

dispatch

Expansion in Colombia

By Heather Lee Harris (Chile DuocUC Year '06)

This past January, five adventurous WorldTeach volunteers departed for Isla Baru, Colombia. They are led by **Lena Silver** and **Derick Ocampo**, who are serving as Head Teachers. As part of a new pilot program, the WorldTeach group is teaching English in two grade schools (one charter and one public) in a rural area on an isthmus off the Caribbean coast, a short drive from Cartagena.

In conjunction with the non-governmental organization (NGO) Volunteers Colombia and the Colombian Ministry of Education, volunteers are providing comprehensive instruction to students at the late elementary, middle and high school levels, all from the underprivileged local community around Barbacoas. Volunteers currently live on the campus of the charter school with their 30 Colombian co-teachers, providing both profes-



A group of public school students pose in the classroom

sional and personal support and immersion.

The volunteers have been so well-received by the locals that next year, in addition to increasing capacity for the Isla Baru placements, WorldTeach will also be expanding the Colombia program to include a new site in Barranquilla! An interesting contrast, Barranquilla is Colombia's

fourth-largest city, and home to Shakira. Volunteers will be teaching at *Pies Descalzos*, a *colegio* she founded as part of her commitment to childhood development, for pre-K through high school students in the poverty-stricken neighborhood of La Playa. Resources are far above average and thus demand for entry into the public school is extremely high. Volunteers will likely live in school housing or in shared apartments with other WorldTeach volunteers.

WorldTeach is excited about the successful new initiatives in Colombia, and we encourage returned or prospective volunteers to apply! Both placements in Colombia require an 11-month commitment, a bachelor's degree, and native English fluency. The program is generously subsidized. Learn more at www.worldteach.org. ♡

WorldTeach Welcomes Back Helen Claire

New staff developments at home and abroad

By Heather Lee Harris (Chile DuocUC Year '06)

After spending a year working in Bangladesh, **Helen Claire Sievers** has returned to the WorldTeach home office as Executive Director. Bringing a long history of international education, Helen Claire served as Executive Director from 2001 to 2008, greatly expanding service opportunities for volunteers with new programs and new countries.

Finance Director **Alix Taylor** retired this year, and was succeeded by **Chantal Nadeau**, former Finance Assistant. She has experience in public accounting as an auditor and training in public policy. **Dahm Choi** (Poland Summer '04, '05), Director of Outreach & Administration and former Poland Summer Program Coordinator (SPC), will be moving on to the

Fletcher School of Law and Diplomacy. He will be replaced by **Maki Park**, a returned Peace Corps volunteer who interned in the US office while studying International Education Policy at the Harvard Graduate School of Education—an institution full of WorldTeach alumni. **Dan Olver** (China Year '06, '07) joined the US office as Asia Program Manager, and former intern **Becky Davis**, who has worked in international development in Tanzania, has stepped up as a Program Manager for Europe and Africa.

In Latin America, longtime star Chile Field Director (FD) **Josh Pilz** (Ecuador Year '01, SPC '03) has been succeeded this past year by former Teach For America Corps Member

Thomas Maffai, while **Meghan Codd** ('07) is serving as Assistant Field Director (AFD). In Costa Rica, the dynamic **Leilani Greene** ('07) took charge as FD from the talented **Erin Barr** ('06) in July of last year, and **Paul George** ('08) joined her in San Jose as AFD. In Quito, Ecuador, we recently bid farewell to FD **Katie Calvert** ('05), and current AFD and enthusiast **Peter Daniels** ('07) will be taking over as FD. **Kate Kurnick** ('99, '00) will be serving as the new Ecuador AFD.

In the Pacific Islands, **Brandi Cutler** ('08) will be taking over as American Samoa FD with returned Peace Corps volunteer **Lisa Behnfeldt** as AFD. In the Marshall Islands,

(Continued on page 6)

1st Place

Anique Pegeron ('09)

"The town of Papallacta in Ecuador is famous for its fresh trout, or "trucha". This is Jaime, owner of Restaurante Paul: a humble, one-room diner named after his son. When we arrived, the lights were off and the door was locked; but Jaime walked eagerly to the door, welcomed us in with a friendly smile, and fired up the stove. Despite his crippled left leg and hand, he served us the most delicious trout I've ever tasted—along with the traditional rice, potatoes, plantains, and ahi sauce typical of Ecuadorian cuisine."

