



**National
Peace Corps
Association**

Global Education News

In Cooperation with ASCD

Spring 2011

Bring *Peace through Food* into your Classroom

The Peace Corps is celebrating its 50th anniversary in 2011. To honor the five decades of service, communities around the world hosted a series of Global House Parties on March 1, the 50th anniversary of the establishment of the Peace Corps by President John F. Kennedy.

To coincide with those events, NPCA invites educators to join in the commemoration by integrating the House Party theme of food security in their classrooms at any time throughout the year. This *Peace through Food* kit provides background on the food security theme, teaching suggestions for different grade levels and action steps to maximize your impact in making the world more food secure for all. <http://www.peacecorpsconnect.org/word-press/wp-content/uploads/2011/02/Peace-Through-Food.pdf>

For other resources on the theme of food security (including two short videos), visit our website at www.peacecorpsconnect.org/food-security-resources/. Share ideas with other educators on our discussion forum <http://community.peacecorpsconnect.org/group/globalteachnet/forum/topics/talking-about-food-security>. To connect with a returned Peace Corps Volunteer as a speaker in your classroom, use Speakers Match (see page 10).

*Happy Anniversary, Peace Corps!
Peace,
Anne Baker
Vice President, NPCA*

Share Your Experiences with Us

This issue of the newsletter contains several programs/projects that readers can get involved with. We encourage our readers to follow up on items in this issue:

- Join the food security discussion forum (page 1)
- **Connect All Schools**—Share a story of how your school is connecting internationally! (page 5)
- Share your Speakers Match story (page 10 & 12)
- Attend our session at the ASCD conference in San Francisco on March 28 (Page 11)
- * Attend an Around the World Expo—some have global ed workshops (page 13)

Contact us at gloaled@peacecorpsconnect.org

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Thanks for Your Support

At NPCA, our First Goal is the Third Goal of the Peace Corps: bringing the world back home. Through our Global Education program, we support educators in classrooms and communities around the globe working to infuse global perspectives and foster a greater understanding of the world in which we live.

With special thanks to the supporters listed below, who donated between January 1 and December 31, 2010, we were able to provide more opportunities for engagement, more resources and lesson plans, share our work at national conferences and make improvements to our website. We welcome donations at any time through our secure website at www.peacecorpsconnect.org/contact-us/contributing/

Thank you!

Individual donors:

- Anne E. Baker
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- Susan Neyer
- Angene Wilson

Interns:

- Erin Madsen

Our next issue will feature suggestions for summer reading. Please send your ideas to susanneyer@astound.net. Thanks!

9-12 Corner: Learning from the Human Development Report 2010

by Angene Wilson

I have always found the Human Development Reports full of fascinating questions, generalizations, cases studies, and data. Below I describe some of the highlights of the 2010 Report. It is all online and can be accessed and downloaded at the United Nations Development Programme (UNDP) website at <http://www.undp.org/> or at <http://hdr.undp.org/en/>.

The first Human Development Report in 1990 opened with the bold statement: "People are the real wealth of nations." Over succeeding reports, the HDR has continued to make development not only people-centered but also more complex than just economic growth, than just how many people are living below the \$1.25 a day poverty line.

The reaffirmed definition of human development in the 2010 Report reads: "Human development is the expansion of people's freedoms to live long, healthy and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet. People are both the beneficiaries and the drivers of human development, as individuals and in groups." Thus the three components of human development are well-being, empowerment and agency, and justice.

The 2010 Report states that economic growth and human development do not always coincide. For instance, a comparison of China—the world's fastest growing economy in the past 30 years—and Tunisia shows that "in 1970 a baby girl born in Tunisia could expect to live 55 years; one born in China, 63 years. Since then, China's per capita GDP has grown at a breakneck pace of 8 percent annually, while Tunisia's has grown at 3 percent. But a girl born today in Tunisia can expect to live 76 years, a year longer than a girl born in China. And while only 52 percent of Tunisian children were enrolled in school in 1970, today's gross enrolment ratio is 78%, considerably higher than China's 68 percent." Economy-wide income growth may not further health and education in low and medium developing countries. As well, "high rates of growth can coincide with environmental degradation and worsening income distribution."

Three brief, interesting case studies of success in advancing up the HDI

are described: Nepal (through public policy), Oman (by converting oil to health and education); and Tunisia (with an education policy focus). However, in all three countries, political freedom has lagged. Certainly the recent ousting of Tunisia's longtime leader illustrates that. The Report offers a typology of four groups of success and failure in human development: countries with high growth and high human development ("virtuous" development processes); countries with neither high growth nor high human development ("vicious" processes); and those successful in one objective but not both. An example of a virtuous country would be Botswana which has had strong institutions and strong growth. Of course, conflict affects development negatively. So the estimates are that people in Sierra Leone saw their incomes halved and the incomes of Liberians declined 80% during their long wars.

Innovations in the 2010 Report include three new multidimensional measures: the Inequality-adjusted HDI, the Gender Inequality Index, and the Multidimensional Poverty Index. The Report describes women's lives in Indonesia, Kenya, and Madagascar to explain in graphic, individual terms how looking at more than income makes poverty even worse. In fact, looking at poverty in a multidimensional way raises the estimate of the number of poor people to 1.75 billion, more than the 1.44 billion using only the \$1.25 a day measure.

The Madagascar example is Lydia, 35, who lives in one of the poorest districts of Antananarivo. "She lives in a small makeshift cabin, with a dirt floor and no water or electricity, built by her brother on a plot of land that she rents for \$1.30 a month. A single parent since her husband left four years ago, Lydia lives with her four children and one grandchild. She earns \$0.31-0.63 a day by selling salvaged garbage such as plastic bottles, cans, shoes and rags. On

a typical day she rises at 5 a.m. to secure a stall in the market to sell the goods she salvages. She then goes home to have breakfast with her children, usually coffee and sometimes some bread, before returning to her stall. Hasina, her eldest daughter, does household chores while Lydia works. The family's main meal is dinner; they usually buy lunch only on holidays. Her youngest children, ages 4 and 6 also collect scrap metal for resale or beg in order to buy food. Lydia's household is deprived in several standard of living indicators – they have a dirt floor and no electricity, toilet or running water – as well as in education and nutrition."

