and a picture of a naked woman, dancing together to the music that the driver happily and emotionally sang with his CD. Too typical of Ecuador.

My time in Ecuador is the best thing ever happened to me in my life. Thanks to the support from all of you my friends. I am on my way back to china.

See you!
Lilia



Pacific Islands Report (cont. from page 1)

WorldTeach to provide teachers for a three-year period.

Sievers was in town this week to work out details for the program that is planting roots in the Marshall Islands for the first time after working in many other developing nations.

WorldTeach field director Alexis Miesen is now working at the Ministry of Education to coordinate the program in anticipation of the arrival of the large group of teachers on July 23, one month before the next school year begins.

WorldTeach will run a one-month language and cultural orientation for the new volunteers before they are assigned to different schools. There will be a heavy emphasis on learning Marshallese language to assist the volunteers who are stationed on remote outer islands, Sievers said.

Some of the American teachers who are coming are fresh out of college, while others who graduated years ago are either in mid-career or at the retirement stage.

"All of the volunteers are teachers, but many have other talents, too," said Sievers.

She said that among the skills of people in the group of more than 25 teachers arriving on July 23 are drama, video documentary production and fisheries management.

"We recruit in the 30 top colleges in the United States," Sievers said.

WorldTeach was launched by a Harvard University student aimed at providing volunteer American teachers to African countries.

At any one time, the organization provides American teachers to as many as 20 developing nations. During the 1990s, it provided teachers to a number of Eastern European nations following the break up of the Soviet Union.

"We stay as long as we re needed," said Sievers. "Now, we re working in five countries."

The program is affiliated with the Center for International Development at Harvard.



News from Yantai City ~ by Field Director, Aileen Lainez

It has been a dizzying month and a half for me recently. Thirteen teachers from the US, Canada and Italy arrived in late June to participate in Yantai's Third Annual Summer Camp. I believe this is the first time for China to receive this many WT volunteers. Yantai has long been waiting for this surge and was ready to accept them. The foreign teachers are all very young, but very eager to share their expertise in English to the children of China.

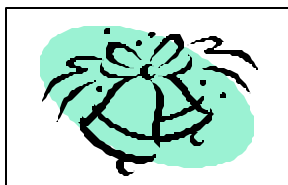
This year, the foreign teachers taught and will teach students from two schools - the Yantai Qingquan School and the Nanshan Bilingual School. It is Yantai Qingquan

School's first time to work with WorldTeach in an endeavor like this and the school officials showed their overwhelming appreciation 2 months prior to camp. They are so excited that they were able to gather 300 students to join the camp. The foreign teachers were equally overwhelmed both by the welcome and the number of students who are all grappling with the English language. It was a lot of work but the teachers took this as a challenge. The days were filled with three 45-minute classes in the morning and a variety of activities in the afternoons and evenings. The teachers got especially close to their kids in the afternoons when they flew kites, (cont. pg. 9)



"I believe this is the first time for China to receive this many WT volunteers."

VERY Exciting News From Ecuador ~ by Field Director Karen Green



Sometimes volunteers find it difficult to make Ecuadorian friends. Host families and students are great resources for getting to know the culture, but very few end up being good friends for volunteers. However, there is a statistic that at least one volunteer per year gets married or is involved in a serious relationship with an Ecuadorian. Foreigners stick out here, especially in smaller towns. If you have light hair or light eyes, you will be called "gringo" or "gringa." This does not have a negative connotation. However, most Ecuadorians will either keep their distance or yell out cat calls as we walk by.

During orientation for the year-long programs, all volunteers attend a lecture called "Safety and Gender Roles," given by an American woman who has been in Latin America for at least 20 years. After the teaching sessions, her lecture has the most lasting impact on the volunteers. She brings up gender issues going into depth about cultural differences and historical background. Learning the language and really getting to know a new and exciting

culture are the main reasons why these relationships form. In away, this is how stereotypes are broken and how many people learn how similar human beings are in any part of the world.

In a machista culture like much of Latin America, many intercultural relationships have formed and lasted because the partners question their own background and bend or break the rules. "New Age" Ecuadorians, or ones who do not live by traditional cultural norms of men being more powerful than women in education, politics and . fine arts, are usually the ones who can have profound and lasting relationships with North Americans or Europeans.