ECUADOR YEAR



SPRING 2009 [PHOTO CONTEST WINNERS]

Playing off the saying, "you are what you eat," our in-country volunteers took their cameras to the dinner table for our third annual WorldTeach Photo Contest. Focusing on the theme of "Mealtime" we asked our volunteers to reflect on the average meal—how does food shape your host family's culture? The staff at the Cambridge office was impressed by the quality of photographs we received, which featured meals from all ends of the food spectrum, from rice and beans to roasted guinea pigs. We want to thank everyone for sharing with us snapshots of your half-eaten dinner plates that show a glimpse of life as a WorldTeach volunteer. After much deliberation, we are pleased to announce this year's winners. ♠



2nd Place

Lunchtime Laughs

Melanie Kurtz ('09)

"This photo was taken in the cafeteria at Fundacion Instituto Ecologico Barbacoas, Santa Ana, Cartagena. Students in the photo are in quinto (5th) grade. Diosis and Yeni!"

COLOMBIA YEAR

"This photo was taken at an HIV/AIDS Orphan Center near Butare in southern Rwanda. All of the one hundred plus children who come here were orphaned when their parents died of AIDS. The vast majority of them, approaching 90%, are infected with HIV as well. The children... come to the center every Saturday so that they can receive medications and a hearty meal at least once a week. Despite all of the hardships in their young lives, the children are still just that, and the smiles in this picture are indicative of their exuberant joy, an overriding hopefulness that I was lucky to capture." **RWANDA YEAR**



3rd Place
Daniel
Moses
('08)



Honorable Mention

Jon Brandt ('08)

"A child at the market in Gualaceo and his dog hidden between the fruit."

ECUADOR YEAR



Honorable Mention

Naita Saechao ('06)

"Bubu cooking breadfruit...a staple dish for me and my host family. The traditional preparation here is in an old cut-up oil drum."

MARSHALL ISLANDS YEAR

SPRING 2009 [JOURNAL ENTRY WINNERS]

Chinese restaurants, pig roasts, fish, and worm eggs...we received journal entries that covered the cultural plane of the culinary world. Many thanks to those who participated and shared their insight about the role of food in their host country. We enjoyed reading about the curious, the weird, the appetizing, and more! The rest, well, you'll just have to read for yourself!

[1st place] Rice and Beans

By Radford Lathan
(’08, Chile DuocUC Year ’09)

THEY TOLD ME that I was going to eat a lot of rice and beans when I got to Costa Rica. I just didn’t understand what that meant. It amazes me now that two such simple ingredients could be the center of life.

At 5am, when the first roosters started to crow outside of my bedroom, my host Mom was already up making the first pot of *gallo pinto* for the day. (A mixture of rice and beans essential to the Costa Rican diet.) As my host siblings and I rose, we would heat up the gallo pinto accordingly and serve ourselves small portions coupled with lots of delicious coffee to jump-start our day.

I complained about the rice and beans constantly. Not to my Costa Rican family of course, but rather to my friends back home. I



PHOTO CONTEST
Honorable Mention:
Lauren Goldman (’02)
COSTA RICA YEAR



Occasionally the rice and beans would be coupled with an egg or a slice of avocado, but those treats were usually saved for dinner. My first night with my host family, my host mom asked me whether or not I liked tuna. I told her that I did and in that instant she opened a

as the expression ‘*Pura Vida*.’ When students pray in school they say that they are thankful for the food that they have been provided with, they thank God for their rice and beans. I prayed for the day that I would never have to eat rice or beans again.

“When students pray in school they say that they are thankful for the food that they have been provided with, they thank God for their Rice and Beans. I prayed for the day that I would never have to eat rice or beans again.”

moaned about how much I missed yogurt and how hard it was to have to eat the same thing 3 times a day, every day. I begged for my parents to send me peanut butter and protein bars. I bought snacks, fruits and vegetables as often as I could, just to alter my diet. As a self-proclaimed foodie, I could hardly believe that an entire country (and possibly even an entire region) could rely on just rice and beans.

Logistically, I understood, it was the cheapest way to make a whole protein, but what amazed me was that everyone seemed to enjoy rice and beans so much. My host mom was always quick to tell me that rice and beans were the best kind of food for you and that the reason Americans were so fat is because they have so much fast food and they need more rice and beans in order to be healthy.