Although not the focus of the 2010 Report, the authors mention the critical importance of climate change several times and promise to deal with the issues of vulnerability and sustainability in 2011 in advance of the 2012 Earth Summit in Rio de Janeiro.

How could the Report be used by teachers and students? Here are just two ideas:

- I. Begin with the question "What is poverty?" Have students read the three examples of multidimensional poverty on p. 95. Ask them to compare poverty in the U.S. and elsewhere currently and historically, and then to research what has worked best for overcoming poverty. For example, how do conditional cash transfers work in Brazil and Mexico? What about microcredit? How does the earned income tax credit work in the U.S.?
2. Begin with the question "Why is Norway number one in the Human Development Index?" and look at Norway across all indicators. (Interestingly, Norway and the U.S. [#4] do not do well in environmental sustainability, Norway consuming 3.1 times

See *Report*, page 3

K-8 Corner: Peaceful Paths to Change *by Susan Neyer*

Great changes are coming to a large part of the Middle East. It seems that every few days there is another country whose citizens are trying to change the status quo. While K-3 students may not be aware of this, upper elementary and middle school students can look at current events and see examples of how people in various countries are trying to effect change.

The demonstrations in Egypt, largely peaceful, gave a good example of nonviolent confrontation. Students can look back over history for other examples of nonviolence bringing about change. So soon after the holiday to commemorate Martin Luther King, Jr., they should be able to find examples of nonviolence in the civil rights movement—from the sit-ins at counters, the Montgomery bus boycott, marches, etc. Going back further into history, they can learn about Mahatma Gandhi, who is credited with creating a successful nonviolent campaign for independence for India.

There are many more examples: farmworkers protests such as the grape boycott of the late 1960s, demonstrations against the Vietnam war, the list goes on.

Groups of students can research to find examples of nonviolent change and give reports or act out the events.

In *New Heroes for a New Age*, Arthur Kanegis makes a case for a new way of looking at “heroes.” Here is an excerpt: (the entire article is available at www.medialit.org/reading-room/new-heroes-new-age)

The old myth that we have only two choices – fight or flight – is deeply ingrained in many cultures. Yet, there is another way – an awesome power, radically different from the old world view of fight or flight, conquer or be conquered, that has proven itself in dramatic confrontations on the personal, national and global scale.

For decades we have witnessed dramatic nonviolent revolutions that swept the old guard out of power, first in India, then the American South and more recently in the Philippines, Poland, and elsewhere around the world...The word “nonviolence” sounds soft, implying the passive

acceptance of abuse and injustice. In fact it is just the opposite. The courage required for a nonviolent confrontation with force is incalculable.

Essentially, a nonviolent approach boils down to three common elements that appear in virtually all of the stories of effective nonviolent action:

- **Courage.** Don't be afraid. Attackers smell fear; they are full of it themselves. They expect screaming, begging, pleading. If their opponents are not afraid, attackers' weapons lose much of their power.
- **Humanity.** See the human being behind the violent deed. Speak to his or her condition.
- **Initiative.** Originate a reframed situation. Draw your opponent into the nonviolent interaction you have set up. Create the framework for a solution in which both sides win.

A Beautiful New Set of International Posters

The year 2011 is the 50th Anniversary of Peace Corps, as we are all keenly aware. But did you know that the summer of 2011 has been themed as World Travel/World Culture by the Collaborative Summer Library Program (<http://www.cslpreads.org/>)? What a perfect opportunity for Returned Peace Corps Volunteers (RPCV) to reach out to their communities through the libraries, schools, and other organizations “to help promote a better understanding of other peoples on the part of Americans” (Third Goal).



The RPCVs of WI-Madison are proud to introduce the third and final set of “we all” posters in honor of the Peace Corps anniversary. These posters are a nice adjunct to all types of activities related to the 50th anniversary, the Peace Corps Third Goal, global education, the summer library theme, and so much more. They are especially valued by teachers from K-12, ESL, TEFL, and even churches and social service agencies working with multicultural issues. The 2011 themes are:

- *we all need Peace*
- *we all need Good Health*
- *we all use Energy*
- *we all Celebrate*
- *we all Create*



Free and downloadable teaching resources are provided for each poster on our website at <http://rpcvmadison.org/weall.php>. Undated and timeless, they will remain relevant for many years. Buy one to donate to your school or library, or multiples to support fund-raising for your organization. Contact us at rpcvposter@gmail.com, or 608-231-2445.

Report, *continued from page 2*

and the U.S. 4.5 times what would be consistent with environmental sustainability.) Ask pairs of students to choose two countries from different levels of human development (HDI uses very high, high, medium, and low) and compare those countries across various (there are 17) indicators, from education, health, gender to access to information and communication technology and perceptions of individual well-being and happiness. What questions does their comparison raise?

Center for Global Citizenship



Passport to Understanding: Center for Global Citizenship makes the world relevant to teens while they discover their places in it

by Joe Vogel, Director, Center for Global Citizenship

If you happen to travel the halls of Hathaway Brown School before Winter or Spring Break, you're just as likely to overhear groups of students whisper excitedly about their upcoming trips to the Florida Keys as you are to catch snippets of happy conversations about impending sojourns to El Salvador, India, or Hong Kong.

That's because at this small all-girls' school outside of Cleveland, Ohio, immersive international experiences are an intentional part of everyday life. "At its core, 21st century education has to emphasize a broad understanding of the world," says Joe Vogel, director of HB's Center for Global Citizenship.

The CGC was established to complement the school's core curriculum by helping to promote global understanding and citizenship; foster a deep appreciation for the cultures of the world; challenge students to think critically about the world's most pressing global issues; and to help young women understand how the United States fits into a global context. These goals are met through a variety of initiatives, including international travel and exchanges, an annual lecture series, curriculum enhancements, and faculty professional development.

The centerpiece of the CGC is the Global Scholars Program, which is designed to allow high school girls to "major" in international relations. Participants engage in an intensive four-year course of study of foreign countries, travel the globe, and develop and defend well-reasoned theses.