When I was a volunteer in 1996-1997, I was a WorldTeach statistic because I fell in love with an Ecuadorian. He was a musician, philosopher, university student and knew about politics and history. He was my Latin American encyclopedia, Spanish dictionary and extensive collection of Latin American music. Even though I was head over heels for this man who questioned things about his own culture, I did go home.

I stayed in contact with him for about six months after returning to the U.S. at which time I was not sure how I was going to get back to Ecuador, and we decided to let go.

About two years later, I received a letter from him and was in e-mail contact with him for about a year and a half before having the opportunity to return to Ecuador with WorldTeach last July. After being separated from him for four years and now back together for one year, we have created the trust and understanding that a lasting relationship requires.

Normally when conflicts arise, they are culturally based and are easier for us to talk through because of this. We have made the decision to get married in February of 2003, a decision we feel is mature and provides us with wonderful opportunities to grow and learn together. After six years, I will be a WorldTeach statistic again.

For anyone in an intercultural relationship or thinking about marrying someone from another culture, I highly recommend the book "Intercultural Marriage, Promises and Pitfalls" by Dupan Romano.

WorldTeach Works with Other NGO's

Executive Director Helen Claire Sievers has attended several conferences recently. In May she was in Washington, D.C. at the U.S. Department of State, Youth Programs Division Office of Citizen Exchanges to discuss with other organizations potential youth program initiatives involving the Muslim world. Also attending were AFS, Institute of International Education, and others. The US Congress is interested in funding such programs and already has several in committee (the Cultural Bridges Act, at \$75M/yr, the Hutchinson Bill \$35M/yr and the Hyde Bill \$35M/yr.)

She also attended the China Teachers Consortium meeting hosted this year at Stanford University by VIA, where various issues relating to China programs were addressed. The conference gave its heartfelt thanks to WorldTeach China Field Director Aileen Lainez for her outstanding leadership in the CTC conference in Shanghai last November.

Lastly, she attended the Action Without Borders Conference in New York City sponsored by Idealist.org. The conference was for year-long program leaders. Much practical advice on recruiting, college interfacing, web advertising, etc. was shared.

What's in the News?

NAFSA: Association of International Educators Spring 2003 report on Internationalizing the Campus

“With support from the Bureau of Educational & Cultural Affairs of the U.S. Department of State, NAFSA is developing a major new report on international education. Citing exemplary practices, model approaches, and major trends, the report will describe the current state of international education in the United States. . . . The report’s case studies and campus models will highlight not only sound educational practice but the value to society that derives from effective international education. . . . the report will cover a wide range of areas, including curricula, student learning, pedagogy, research, community outreach, infrastructure, partnerships, education abroad, and the exchange of scholars. Its focus is likely to include (but certainly would not be limited to) such specific

dimensions of international education as faculty in international exchange, internationalization of the curriculum, area studies, business education, foreign language instruction and ESL, education abroad, international student affairs, global studies, and community programming. . . . The report will underscore the importance of international education overall and its many contributions to society. To accomplish that goal, the content of the report will be structured around feature-style profiles of select colleges and universities that are exemplars in international education. . . . The report will be released in the late spring of 2003.”

For the full article see the NAFSA website link:
http://www.yeow.com/campus_nominati on2/about.html



Artwork done by
Creative Connections
students

International Connections in the Classroom ~ by Paul Hurteau

How can art, the Internet and traveling teachers combine to make the classroom more dynamic and the world a little smaller? Visit a few schools participating in the *Creative Connections Project* and you'll see:

At the Amazon River Elementary School in the Ecuadorian Amazon, third graders are making a movie about the rain forest trees that surround their school. The camera zooms in on the face of a smiling Quichua girl. “This tree is the ceiba,” she says in Spanish. She points as the camera pans up then back down the epiphyte-laden behemoth behind her. “It is one of the tallest trees in the rain forest, but it has very small leaves.” On cue, a group of students runs towards the tree, collects leaves from the ground, then runs back, laughing as they jockey for position in front of the camera.

At the Leo Ussak Elementary School in Rankin Inlet in Nunavut, Canada, where

there are no trees at all, fourth graders are making a book called *Life in the Arctic*. Students are drawing pictures that feature animals of the tundra, aspects of Inuit culture and activities of their own daily lives. One student draws a detailed picture of himself driving a snowmobile as his friends sled down a hill in the background; another draws her family ice fishing; a third draws a polar bear hunting a seal on an ice shelf as a narwhal surfaces in the nearby open water. Applying colored pencil to the seal, a bespectacled artist looks up and asks, “Will the rain forest kids we saw in the video read our book?”