When a fellow volunteer got sick partway through the year, her host Mom assured her that it was because she wasn’t getting enough rice in her diet. We laughed at this and regularly asked our field directors when the rice and beans would go out of season, but of course, they never did. Week after week, bags of rice and bushels of beans appeared in our kitchen. My host mom went through them with due diligence and the entire family ate well enough to live.

can of tuna and heaped a spoonful onto my plate of, you guessed it, rice and beans. In that moment I was somewhat taken aback, but I came to look forward to the days that I got tuna for dinner.

To be perfectly honest, dinner became my favorite part of the day. Two-thirds of my meal was always pre-determined, but then, there was the wild card. Would it be fried cauliflower or plantains? Sliced tomato or a scrambled egg? Maybe even green beans and carrots or a deep-fried hot dog.

I remember my delight when one day, I went into my classroom to discover that a chicken had laid an egg on my desk and then abandoned it, leaving me a delicious lunchtime treat. What Costa Rican food lacked in flavor, it certainly made up for in character.

Despite the fact that the fare was plain and just about everything was fried, I came to love Costa Rican food as if I had been raised on it. When I was hungry, I would find myself thinking “Well of course you’re hungry, you haven’t had your rice and beans today.”

I learned the distinctions between *gallo pinto*, *arroz y frijoles* and *rice and beans*. Sure they all had the same basic ingredients, but no one thinks of them as the same. These simple meals are just as essential in a Costa Rican life

I considered myself a martyr for sacrificing my body to the impact of the rice and bean diet. When I got back to the United States, I overloaded on meat and potatoes. I ate at my favorite delis and Indian restaurants with friends. I ate fresh fruit and vegetables every day just because I could and I was thrilled to be able to eat what I wanted at my leisure. Even so, somehow, within 10 days of my return to the United States I made a typical Costa Rican breakfast of gallopinto for my entire extended family.

It was only then that my two worlds merged. My life in Costa Rica, my students, all of the long days and cold showers and bug bites, somehow blended together with my family and my hometown. As much as I thought I wanted to leave it behind, rice and beans were some of the only things that I was able to bring back with me (or rather find at home) to try to explain my experiences over the past year. Gallopinto doesn’t explain my life during my year in Costa Rica, but if you don’t understand gallopinto, you can’t even begin to understand *Pura Vida* or any of the beauty that comes with it. It’s not just another meal. It’s the food of life—or at least, the pure life. ♠

[2nd place]

Chopsticks and Candlelight

by Quincy Carroll ('08) CHINA YEAR

TONIGHT IS A NIGHT much like all the rest. Michael and I sit beneath the sweeping eaves of a courtyard pavilion surrounded by walls of osmanthus and students. Winter's only mark today the early-attenuate light. Four girls huddled at my feet whisper excitedly before posing a common request: tell us about your mother. Like some fairy tale narrative besought before bed. I explain my mixed ancestry until English Corner ends and then withdraw from the crowd as discreetly as possible. For the foreign teacher, it is time to eat as well.

Walking across campus with a student named Tracy, somewhere there are workers incinerating trash. A rank, toxic cloud hangs over the yard, the fumes of burning plastic redolent of cannabis, of dung. Tracy likes to practice her English with us, yet unlike many of the other students she does so with decorum. Her twin brother, Andy, walks quietly by her side. Upon reaching the gate, we bid them both farewell.

Michael and I cross the recently-watered road to the restaurant where we sup. Several motorcycles stand obliquely beneath a tree and the saddle of my own lies covered in pollen and ash. This modest establishment, chosen rather arbitrarily our first week in town, belongs to one of the most respectable men

around.

He stands on the sidewalk sparing with the wind. Master chef, kung fu enthusiast, chili pepper aficionado.

伍病, 晚上好. Wu Bing, good evening, he addresses me by name. I return the greeting and ask whom he is fighting and why. He grins shyly, immensely, rolling his agate eyes 你们吃什么? What do you want to eat? Playfully elongating the antepenultimate character. Once a student across the street, Ou knows a little English. Yet unlike many of the other locals he refrains from parading it in front of us. Food lies arranged across a large wooden table in baskets and bowls and Tupperware containers. We scan these offerings in search of what to eat.