And as these excerpts from students' reflections attest, the benefits of these experiences run much deeper than any transcript could portray.

Sarah, Grade 8

"The small village of Kenangwen lies

tucked into the islands of Panama. Surrounded by teal waters, luscious green forests, and engulfed in sunshine, it is far from a tourist's eyes. It is centered around the gathering place and schoolhouse, two small but sturdy buildings that stand proudly for their inhabitants of the village, the Ngobe Tribe. The rest of the village unfurls around the gathering place and schoolhouse, consisting of huts and cottage-sized buildings that have a beautiful homespun-architectural look.

The people of Kenangwen, people of creamy coffee-colored skin, shiny dark straight hair and rich brown almond-shaped eyes, are even more beautiful than their land. I stand out completely when I join them, with my fair skin, chocolate wavy hair, round green eyes, and bright purple and pink clothes, but they greet me warmly and curiously.

Olivia and I start to work on painting a welcome sign for Kenangwen, striking up a conversation with two of the men mixing cement. They listen patiently as we try our Spanish, and aren't angered when we say for the 17th time, "Repítalo por favor." They laugh at the misshapen "B" I painted, and at our constant struggle to paint small triangles. Along with laughing, they smile a lot. I feel at ease talking to these strangers. Later, two women from the village join us. One woman, with gray hair and a look of wisdom, even asks me questions. Although



she holds years of wisdom beyond me, she treats me as an equal. I feel at home, miles away from home.

As I head back onto the boat, someone says, "You may never have the opportunity to do something like this again."

I believe one day I will return to Kenangwen. Whether I will actually step foot on the land, I do not know. I do not know if I will ever see the two men who mixed cement, or the wise women, or if even my welcome sign will remain. But what I do know, what I believe, is that in the future, I will visit Kenangwen.

When I decide to welcome others, I will be visiting Kenangwen. When I decide to ignore differences, it will be as if I am stepping off that boat and onto the island again. I believe Kenangwen will stay with me the rest of my life. I will visit it mentally millions of times. I do not know if my sign will hang up there forever, but what I do know is that the paint still stains my purple shirt."

Megan, Grade 11

"The Mumbai terminal was humbling, and for the first time, I was aware of how childish I felt. India sweltered in a mess of luggage, language, and Saudi Arabians all dressed in white returning from a hajj; and I couldn't quite place the pang in my stomach that told me that I was actually the foreign one here.

Oddly enough, I didn't think of home: not when a security guard barked very rushed, angry Hindi at me while blowing a whistle because I was blocking the exit of the airport, nor when I realized that I was a minority for the first time. That same tremor of fear and discomfort turned into one of anticipation and contentment as I laughed along with our driver who grinned sheepishly for driving on the wrong side of the road. He turned up a fast-paced,

See **Passport**, page 5

Passport, continued from page 4

Bollywood-style song, the other girls in the car with me started dancing, and I watched with fascination the giant trees draped with colorful fabrics and shop signs growing out of storefronts.

I would come to know Bombay for the fluorescent lights that never went out, the hum of traffic, and the air full of heat and dirt as a rickshaw drove by. Ahmedabad would seem much akin to an Ohio spring-time, and the incredible residents would invite me to dance at a New Year's party in a lawn lit up by hundreds of small lights. I would chase the waves on the shores of the Indian Ocean and dance with young, Indian girls from a small Catholic school who dreamed of being accountants, lawyers, and stock brokers.

The experience was never really know what I was eating. It was Chetna, who founded her own bank to aid impoverished women, and Hindus United with Muslims, who worked to stop the riots between the Hindus and Muslims that lived together in the slums. The experience was street food and dried mango, thickets of coconut trees and rungs of banana hanging from store fronts, standing in the midst of an emerging economic superpower and Marxist sickles painted on the walls lining the streets. It was the gorgeous Jain temple adorned with garlands and silent except for quiet prayers heard above, and it was the school kids asking us to play cricket with them at Gandhi's ashram.

More than anything, the Indians taught me what it means to be a member of a truly global community. For snatches of time, I stopped being American, being foreign, and feeling out of place and started forgetting the western need for a schedule. In a way, it was humanizing to find that a young, Indian woman studying to be a nurse's favorite color was yellow too. I never quite mastered the little head bob that the people give you when you ask a question that means neither yes or no, but for a time we understood each other more deeply than what the hours should permit."

Emma, Grade 9

"Since I had only read about China in textbooks, actually standing in the middle of a busy sidewalk in Shanghai was unfathomable. It never really hit me that I was on the opposite side of the world, about 6,700 miles from Cleveland.

Connect All Schools initiative

Are you an educator who values a global perspective in your school or classroom? If your answer is "yes," then you may be interested in learning about the *Connect All Schools* initiative. Over 65 major educational organizations have come together to create a new interactive website enabling schools across the U.S. to discuss various international education opportunities.

Connect All Schools is a platform for educators to share ways in which they have brought the world into their schools and classrooms, including the implementation of global curricula, teacher and student exchanges, online connections and collaboration, and world language study. In addition to providing a forum for schools to share how they are connected to the world, interested administrators, teachers and parents can also use these stories to help design their own international experiences. *Connect All Schools* also provides the opportunity for schools to work with partner organizations to build new global links. *Connect All Schools aims to connect every U.S. school with the world by 2016.*

Learn more about the initiative at: www.connectallschools.org. *By telling your stories, you will allow other educators throughout the U.S. to replicate what you have done.*

Join us!

Follow these easy steps to take full advantage of the website:

- Read stories of the international work your colleagues all over the U.S. are doing
- Post your own story of international cooperation, including photographs and video, by registering with www.connectallschools.org (registration is available in the upper right corner)

At *Connect All Schools*, you can also:

- Search for a school in your area with international connections
- Search for connections in a specific country you are interested in
- Share your valuable experience
- See what is going on in other major educational organizations in the U.S. and learn many other ways to make your school truly international

NPCA is a partner in the Connect All Schools initiative. When you enter your story, please list NPCA as your partner organization!