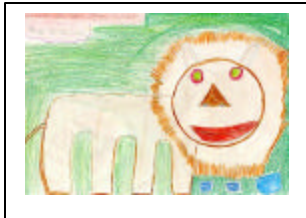
At Mokaleng Combined School in Namibia’s Kalahari Desert in southwestern Africa, a hall full of elementary and middle school students are craning their necks to see a small television screen propped on a table at the front of the room.

In unison, they alternately shake their heads, whistling in disbelief, and laugh as they watch Inuit children walk across a frozen lake, bore a hole through two meters of ice and haul a giant lake trout from the chilly waters below. Next, they scrunch their eyes pondering bundled-up students in rural Minnesota making snowmen. Later, they make their own video of the salt pan and desert that surround their school, then gather in the chief’s meeting house to perform and film a set of traditional songs and dances. In New York City, fourth graders are drawing skyscrapers, parks, the subway and the Statue of Liberty; in New Mexico, eighth graders are making a book about desert animals; in rural Georgia; second graders are videotaping a science lesson, making graphs indicating (cont. page 6)

International Connections in the Classroom (cont from page 5)



Paul Hurteau with his students



the sizes and colors of leaves found in their region, then laminating the actual leaves; in urban California, mixed-aged students in a gang prevention program are cutting out photos from magazines to create collages that represent important things in their lives.

These are not isolated incidences, random acts of learning: the students are teaching their peers in different parts of the world about themselves and the regions in which they live as their classes participate in a unique educational project for grades K through 10. A sponsored project of The New York Foundation for the Arts (a nonprofit organization based in New York City) and partially funded by The Avery Arts Foundation, *The Creative Connections Project* links classrooms from around the world with partner classrooms, mainly in the US, through art exchanges, study partnerships, E-mail and the Internet.

To pull off the long-distance exchanges, former WorldTeach volunteer (Kenya, 89-01; Ecuador, 94/95) and project coordinator Paul Hurteau, travels to the overseas schools carrying with him materials created by the US classrooms, then works with the teachers and students to create the reciprocal materials.

In the coming school year, he'll be joined by another former WorldTeach volunteer, Lilia Cai (Ecuador 01/02), and a small cadre of project volunteers. Paul started the project in 1999 at his former WorldTeach site in the Amazon region of Ecuador, then added the Arctic component in 2001 and, through the assistance of WorldTeach, the Africa component in Namibia this year. In Namibia, Paul traveled with WorldTeach field director, Vince O'Hara, and worked with several WorldTeach volunteers at their schools.

In the coming year, again with the help of WorldTeach, the project will expand into China and the Galapagos Islands. Says Hurteau, "The partnership with WorldTeach has given the project a wider global reach and provides a network of teachers that can take part." In all, over 450 classrooms in 36 US states and six countries have participated and Paul expects the number to nearly double in the coming school year.

For detailed information, visit www.ccph.com. Paul invites all Dispatch readers to pass the information on to their teacher friends.

CREATIVE CONNECTIONS PROJECT ANNOUNCEMENT

Announcing the 2002/2003 *Creative Connections Project*, linking classrooms from around the world through art exchanges, 'classroom travel,' study partnerships, E-mail and the Internet. This year's project includes components in Africa, the Amazon rain forest, China, the Galapagos Islands and the Arctic. Choose your destination and your level of participation -- and enhance your curriculum by interacting directly with students in the world regions you study.

Visit www.ccph.com and choose *The Creative Connections Project* for detailed information.

The Creative Connections Project is a nonprofit project fiscally sponsored by the New York Foundation for the Arts, supported by WorldTeach, Inc., and funded by The Avery Arts Foundation and project registration fees. The project is open to K-10 classrooms from the US, Canada and around the world.

WorldTeach Program Manager takes to the Field! ~ By Harriet Wong

July 16, 2002: Watching Namibia's landscape from the air, stretching vast and dry, I am struck by the beauty of so many colors and shades of earth. Subtly varying tones of ochre, sand, red rock in sun and shadow, drying grasses, and veins of darker green where bushes mark watercourses, now dry. North of Etosha Pan the land becomes a moonscape, pock-marked with dried out pools, only a few containing dwindling water, salt-encrusted yet vital.