Shrimp and pig's ear. celtnuce and duck. Eggplant and bracken and gob-bets of meat. Ou's wife stands beside him with a wokful of bean curd

which she carefully transfers to a watery plate before recycling the oil and scrubbing the vessel clean. Water sluices past the rim. She discards the remaining wash into a slop pail on the street and then goes over to the table to prepare another dish. The coal briquettes in the unattended pit stove glow like lotus



PHOTO CONTEST Honorable Mention:
Paul Morrill ('08) MARSHALL ISLANDS YEAR

root lanterns.

Michael sits at one of the converted mah-jong tables while I raid the fridge for drink. Water or Coke or tea or beer. Two fans furred in wok grease hang directly overhead, the walls to either side be speckled by their

(Continued on page 9)

[3rd place]

Eating (like) A Pig by Dan Jordan ('08) ECUADOR YEAR

I'VE EATEN GRUBS in the Peruvian Amazon, crocodile in Australia, blood sausage in Ireland. I've shared meals with Adivasi farmers in India and eaten in a Bedouin tent in the Israeli desert. And yet none of this prepared me for fritada in Guaranda, Ecuador.

Here in Ecuador's central highlands food plays an important part in most of the holidays and festivals, whether it's *colada morada* on El Dia de los Difuntos or *fanesca* for Easter. For Carnival, the wet and drunken two-week-long party that falls around the end of February, the main traditional food is fritada, or fried pork. Even coming from someone who experimented with vegetarianism before arriving in Ecuador, fritada sounded pretty good. It's served with all the fixings, including hominy, fried plantains, salad, and a spicy salsa made with chili peppers and tree tomatoes. I knew the meat would be local and really (maybe too) fresh—on my morning walks to class I pass

pigs grazing on the side of trails and hanging half-carcasses at roadside butcher stands. I just hadn't realized how personal an experience eating fritada could be.

In the past, my host family always bought a live pig from the Saturday animal market here in Guaranda and then killed it on the first day of Carnival. This year however, they decided to buy the pig already dead, because it's less expensive. Perhaps for the best: I would've had a hard time holding down a squealing pig that weighed as much as I do.

"Fried pork" doesn't quite capture the essence of fritada on Carnival. The thing you have to understand is that they use the whole pig. This meant waking up to pig ears for breakfast, with the bristly hairs still on the skin. It meant tripe stew for lunch, the strong odor of porcine fecal matter wafting through the house up to my room. It meant watching my 9 year old host brother pulling the teeth

out of the pig's gums so he wouldn't accidentally swallow a molar. Of course, there were plenty of good pieces of meat, mostly from the muscles or fat. Even *chicharron*, small chunks of fried pork skin, had a nice crunchy texture. And *caldo de pata* (pig's feet soup), with a giant hoof floating in my broth, was good, seasoned with onions and cilantro.

I suppose, more than anything, it's a question of what a person has become used to. As I understood it growing up in suburbia, you go to a supermarket to buy meat pre-sliced into cubed pieces or identical strips and wrapped in plastic. It's easy to forget that you're eating an animal that was once living. Whatever I thought of the intestines or pig face sitting on my plate for breakfast, I could at least appreciate that I knew exactly what I was eating and where it had come from. And there's a sort of respect for your food that comes from making

(Continued on page 9)

Updates from the Field



Namibia News

By Alyssa Browne

The Namibia 2009 program has a record of 55 volunteer teachers currently serving in-country. Due to increased enrollment, new AFD **Kelly Jo Fulkerson** is assisting FD **Jocelyn Jungers** ('07).

WorldTeach volunteers are instructing students in math, science, computer studies, and English, as well as continuing to provide support in HIV/AIDS awareness efforts. Volunteers are primarily placed in public schools sponsored by the Ministry of Education, and serve in nearly all of the thirteen regions. Namibia Summer volunteers are serving in the southern regions of Hardap, Kars, and Khomas, and are continuing the Ministry-sponsored ICT project.

According to Jocelyn, volunteers are working on several exciting projects such as school beautification murals, library restoration and capacity building, and creating extra-curricular activities in subjects ranging from Chinese lessons to girls clubs ♠

Staff Developments

(Continued from page 1)

Annie Himmelsteib ('06) will be FD, in conjunction with AFD **Angela Saunders** ('06, Bangladesh Year '08). In Micronesia, Kosrae volunteer **Scott Kaltenbaugh** ('08) will step up as FD on that island, while current volunteer **Lucas Claussen** ('08) will be the new FD for volunteers on Pohnpei, the capital island.

China volunteer **Sean Freund** ('08) will become the new Director of Teaching alongside meticulous FD **Chris Ying** ('07) and new AFD **Teresa Lin**.