Though everyone our group encountered was amiable, most people we saw walking down the street were not smiling; how they carry themselves in public demonstrates how formal and civilized they are. Because of the educational aspect of the trip, we had one-on-one encounters with many Chinese students. We realized how fortunate we are when we learned about their typical school days, which start at 7:30 a.m. and last until 5:00 p.m. Students remain in the same classroom all day and only have a one-hour break for lunch and recess. Almost all of the kids ride their bikes to and from school and they wear the same uniform every day. The difference that stood out to me the most was the food. Native Chinese food is unbelievably different from the American interpretation of Chinese food.

Over the course of the trip, we visited four major cities: Nanjing, Suzhou, Hangzhou, and Shanghai. We enjoyed every place we visited, but my favorite part of the trip was our stay in Shanghai. We visited the second-tallest tower in the world, the Oriental Pearl, which consists of two glass observation areas and a revolving restaurant at the top. From exploring the city and shop-



ping for two consecutive days in one of the busiest marketplaces in Shanghai, we all wished we could have had more time there.

The other seven HB students and I did not know what to expect when we embarked on this journey, but we were all willing to shed the skin of our normal comfort zones and immerse ourselves in Chinese culture, tradition, and everyday lifestyle. The memories we brought home will stay with us forever."

To learn more about Hathaway Brown School's Center for Global Citizenship, please visit www.hb.edu/CGC.

Educating for Global Competency in the 21st Century

By Charmagne Campbell-Patton, World Affairs Challenge Program Manager, World Savvy charmagne@worldsavvy.org

Last year at Minnesota's Second Annual World Affairs Challenge, four students from Highland Park Senior High School in St. Paul took their audience on a journey to Haiti, India and Ethiopia to explore the water problems



Students from Highland Park Senior High School in St. Paul presenting at the World Affairs Challenge

facing these countries. In the form of a mock press conference held by the President's Press Secretary, Elon, Betlehem, Fiona and Lor shared their research and solutions to issues ranging from water access to pollution and water-borne diseases. A few weeks later at San Francisco's Eighth Annual World Affairs Challenge, a group of students from Wilcox High School in Santa Clara, CA twisted the classic fairytale, the Little Mermaid, into a play exploring the effects of human pollution on the oceans local, national, and international economy, and modern medicine and health.

These students are just a few of nearly 4,000 middle and high school students from Minnesota and Northern California who have engaged in project-based learning to build knowledge and skills for global competency through the World Affairs Challenge, hosted by World Savvy, a national nonprofit dedicated to educating and engaging youth in community and world affairs. Working either in-class or after-school, World Savvy students learn about the annual theme, identify an is-

sue or problem of interest to them, and engage in in-depth research to inform action-oriented solutions to the problem at the local, national or global level. Originally developed by the Center for Teaching International Relations in Denver in 1995, the World Affairs Challenge has been World Savvy's flagship program in the Bay Area since 2003 and in Minneapolis-St. Paul since 2008. Over the past nine years, students have explored issues ranging from human rights, migration, global health and water.

This year, more than 2,000 students in Northern California and Minnesota will be examining the theme of *Food: Feeding the Planet Sustainably in the 21st Century*. These students will convene on March 5th at Macalester College in St. Paul or April 16th at San Francisco State University to share their perspectives on issues ranging from rural hunger and food security issues to rising levels of diabetes and obesity in inner cities. Each year, we have welcomed a number of Returned Peace Corps Volunteers as judges at the culminating competitions. Judging is not only a great way to support students as they present their research and solutions to pressing global issues, but also learn from them – you just might be surprised at what you will learn!

By helping young people build the knowledge, skills and values for global citizenship, the World Affairs Challenge prepares them for academic, personal and professional success. Data and testimonials from past years indicate that the World Affairs Challenge has a significant impact on enhancing students' global competency. In the words of one student from last year, "while participating in The World Affairs Challenge, I have learned how to successfully work as a group, which



Students at the World Affairs Challenge in San Francisco presenting their research on water pollution.

has helped me in school when I'm in the same situation. It also has helped me think 'outside the box' when coming up with an answer to a question or if I'm writing an essay. Finally, I have learned that I can still have fun while learning and problem solving!"

Beyond the skills students gain through the program, many participants demonstrate an enhanced understanding of their roles and responsibilities as global citizens. As another student remarked, "I believe that having an understanding for cultures other than your own you become a part of a bigger picture. You're not just a part of your community, state, or even your country; you begin to understand how all the cultures come together and help each other out. And by knowing about other countries we can make our whole world a better place for everyone to live."

Beyond the World Affairs Challenge, World Savvy provides a range of other programs and services to cultivate the next generation of globally competent leaders. Our Media and Arts Program supports educators in New York and San Francisco to harness the power of art and media as a lens to examine real world local and global challenges in their classrooms. Additionally,

See *World Savvy*, page 7

Voices from the Peace Corps: Fifty Years of Kentucky Volunteers

By Angene Wilson and Jack Wilson; reviewed by Anne Baker

In my job, I get to speak to RPCVs and those impacted by Peace Corps all the time. As most of us do, I get the quick story: "I was in Guatemala 88-90," perhaps followed by a "did you know....?" But I rarely get the chance to dig deeper: "Why did you join Peace Corps?" through "How are you using your Peace Corps experience now?" To me, those are the most interesting stories, the ones we rarely have the time to explore.

Well, now we do. With their book *Voices from the Peace Corps: Fifty Years of Kentucky Voices*, Angene and Jack Wilson capture the real stories of the Peace Corps, from those who volunteered. Over nearly five years, they interviewed dozens of RPCVs who service spanned the globe and the decades in their Peace Corps experience. Besides their Peace Corps experience, what's the common thread? They are all Kentuckians!

I am a Returned Peace Corps Volunteer (RPCV) myself (Fiji 1985-1987). I've visited family members while serving in Peace Corps in Guatemala and Romania. I've met PCVs in my travels to Ghana and Albania. And I even know some of the RPCVs interviewed for this book (as well as the authors). So, why read this book? I've heard it all before, right? Hardly. I enjoyed every page. The stories build on each other, often starting from a common reflection and branching into unique experiences. Reading the stories brought back my memories and allowed me to reflect on my Peace Corps service and beyond. Some stories made me realize "I never thought of it that way" and introduced new perspectives.