As we descend towards Ondangwa homesteads are visible dotted between the craters of seasonal pools, or *oshanas*. Grouped huts surrounded by circular stake fences, fields scratched around. It is winter, and the dry season hits hard in the far north of the country.

The town streets are sand and dust, with low buildings set back from the tar road, many of them single-room bars with imaginative names, such as "Lipstick Bar". Taxis shuttle up and down the main streets and between nearby towns, honking to invite others to squeeze in and join the ride. Friendly greetings, inquisitive children, and the sounds of singing and laughter accompany me as I travel between schools to find WorldTeach volunteers at work in their classrooms and computer labs.

The purpose of my visit to Namibia was to meet with our host and partner organizations, see some of our yearlong and summer ICT volunteer teachers in action at their schools, and to discuss the status and development of our programs with Field Director, Vince O'Hara. The last visit by a member of the US staff was in 1996, so it was good to rebuild connections. Although the week flew by, I certainly gained a better understanding of the context of the WorldTeach program and volunteer contributions, and of the sort of experience volunteers enjoy in Namibia.

Colleagues in our host organizations all expressed their appreciation for the work and contributions of WorldTeach volunteers over the last ten years.

Mr. Shimonpelhi, who coordinates volunteer services to the Ministry of Education, said that the public schools appreciate volunteers not only for their crucial help with teaching core subjects such as English, science, and math, but also for volunteers' broader involvement in the life of the school through leading and encouraging extra curricular activities.

Len Le Roux, Director of the Rössing Foundation, noted that by coming with some general skills and a lot of energy and enthusiasm, WorldTeach volunteers help Rössing to extend their capacity to deliver education and training services – services that are in high demand at all the Foundation's regional adult training centers.

At Mweshipandeka Senior Secondary School in the northern town of Oshakati, WorldTeach volunteers were hard at work. Now in her second year in Namibia, Amelia Ryan teaches life sciences and took her grade 8 learners outside to show them leguminous trees, discussing their importance in Namibia's ecosystem. Next Amelia showed the class how to administer antibiotics and antiseptic eye ointment to the chickens that had shown signs of sickness. Groups of learners are responsible for looking after their chicken until the end of the semester, when they will learn how to slaughter it, and then study its anatomy through dissection.

In a nearby classroom, David Ferguson works with a grade 12 higher math class on preparation for their exam, which is fast approaching and key to their prospects for university entrance. "You guys have real potential. I can see it here. If you work hard and practice for the next three weeks you can do well, really well, on this exam. If you ask me, that's worth a few weeks of work. But it's your choice, it's up to you" urges David, as he explains the solutions to a practice test. The Principal of Mweshipandeka School praised

Amelia and David's dedication as teachers, and noted the progress learners have made in their classes.

In addition to 15 long-term WorldTeach volunteers like David and Amelia, there are currently 11 volunteers working in Namibia for two months on the ICT Summer Project. This project aims to help schools to integrate information and communication technologies into classroom teaching. With more schools gaining access to computers but having little experience in how to use them in a teaching context, WorldTeach ICT volunteers are demonstrating how computers can be used as a tool to assist learning in many subject areas.

With guidance from WorldTeach ICT Project Coordinator Heidi Soule and a partner teacher at the host school, each volunteer has designed and implemented a project appropriate to their school's resources and interests. Some are bringing groups of learners to a computer lab, so that learners have the opportunity to use the computer to create or accomplish their own projects. Others are working with teachers to increase their confidence with computers, to help them locate lesson plans and resources on the web, and to think of ways to use the computers in classroom teaching to enhance the learning process.
(continued on next page)



WorldTeach Program Manager takes to the Field! ~ By Harriet Wong (cont.)



ICT volunteer Krissy Scurry is working with grade 11 learners at Oshakati Senior Secondary School on a project she designed for their English class. The learners are creating a website on healthy relationships and values. Inspired by scenes from Romeo and Juliet and other plays, poems and prose, the learners have written their own love dialogues, sonnets, and “I have a dream...” speeches. The learners are working in groups, using computers to research assigned topics and to type their assignments to add to their website. The website will be entered into a national HIV/AIDS website competition run by NIED, the National Institute for Educational Development (for information about the competition see <http://www.edsn.net/InformED/InformED.htm>).