Vanya Dimitrova in Bulgaria, **Nathalie Szwagrzyk** in Poland, and **Peter Fenton** in South Africa are leading our summer-only programs.

The staff expansion reflects record numbers of applicants and volunteers. As of July 2009, total applicants are up 179% since the last fiscal year and are on track to exceed 2,500. Of those, we expect to place over 500 volunteers in 15 countries across six continents. ♠



Successful Pilot Year in American Samoa

By Michael Moore

It was an exciting first year in American Samoa for WorldTeach volunteers and their students alike. The 17 volunteers, led by former US office intern **Kate McDermott** (Marshall Islands Year '05), had a successful inaugural year alleviating the Department of Education's teacher shortage in key areas of English, math, science, and information technology for public elementary and high schools.

The group was able to experience the Pacific Arts Festival which occurs once every four years. Volunteer **Kyle Reshke**, collaborating with instructors from the American Samoa Community College, was able to get the aquaponics lab (a lab growing plants in water) functioning at Manu'a High School. He then

led a class for advanced students dedicated to hands-on science in the aquaponics greenhouse. Volunteer **Theresa Casey** kept the students active by coaching girl's soccer, basketball, and volleyball and leading school-wide aerobics. Volunteer **Rebecca Cohn** orchestrated a student-led class talent show and invited parents for an afternoon of fun. The volunteers were able to instill an enthusiasm for learning in the students, as **Kara Higgins's** student reflected that "[his] math skills are now exploding out of [his] brain!" The year ahead will be equally exciting for the new volunteers, students, and community members.

A new group of 34 recently departed in July 2009. ♠



New Program Opening in Thailand

By Rebecca Russell

In October 2009, WorldTeach will send its first group of volunteers to teach in the remote Nakhon Phanom Province in northeastern Thailand. Nakhon Phanom lies on the border of Thailand and Laos, in the far northeastern part of Thailand known as Isan. The Isan region exists in a crossroad between cultures, and is beautiful and largely untouched by the outside world. Volunteers will teach English in public elementary and high schools to some of the most underprivileged students in the country. In some rural areas, these volunteers will be

the first Westerners to ever enter the villages, let alone fully integrate into the local communities. Because of this, volunteers will have an immense impact on the communities they serve, and will undoubtedly experience a life-changing year.

Applications for the Thailand program are being accepted until August 1. In addition, WorldTeach is also accepting applications for the Thailand FD position. Please refer to our website for more information. ♠



WorldTeach Rwanda's Inaugural Year a Success

By Alyssa Browne

Returned volunteer and Licensed Clinical Social Worker **Jessica Smolow** (Namibia Year '06) pioneered a new program in Rwanda this past year. In January 2009, the first group of 18 WorldTeach volunteers began teaching math, science, English and computer studies in public high schools throughout Rwanda. With Rwanda's switch from French to English as the Language of Instruction in October 2008, WorldTeach's presence became vital to the Ministry of Education in this transition. Volunteers now also provide local teachers with English classes.

In addition to teaching, volunteers do many wonderful things outside the classrooms.

Claire O'Connor established an NGO, which raises money from the U.S. to sponsor students who cannot afford their school fees. **Scott Murray** has updated the school library to include a computerized logging system. **Andy Janes** organized an English-speaking debate team that competes with other schools in their region and will be traveling to Tanzania later this year to compete at an international level.

With the accomplishments of the inaugural year-long program, we are looking forward to expanding our program next year to include primary and University placements as well as begin a summer program. ♠

Stories from Alumni

WorldTeach Alumni Bring SAGE to Guyana



Submitted by Alicia Wilson
(Guyana Year '06)

As former WorldTeach volunteers, you probably remember the hope of your students and their excitement. You probably also remember the poverty and the lack of opportunities most of your students faced. Yet, you may have seen their hope shine through this poverty. You may have had moments wondering how you could really help these students achieve their dreams and what difference you made in the few months or year that you volunteered. Many volunteers leaving Guyana in 2006-2007 had these very thoughts and found a way to maintain a connection to Guyana by awarding college scholarships to the University of Guyana.