I am also an educator. I've spoken about Peace Corps in schools and classrooms, in living rooms and kitchens, and over morning coffee while visiting friends. For the non-RPCVs—including students—this book touches all the questions they have, from "Why did you join Peace Corps?" through "What was the impact of your service on the host country and on yourself, including your career, your family, your worldview, and our own country?" And that's how the book is organized. Each chapter delves into a phase in the process, from the application, training, service and beyond, even building on an earlier recruiting phrase, "the toughest job you'll ever love."

There is something for everyone in this book. It can be read straight through, as I did, or by chapter, depending on your interest. But do read it, reflect on it and relish it. Then reach out to other RPCVs and listen to their stories or—better yet—share your own. We'd love to hear it!

You can read an excerpt, *Food—Sometimes, but Sometimes Not in the winter 2010-2011 issue of this newsletter on page 4.*

From the Publisher
VOICES FROM THE PEACE CORPS
Fifty Years of Kentucky Volunteers

In Voices from the Peace Corps: Fifty Years of Kentucky Volunteers, Angene Wilson and Jack Wilson, who served in Liberia from 1962 to 1964, follow the experiences of volunteers as they make the decision to join, attend training, adjust to living over-

seas and the job, make friends, and eventually return home to serve in their communities. They also describe how the volunteers made a difference in their host countries and how they became citizens of the world for the rest of their lives.

*Among many others, the interviewees include a physics teacher who served in Nigeria in 1961, a smallpox vaccinator who arrived in Afghanistan in 1969, a nineteen-year-old Mexican American who worked in an agricultural program in Guatemala in the 1970s, a builder of schools and relationships who served in Gabon from 1989 to 1992, and a retired office administrator who taught business in Ukraine from 2000 to 2002. *Voices from the Peace Corps* emphasizes the value of practical idealism in building meaningful cultural connections that span the globe.*

*Angene Wilson is professor emeritus of education at the University of Kentucky, where she was chair of the secondary social studies program from 1975 to 2004. She is the author of *The Meaning of International Experience for Schools* and coauthor of *Social Studies and the World: Teaching Global Perspectives*.*

Jack Wilson spent more than thirty-five years in public service, beginning as a Peace Corps administrator in Sierra Leone, Washington, DC, and Fiji, and continuing as an administrator of environmental protection programs in Ohio and Kentucky.

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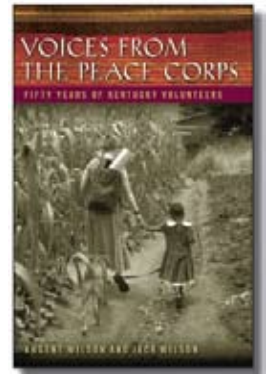
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World Savvy offers Professional Development workshops free to schools in San Francisco, New York and Minneapolis-St. Paul, provides customized consulting to schools and cultural institutions nationally, and produces educational resources online for free. For more information about all of our programs and services, visit www.worldsavvy.org. Over the next year, we are working on strategies to engage more students and teachers in our work through remote online participation. We invite RPCVs and others with an interest in building students' global competency to join us at one of the upcoming World Affairs Challenge events or contact us to learn about other ways to engage in our work.



Peace Corps Teaching in Turkmenistan

Teaching Truths in Turkmenistan *by Gregory Pellechi*

Every education system poses various challenges for students and teachers alike, be it lack of funding or standardized testing or civil rights issues such as prayer in school and headscarves. No one system can be said to be superior over another as they each have their quirks, and while one may work well for a smaller classroom size or population it doesn't guarantee that it will scale up well. Having lived in numerous countries I have experienced a variety of schools including Catholic, public and private.

Turkmenistan is a system unlike any other I have seen. While all government ministries of education set the standards for a country, none that I have been to have ever set so many and been so rigid in their requirements. Teachers must report more than mere grades and attendance; they are also expected to show the work of the students as well. The work is to consist of vocabulary, written dictations and standardized phrases all from textbooks based on grade levels rather than skill levels.

Much like the former Soviet Union, Turkmenistan has made decrees and proclamations concerning its education system. The one that affects myself and the Peace Corps most is that every student must learn Turkmen, Russian and English. As of two years ago only select schools had English courses, as a result Peace Corps volunteers who were assigned to teaching English as a foreign language did so only in those schools. These days they are placed in any school, sometimes even working in multiple schools along with the occasional volunteer-run language center.

With its small foundation of volunteers, 21 out of 33 currently in country are concerned with teaching English, and as a result of such a small number of volunteers the Peace Corps is attempting to remedy many of the complaints made over the years about its TEFL (Teaching English as a Foreign Language) program. Namely, that there is a lack of cohesion and training on the part of the volunteers. This means a concerted effort on the Peace Corps' part to train all volunteers in teaching

methodologies, classroom management and cultural sensitivity. All so that the volunteers can work at a grassroots level.

In a country with a strong, centralized education system, where the teachers have little to do with how their lessons are planned and organized, a grassroots organizations and its members can come up against a lot of resistance to their work whether it's introducing new teaching methods, presenting new material, or simply running



Volunteer Peter Rengstorf gets laughter from students in an after-school English Club.

a lesson on a topic as inconsequential as dental hygiene - as we do here in Turkmenistan. Some argue that our simple presence is enough, and that by teaching a class or offering one student a chance to practice their conversation skills we change lives.

Undoubtedly, we do have that effect. By showing people a different way to be, a different way to live, even engaging them in a discussion of alternatives for what they think as the only way to do something or traditional manner we affect change because of the alternatives we present. At the same time, movies and other forms of mass media have had an unexpected effect on those we work with and their expectations of us volunteers. Affecting them even more so than some of their previous experiences of Peace Corps volunteers have.

The movies *Freedom Writers* and *The Roy Clark Story* in particular have my counterpart and his colleagues under the impression that my presence means

that things for them, their students and potentially the school will change for the better. All because I am supposedly going to put in a superhuman effort and money, that as a volunteer I simply don't have. The teachers failing to recognize that it is not me that needs to do so, but rather themselves.