This is just one example of the impressive projects that ICT volunteers have been able to create and accomplish in under two months at their host schools. But their contributions will not end when they leave Namibia to return home. On August 5 their experiences at the schools and their examples of ICT integration projects will be presented to NIED, the curriculum and policy development arm of the Ministry of Education. The integration of ICTs into subject and classroom teaching is a high priority for NIED, yet they lack practical examples of how it can be done in the context of schools with very few computers and fewer teachers with the skills to make full use of them. The directors and staff of NIED are looking forward to hearing what the volunteers learned and achieved in ICT integration, so that they can better understand the barriers to integration as well as the possibilities for it, and develop workable policy recommendations.

NIED wants future WorldTeach volunteers to continue with the important work of gradually integrating ICTs into subject teaching and learning, while at the same time providing this valuable link between the policymakers and the day-to-day reality of pressures and constraints felt by teachers in the public schools.

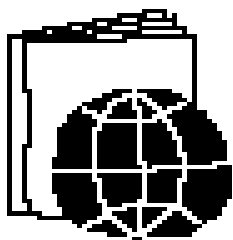
During my visit Vince and I talked to many different people about how WorldTeach volunteers could contribute further to HIV/AIDS education. The need for HIV/AIDS education is well recognized in Namibia, where infection rates are among the highest in Africa.

Many government, international, religious, and community organizations are working hard to address it. Several WorldTeach volunteers are already involved with such efforts in their schools, leading after-school clubs or peer-education projects. In collaboration with existing programs and efforts, we want to equip WorldTeach volunteers so they can assist schools and communities in this important area. Rather than just teaching the technicalities of HIV transmission and prevention (which is important, and is being done), we hope that WorldTeach volunteers can help to address the underlying factors that shape young people’s behavior: self-esteem, future goals, personal values. As these are culturally sensitive issues, we will be working closely with Namibian partner organizations and communities to explore effective and appropriate ways for volunteers to assist.

If we are to do this, and continue supporting ICT integration in schools, and provide much-needed English, math and science teachers, WorldTeach needs to recruit more volunteers for Namibia. This was the over riding message I received during my visit: “We need more WorldTeach volunteers.” I heard it from school principals, host organizations, the Ministry of Education, and current volunteers. Clearly, there is a great need for educators in Namibia. And a great opportunity for volunteers to contribute and enjoy a challenging, fulfilling teaching experience.



Please Help Our Program in Namibia to Grow!



WorldTeach is working to boost our recruiting efforts this fall, particularly for the Namibia program. To do this we need the help of returned WorldTeach volunteers, since word of mouth and personal testimony are by far the most effective means of recruiting. If you are a returned volunteer, from Namibia or another program, please contact the WorldTeach office (email alumni@worldteach.org) to find out how you can help. There are several different ways you could contribute, and they don't take much time at all. And remember, WorldTeach will give you a \$100 reward for every volunteer you recruit who goes on one of our programs!

News from Yantai City ~ by Field Director, Aileen Lainez (cont. from pg. 4)

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played on the beach, made dumplings and sang karaoke blues together. After two weeks and a half, they knew they barely changed the English ability of the students, but they knew that they changed their lives even for a short time. The first camp was tiring and a 3-day break in Qingdao was necessary for everybody to regain energy for the next camp. The break was occupied mostly by the quest to purchase T-shirts from the world renowned brewery, Tsingtao Beer. The boys' hopes almost went futile but perseverance won their pessimism. Armed with their Chinese-English dictionaries and their knack for body language, Sameer Narang, Michael Brinkley and Kevin Nilsson pursued their dream and found the brewery one morning. They got themselves T-shirts and an impromptu tour with a Japanese group to boot.

As of this writing, the teachers are now in the second school camp at the Nanshan Bilingual School, a second year participant in WorldTeach Summer Camp. Although there were problems and difficulties in last year's camp, both the school and I vowed to maintain open communication lines and minds to cultural differences to make this more successful than last year. Re-energized from their Qingdao trip, the foreign teachers found no major adjustments and difficulties on their first day. I'm crossing my fingers that it will remain this day until the last day. After all, we all have a mission to fulfill and that is to teach Chinese children the language which will hopefully help shape their future.

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ALUMNI AND FRIENDS**

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