Upon their return from Guyana, seven WorldTeach volunteers founded the Scholarship for Advanced Guyanese Education (SAGE). SAGE's mission is to "empower young Guyanese to contribute positively and effectively to their country by increasing their access to post-secondary education." SAGE identifies secondary students with high academic potential but limited financial means and provides these students with scholarships to help fulfill their commitment to Guyana. Since founding SAGE in early 2008,

the former volunteers gained 501(c)(3) status, began fundraising, formed a partnership with the University of Guyana, and distributed applications for the 2009 award to Guyanese secondary schools.

Approximately US\$700 pays for an entire year of the best post-secondary education available in Guyana. Just as attending college in the United States provides a student with a wealth of training and educational opportunities, attending the University of Guyana changes lives for the better in Guyana. Job opportunities are more limited in Guyana, so having a post-secondary education is important, providing a new world of opportunities.

Recipients of the SAGE scholarship are selected from applicants who qualify for admission to the University of Guyana but are unable to afford tuition. Many students come from interior regions of the country which are typically underrepresented at the University level. Moreover, SAGE Scholars are required to work in Guyana after graduation, meaning that their knowledge will help their communities. SAGE's long term goal is to not only impact the lives of SAGE scholars, but also the country of Guyana itself.

As former WorldTeach volunteers, you likely understand that while many may consider US\$700 relatively cheap for a quality education, it is a price that few Guyanese can afford. This low cost is what makes SAGE's goals possible. In July, SAGE will announce the first ever SAGE Scholar and award them with a four-year full tuition scholarship. to the University of Guyana. SAGE plans to fund new SAGE Scholars every year.

For more information, to become involved, or to donate please visit <http://www.sageguyana.org> or email alicia@sageguyana.org.

The current SAGE Board of Directors all served on the WorldTeach Guyana Year '06 program. They are: **Alicia**

Wilson, President; **Dan Gershman**, Vice President; **Molly Crofton**, Secretary; **Jon Cook**, Treasurer; **Alyssa McClorey**, Fundraising; **Molly Cummings**, Fundraising; **Yvonne Wang**, Fundraising. SAGE has received scholarship donations from volunteers serving every year of the Guyana Year program's operation. ♠

Guyana Program Returns



By Alyssa Browne

After a two-year absence in Guyana, WorldTeach is preparing to return to the country with ten volunteers this August. The volunteers will be exclusively teaching math and science at the secondary level. With this new program, WorldTeach would like to introduce new Field Director **Zoe Edwards** to the team. Zoe, born and raised in Guyana, knows the country extremely well and is sure to be a wonderful addition to WorldTeach. She previously worked for the non-profit organization YouthBuild. We are looking forward to the reformation of a Guyana-WorldTeach alliance.

Publications

Congratulations to former US office intern and Micronesia Pohnpei FD **Josh Levy** ('06) on his recently published textbook (the authoritative textbook in the field), *Micronesian Government: Yesterday, Today, and Tomorrow*.

Stories from Alumni



Congratulations to Poland Summer '04 volunteer, **Mallory McManus** (then Greimann), here pictured at her wedding to a fellow educator. Guests of honor included the Prusaczyk family, close Polish friends she met from her previous WorldTeach experience.

Best wishes to **Kathleen Syron** (Costa Rica Year '05) and Alonso Brinceno, a Costa Rican native, whose wedding will take place this summer. The couple met four years ago during Kathleen's service in Costa Rica as a WorldTeach volunteer.

From WorldTeach to Capitol Hill

Edited by Alyssa Browne

In 1987, when WorldTeach was still in its infancy, it had just 19 applicants. One of them was future US politician, **Mark Green** (Kenya Year '87). Like many of our volunteers, Green was fresh out of college when he served with WorldTeach. He graduated from the University of Wisconsin-Eau-Claire and received his law degree from the University of Wisconsin-Madison.

Mark and his wife, **Sue Green** ('87), served in Kenya and says their experience with WorldTeach "helped us grow together even more strongly, and opened our eyes and hearts to the wonderful people of Western Kenya."

Not only that, but Green's time in Kenya became an integral part of his future; he "became part of an informal network of 'Africa hands'—people who've seen Africa 'on the ground.' Being part of that network opened career doors," such as Green's former position as United States Ambassador to the United Republic of Tanzania. Appointed in August 2007, his nomination followed four terms serving Wisconsin as a member of the House of Representatives. Even fellow Congressman Paul Ryan recognized Green's service with WorldTeach, saying that "his past work as a volunteer teacher in Kenya makes him especially well-suited" for the position of ambassador.