If nothing else maybe our presence as volunteers is to show the people, students and teachers of Turkmenistan that any work to be done is not merely a matter for the government but the people themselves. To accomplish more they have to put in the time, effort, energy and sweat that would take them beyond merely meeting the requirements of their ministries and presidential decrees; that they too can make the same difference with their students without expecting any reward beyond the knowledge that their students are actually learning.

Parallels Between the Immigrant Experience in America and Peace Corps Volunteer Life

by Maresha Y. Mead

As a teacher in Nevada I witnessed xenophobia toward immigrant students on a daily basis. It was common to overhear statements like "they should learn English" and "they always hang out with each other instead of joining the rest of us." The expectation was that as soon as someone reaches our shores, they should fully integrate and embrace every aspect of our culture. On an intellectual level, I knew this to be an unrealistic expectation. It wasn't until I became a Peace Corps volunteer that I understood it on an emotional level.

When I arrived in Turkmenistan I was entering a world that was seemingly opposite to mine. It was my choice to join the Peace Corps, as opposed to most immigrant students in the U.S. who are brought to the country by their parents. I understood the need to learn Turkmen; knowing the language of a country makes living there easier.

See Turkmenistan, page 9

Just Gotta Blog!

by Elizabeth Fuhrman

Now that I've banked quite a few blogs as a teacher, I am convinced that blogging fits today's learning style for both younger and older generations. And from my teaching experiences, even if one is a newcomer, one learns quickly and then goes on to discover the many benefits of a blog, namely these: the chance to process information, share with other bloggers, and become a part of an online community.

Personally, I recommend setting a public blog up.

The advantages of a public blog:

- a lot of themes to choose from
- you can post pictures, videos, links, etc to make it "bling"
- you can invite others outside your class to comment
- you have control over the comments that get posted (When you set it up, you select "comments need approval" before getting posted.)

Disadvantages of a public blog:

- advertisements on your page
- spammers and interlopers will eventually try to use it to commu-

nicate (So just delete them from the control panel every once in awhile. No students have to see the messages, only you.)

If you are setting up your first blog, I recommend choosing a simple template to get started. It's up to you how fancy you want to get...and how much time you want to put into it. However, once the blog is set up, WA-LAH! It is easy to maintain.

Other Recommendations:

- Set it up with a general path/ focus in mind. (Perhaps it is to plan, in stages, a final project. Or, it is a "literature response" connecting what they read in class with real life.)
- In the beginning send out the blog link and an explanation. It helps to include these aspects:
 1. Perfect grammar and syntax are not expected. Expression of ideas is most important. (Also this lowers the affective filter for non-native English speakers.)

2. Revisit the blog, and comment on comments.
3. The comment will *not* appear right away. ("It goes through a simple approval process in order to prevent spammers and interlopers.")
4. Enjoy the richness of community learning... ("You are not only getting feedback from a teacher, just one person, but from a whole community of learners!")

- Each time you post a topic, email everyone the topic plus the link. Since they are on the computer checking their email, they are much more likely to click on the link and blog too!
- Throw in spontaneous "fun" topics, based on either an activity, an assessment in class, or a student's suggestion.
- As a teacher, I recommend *not* commenting on every student's comment. Otherwise, the blog gets too lengthy and time-consuming.
- Add relevant links, little by little. Hopefully some bloggers will take the time to look at them.
- As I said, share it with other professionals as you go. An outsider's viewpoint can really enhance the learning/ blogging experience.
- Start a spreadsheet with students' names. Enter topic 1, topic 2, etc. Put a check next to each when they blog. Towards the end of the semester, reward avid bloggers.

Turkmenistan, cont. from page 8

However, learning a foreign language is hard, especially when you have other obligations. I had to undergo technical and cultural training at the same time, plus navigate relationships with host family, Peace Corps staff, and other volunteers. Immigrant students in the U.S. must also navigate a new culture and relationships; all their classes are taught in a foreign language (imagine taking biology taught in French, for example); and many of them have duties to perform at home.

I didn't come to Turkmenistan to learn Turkmen; I came to teach English. When people here tell me I should learn Turkmen or Russian and laugh at my mistakes, it does not motivate me to learn. I imagine when ESL students are chastised for their poor English skills, they feel no motivation to learn either.

Adapting to a new country is exhausting. You must always be on guard not to make some horrific faux pas. You are inundated with the strange

sound of a language you don't know, grasping for any word you understand. You are painfully aware that you don't belong, struggling to maintain an air of confidence as you walk down the street under the stares of those who do belong. Sometimes you are mistaken for the minority group the majority knows. In Turkmenistan, people assume I am a Russian because I'm white. It's annoying. Just as I'm sure Ecuadoreans, Nicaraguans and other Latinos are annoyed when people assume they're Mexican. Under those circumstances, of course you are relieved when you discover a group of people who share your language and culture. The few Americans I see here are a refuge and source of comfort when I feel worn down from trying to fit in. So, perhaps we should not be so quick to judge that group of students speaking Spanish in the hallway. They're not talking about you or disrespecting America; they're trying to survive.

As you and I are stretching and acclimating to new cyberspaces, so is the world! Blogging transcends many types of "borders". (My international students are some of my biggest blogging buffs.) Thus, the true beauty of blogging is that we can learn from each other above and beyond classroom walls. Okay, now you've just gotta blog!

E. Fuhrman is a high school ESL teacher in Montgomery County Public Schools, and an adjunct professor for the Bilingual Special Education Department at George Washington.

Bringing the World Into Your School *by Douglas G. Schermer*

How can you bring the world into your school? Connect your classroom to current and former Peace Corps Volunteers! The result? A vibrant exchange of ideas, stories, pictures, and artifacts that helps U.S. students in the classroom learn about the people, geography, environment, and culture of the world from the direct experience of Peace Corps Volunteers living in other countries.

Bring the World Home

Goal Three of the Peace Corps, “bring the world home,” means informing Americans about life in other countries and cultures to promote a better understanding of the world. With over 200,000 returned Peace Corps Volunteers, one way to accomplish this is by inviting them to visit your classroom and share their experiences. It provides students with an opportunity to hear stories and see pictures from those who have returned from service.

You can bring the world into your classroom all year long with the World Wise Schools Program (www.peacecorps.gov/wws) which offers a wealth of resources, including an opportunity to match up with a volunteer actively serving overseas. *How does this work? How does one get involved? What is the impact on students? I interviewed several teachers who are participating in WWS to gain insights into these and other questions.*

Volunteer—Teacher Matching

How hard is it to get connected to a Peace Corps Volunteer? Everyone said it was easy. An email to WWS was sufficient to get a match, a process that takes about two weeks. Some teachers reported that they requested a match with a volunteer in a geographic region of the world or a volunteer from their home state but most let WWS make the match. In some cases, the teacher and volunteer remain paired for two years, the typical service time for a volunteer.

How it Works: Letters, Emails & More

Once matched, the teacher and volunteer work out the details for communication. All used email and most used surface mail. If the volunteer had a teaching assignment, it was common for the teachers to pair their students as pen pals and send a batch of letters in a large envelope. Letters often contained photos, drawings, maps, and some artifacts from the culture. Samples of money seemed fairly common. With the speed

of surface mail, they reported about four such exchanges per year (thus the admonition to start early). Pen pals learned that they could not use slang and to avoid specific references to American culture that would not be understood in another country.

Many teachers reported projecting an email and attached pictures from the volunteer on a screen so the entire class could see them. Often the class drafted a group email reply. Elementary students typically asked questions of a personal nature such as “*Do you miss your family*” or “*What is it like without electricity?*” High School students were interested in the volunteer’s job and what it was like to use Spanish to communicate with the people around her. Of course, “*What was the strangest thing you have eaten?*” was common at all ages. The fact that the volunteer answered their questions is as important as the answers themselves.

While pictures were common, one volunteer sent a PowerPoint with pictures explaining her efforts to help people in a village practice sustainability in fishing and farming. The students were amazed at the colorful fish, the exotic fruits, and vegetables they had never seen before. They also noticed the dirt roads in many of the pictures. Naturally, they were very curious about what they had seen. If a picture is worth a thousand words, it can also inspire a thousand questions.

The technology revolution has amazed me. As a volunteer in Iran in 1966, my only means of communication was by air mail using aerogrammes. At that time we had no phones, but now several teachers indicated they planned to Skype with their volunteers yet this year. Many also reported using Google Earth to zoom in on the volunteer’s village.

Impact on Students

The fact that the students are relating to a Peace Corps Volunteer is vitally important. They develop a personal relationship with the volunteer and are interested in the volunteer’s experi-

ences. One volunteer lived with a family in a two-room house in her village, which surprised the students. When she moved to a house of her own, they were happy to learn that the villagers gave her a dog so she would not be alone.

One fifth grade teacher reported that her students get very excited when they receive a message from their volunteer. “They do not realize they are learning,” she said. Another reported that she wanted her students to gain a global perspective. Then she added that it was her hope that someday they would become volunteers, too.

A high school teacher echoed this sentiment when she stated that her students connected the idea of service and helping others. This transferred to the school’s annual service project because the quality of their proposals increased after learning from a volunteer that service projects can be “simple” and yet have a big impact. She noted that the volunteer had started a program to recycle batteries in Peru. The government would pay a token amount for each battery turned in. However, the collection site was a half-day journey away. The volunteer gave children a piece of candy for each battery they turned in. Whenever she traveled to the city, she brought the batteries and used the money she received to buy more candy to keep the recycle cycle rolling.

A fourth grade teacher from a small rural school who has participated in WWS for almost 20 years said that it is a good way for her students to learn about the world, especially when they receive real objects, sample money, etc. She felt her students benefitted by learning about the third world where kids do not have the same things we have nor do they eat the same foods we eat.

The common denominator is that through a personal relationship with a Peace Corps Volunteer, students learned about other parts of the world, about a different culture, about ways to communicate across cultures, and how

See **Match**, page 11

volunteer service can have an impact on people in another place in the world. In addition to planting seeds for the future, students see that they can do this, too.

Impact on Teachers

It isn't just the students who benefit from the World Wise Schools program. One teacher noted that it has been good for her because it reminds her that there is so much need in the world and how we are so encumbered with all of our stuff. She sees the volunteers as "giving people" who sacrifice two years to help others. Another mentioned that she has learned about places that were totally new to her, too.

One teacher observed that she was surprised by the things she learned *about* her students and *from* her students as they participated in this program. She added that WWS keeps her in touch with her "younger me" when she had wanted to be in the Peace Corps.

And Finally

The World Wise School program also has an impact on the volunteers. One teacher reported that her experience in the Peace Corps led her to change careers and become a teacher. Perhaps the most heartwarming anecdote involved a teacher who had previously served as a volunteer.

"The high-light of participating in the program was going to visit the classroom that I had been corresponding with. I was able to do this easily because I was visiting NYC on a mid-service break to the US. I walked into the 3rd (or 4th?) grade classroom, and someone said, "Hey, that's the girl on the pictures!" I looked over at the bulletin board and the pictures that I sent the teacher were posted with some other pieces of information I sent. It was so fun to make the connection and be in a familiar school setting!"

The teachers' advice was unanimous – do it!

Global Education Resources

Choices Lesson: After Mubarak

Hosni Mubarak's resignation marks a significant milestone in the ongoing Egyptian protests. The effects on the people of Egypt and the region will continue to unfold in the coming days.

This free lesson, *After Mubarak*, is the second in a series on the recent events in Egypt. It helps students consider the implications of a leadership change in Egypt on the protests for democracy throughout the Middle East and North Africa. The first lesson, *Egypt's Uprising*, provides students with fundamental information about the causes of the uprising, the role of new media, and the U.S response.

In this lesson students will:

- Explore the possible effects of Mubarak leaving office.
- Identify the connection between the demonstrations in Egypt and other protests in the region.
- Consider the potential effects of the protests on democracy and stability in the Middle East.

Click here to view this lesson http://www.choices.edu/resources/twtn/egypt_future.php

Global Ed at ASCD

If you are attending the ASCD conference in San Francisco this month, be sure to attend our session on "Bringing the World into your School" on Monday, March 28 at 12:15 in the Moscone Center.