In his statement upon accepting the ambassadorship, Green remarked: "Sue and I are thrilled about returning to a region where we lived and taught some 20 years ago. I can't wait to get back to Tanzania and to get back to work for the American people."

Green's work against HIV/AIDS in Tanzania had its roots in his work in the United States Congress. During his time on the International Relations Committee, Green was instrumental in passing the Global Access to HIV/AIDS Prevention, Awareness and Treatment Act of 2001, as well as the United States Leadership Against HIV/AIDS, Tuberculosis and Malaria Act. He also played a key role in writing the Millennium Challenge Act, which outlines America's promise to invest in developing nations that are pursuing political and economic reforms.

Today, Ambassador Green continues to advocate for Africa through the Malaria Policy Center, where he serves as Managing Director following his tenure as ambassador. Based in Washington, D.C., the Malaria Policy Center uses research and awareness campaigns to engage world leaders in the effort to combat malaria. For more information on their work, visit

www.malariapolicycenter.org. ♡



Diana Larson (Costa Rica Year '97) returns to her host town of Alajuela twelve years after her year as a volunteer and reconnects with former student Eduardo (pictured above, center).

"...to my incredulous surprise, Eduardo told me that I was the first person to plant that seed, the first person who made him believe in himself, and believe that he could do more with his life. And that, much more than any verb conjugation or vocabulary unit, is what teaching, and what WorldTeach, are all about. Pura Vida."



Diana and Eduardo, May 2009

Study on WorldTeach

By Jane Song

Researchers Benjamin J. Lough, Amanda Moore McBride, and Margaret S. from the Center for Social Development at Washington University in St. Louis have published Reports from Alumni (<http://csd.wustl.edu/Publications/Documents/RP09-10.pdf>), the first paper of their comprehensive research study on WorldTeach and the motivations and effects of international volunteerism.

Thank you to the hundreds of you who participated in the survey portion of this study and to those of you in Costa Rica still supporting subsequent phases of their research, which we encourage you to follow on their website (<http://csd.wustl.edu/Publications/Lists/Projects/DispForm2.aspx?ID=202>).

(Continued from page 5)

turning. A subtle reminder of a warmer season past.

Ou's young daughter comes suddenly charging out the back. It's usually around this hour when she rises from her nap; cranky, cradled and wholly unresponsive. But tonight she is happy, working the room, lavishing its customers with a fine array of gifts: pomelo and lollipops, strips of dehydrated yam, to me a water chestnut which I graciously accept, chewing the tasteless corm in a mock satisfaction. She watches momentarily before scurrying toward the front. A fickle, moon-eyed mistress with puffy, dirt-dusted cheeks.

We are deep in conversation when the light abruptly fails. The only sound audible: the sizzle of the woks. The wife goes about melting tapers to teacups but up front our good friend remains furious at his work. Roundhouse kicking as a dish is let to simmer. Steam rises through the head beams lancing in from off the street as he deftly dips his ladle among scallion, bouillon, salt. A generous apportionment of monosodium glutamate. Flames leap skyward, illuminating the denizens of the dim recess within.

Then from out of the darkness comes a stooped and limping figure. Shoulders awry, a deafening cackle. Michael and I exchange a dubious glance as Thomas orders a bottle of

beer. That raunchy foreigner somehow exiled here by fate. He sits discussing topics pertaining solely to him, stories we have been told well many times before. The food is delivered and we head toward the back, where from a giant steel pot we heap clods of steaming rice into kaolin bowls. Dinner by candlelight in Ningyuan, China.

Ying Ying, the daughter, streaks out onto the sidewalk where Thomas now stands beckoning in some latter-day form of inebriate tauromachy. Chang Bo, her brother, waddles uncertainly after, accompanied by his grandmother who supports him in a sling like a hoary puppeteer. Here the One Child Policy either forgotten or ignored.

With the dinner rush ended, Ou sits to eat as well, doling helpings of his own meal out into our empty bowls. This my Chinese Corner, my home away from home. A bent old man in a mandarin jacket emerges from the rear on his evening constitutional, gaining the sidewalk and staring down the dark. One of the family's innumerable tenants. On his return, Chang Bo goes beside him, at large from his harness and tottering. A child's first steps and I to bear the witness. Infant and elder involved in this microcosmic and time-honored passing yet unbeknownst to both. The child's feet stuttering, the man's shuffling in the night. Thomas paused briefly amidst a



Photo: Luke Gaeckle (China Year '08)

lunatic's musings. Michael sets his chopsticks down and asks if I'm ready to go. Sobered by this question, I stand to stumble home. ♠



Photo: Jon Brandt (Ecuador Year '08)

(Continued from page 5)

use of the entire animal. It's only recently, and only in what we consider the "developed" world, that we have lost much of that respect.

At times the weeklong fritada fest was difficult to look at and stomach, but it's only because I had never been exposed to the true animal nature of, well, animals. Gathering with my extended Ecu-family one afternoon for lunch, the soft Andean hills stretching across the horizon out the window, the women preparing a great carnivorous feast, I had two thoughts. I thought that culinary traditions, passed down over the years, are cultural traditions, and coming together with family and friends to share a meal and honor those traditions is one of the strongest ties that hold communities and cultures together: after all, you are what you eat. Being invited to join in the celebration of Carnival, and everything that went along with it (including fritada), was an experience akin to being fully accepted into my family and my community, and for that I was thankful. And looking down at the mound of juicy, fatty pork in front of me, I thought I could really go for a salad.

♠

Programs in Brief

dispatch

	Total Alumni	Current Volunteers	Grade Levels	Subjects	Field Staff
AMERICAN SAMOA Year	17	34	Elem. – H.S.	English, Math, Science, Vocational	Brandi Cutler ('08) Lisa Behnfeldt – AFD (Peace Corps, Togo)
BULGARIA Summer	15	12	Orphanages		Vanya Dimitrova – Summer Program Coordinator (SPC) (Westchester Academy)
CHILE (Year + Semester)	125	51 (29 + 22)	Elem. - College	English, Environ. Ed.	Thomas Maffai – FD (Teach for America, Miami) Meghan Codd – AFD ('07)
CHINA (Year + Summer)	383	78 (78 + 0)	Middle – H.S.	English	Chris Ying – FD ('07) Teresa Lin – AFD ('08) Sean Freund ('08) – Director of Teaching (Teach for America, New Orleans)
COLOMBIA Year		5	Elem. - Middle	English	Lena Silver – Head Teacher Derick Ocampo – Head Teacher
COSTA RICA (Year + Summer)	801	42 (20 + 22)	Elem. – H.S.	English	Leilani Greene – FD ('07) Paul George – AFD ('08)
ECUADOR (Year + Summer)	856	77 (54 + 23)	College	English	Peter Daniels – FD ('07) Kate Kurnick – AFD ('99, '00)
GUYANA Year	71	15*	H.S.	Math, Science	Zoisa Edwards – FD (YouthBuild)
MARSHALL ISLANDS Year	228	39	Elem. – H.S.	English	Annie Himmelsteib – FD ('06) Angela Saunders – AFD ('06, Bangladesh Year '08)
MICRONE-SIA KOSRAE Year	7	11	Elem.– H.S.	English, Math, Science	Scott Kaltenbaugh – FD ('08)
MICRONE-SIA POHNPEI Year	24	11	H.S. – College	English, Math, Science	Lucas Claussen – FD ('08)
NAMIBIA (Year + Semester + Summer)	441	55 (38 + 4 + 13)	Elem. – H.S.	All subjects	Jocelyn Jungers – FD ('06) Kelly Jo Fulkerson – AFD (World Education)
POLAND Summer	75	13	Middle – H.S.	English	Nathalie Szwagrzyk – SPC (Jagiellonian University)
RWANDA Year	18	19	H.S.	Math, Science	Jessica Smolow – FD (Namibia Year '06)
SOUTH AFRICA Summer	162	21	Elem. – H.S.	All subjects	Peter Fenton – SPC (South African Department of Education)
THAILAND Year	247	12*	Elem. – H.S.	English	*anticipated volunteers

Contributing to education in developing countries since 1986

Center for International Development
Harvard University
79 John F. Kennedy St.,
Box 122
Cambridge, MA 02138,
USA

Tel: 617-495-5527
800-4-TEACH

Fax: 617-495-1599

Email:
alumni@worldteach.org

Editor-in-Chief:
Melody Feo

For more articles, stories and updates, visit
www.worldteach.org

Contribute to the next edition of *Dispatch!*

We'd love to hear from you!
Please send all submissions to

You can help support the WorldTeach mission of providing quality education to developing countries.

Please visit our website and click on **DONATE NOW** or visit www.universalgiving.com to contribute to our programs.