E-Learning Module from INEE

E-Learning Module—*Learning is Their Future: Darfuri Refugees in Chad*

Are you looking to learn more about education in emergencies?

Are you interested in implementing educational programs in humanitarian contexts?

Are you:

- An education practitioner (e.g., staff of United Nations agencies, non-governmental organisations (NGOs), community based organizations)?
- A Ministry of Education representative?
- A university student?
- An employee of a donor agency?

If you answered yes to any of these questions, you should check out INEE's (Inter-Agency Network for Education in Emergencies) new e-learning module, *Learning is Their Future: Darfuri Refugees in Eastern Chad*. This module provides participants with an interactive way to learn about education in emergencies as well as the INEE Minimum Standards for Education. Through a range of media including video, photographs, articles and reports, participants learn about the case of Darfuri Refugees in Eastern Chad and have the opportunity to apply the Minimum Standards to the situation.

For more information or to learn more about the INEE, visit our website at www.ineesite.org, or contact us at materials@ineesite.org.

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Global Education Opportunities

Speakers Match: Bring a Returned Peace Corps Volunteer into Your Class:

Through the Peace Corps' Speakers Match program, elementary and secondary school teachers can enhance their students' learning through classroom presentations by returned Peace Corps Volunteers. Interested classroom teachers and returned Peace Corps Volunteers can enroll in the Peace Corps' Speakers Match program at www.peacecorps.gov/www/speakersmatch/

Have you brought in a Returned Peace Corps Volunteer to speak to your students? Are you an RPCV who has visited a classroom or other setting to speak about your experiences in Peace Corps? We want to hear your story! We are looking for stories to highlight on our blog and in our publications. Please email Anne Baker at gloaled@peacecorpsconnect.org with your story and any photos from your presentation. Many thanks!

Professional Development Opportunity in Azerbaijan

Azerbaijan: Transition from Conflict to Peace & Nonviolence (TCPN) International Certificated Academic Trainings (ICAT): 1 - 14 June, 2011. This training will be organized and managed by the Institute for Conflict Transformation and Peacebuilding (ICP) from Bern, Switzerland.

For further information related to the project, please visit their web page: www.iicp.ch/.

If you interested in participating in this academic training course taught by international experts, meeting up with peace workers from all over the world and spending interesting time in Azerbaijan, you are kindly requested to complete the application form and to send it together with additional documents to the address mentioned below or via email to: huseynli@iicp.ch

Applications should be sent no later than: 5 April, 2011.

Apply to be a Global Citizen Corps Leader

Do you want to help address global challenges like poverty, hunger, conflict, climate change and access to education?

Global Citizen Corps is an international youth leadership program that brings students together to make a difference. Over one year, Leaders work with Mercy Corps staff to get the training and tools to raise awareness and organize effective local actions that make a global impact. Global Citizen Corps is free, it's fun and gives you the skills to make a difference! Be an inspiration. Real change happens one person at a time.

Applying is easy. Visit www.global-citizencorps.org/leadership to apply and learn more about what Global Citizen Corps is all about. The application deadline is June 15th for the program.

Global Exploration for Educators

Global Exploration for Educators Organization (GEEO) is a 501c3 non-profit organization that runs professional development travel programs designed for teachers.

GEEO is offering 13 different travel programs for the summer of 2011: India/Nepal, China, Vietnam, Egypt, Turkey/Syria/Jordan/Egypt, Ethiopia, South Africa/Mozambique/Zimbabwe/Botswana, Morocco, Argentina/Uruguay/Brazil, Bolivia, Peru, Costa Rica and Guatemala/Belize/Mexico.

Educators have the option to earn graduate school credit (3 credits through Indiana University) and professional development credit while seeing the world. The trips are designed and discounted to be interesting and affordable for teachers. GEEO also advises teachers on how to find funding to subsidize the cost of the trips. GEEO provides teachers educational materials and the structure to help them bring their experiences into the classroom. The trips are open to all nationalities of K-12 and University educators and administrators, as well as retired educators. Educators are also permitted to bring along a non-educator guest.

Detailed information about each trip, including itineraries, costs, travel dates, and more can be found at www.geeo.org. GEEO can also be reached 7 days a week, toll free at 1-877-600-0105 between 9AM-9PM EST. To sign-up for GEEO's listserv, please send an email to listserv@geeo.org with the subject line "subscribe."

Jesse Weisz, Executive Director
Global Exploration for Educators Organization (GEEO)
1-877-600-0105 jesse@geeo.org

Looking for Changemakers

Oxfam America is currently accepting applications for the CHANGE Initiative, Oxfam's national student leadership and organizing program. CHANGE offers college students, at US based campuses, entering their sophomore or junior year, the skills and opportunity to become effective agents for social change. CHANGE Leaders:

- Connect with Oxfam staff and have access to expert skills based training, resources, materials, and year-round support;
- Develop confidence and the skills to effect positive, lasting social change, and;
- Are part of an active and growing, global network of peers and alumni working on social justice issues.

Applications are due April 1, 2011. Selected students participate in a week-long training in Boston, July 23-29, 2011. All expenses are covered by Oxfam.

Watch the CHANGE video and apply at: www.oxfamamerica.org/change
If you have any questions please call 1-800-77-OXFAM ext. 9415 or email CHANGE@oxfamamerica.org.

Around the World Expos with Global Ed Workshops:

This year, as we celebrate the 50th anniversary of the Peace Corps, NPCA is collaborating with Peace Corps and local member groups to put on a series of Around the World Expos across the U.S. All expos are open to the general public. In many of these expos, we are highlighting ways to bring the experience back home into U.S. Classrooms in dedicated global education workshops.

As of press time, the following expos will also have a global education workshop:

- Sunday, March 27 in Madison, WI (facilitated by Angene Wilson, who writes our 9-12 corner and who, with her husband Jack, just published an oral history of the Peace Corps. See the inside of this newsletter for more on both topics.)
- Saturday, April 30 in Raleigh, NC
- Sunday, May 22 in Philadelphia, PA

Visit our website for the full list of expos (<http://bit.ly/PC50thExpos>), then click on the links to read more and to RSVP.

We look forward to seeing you there!

This newsletter is distributed electronically and posted to the [NPCA website](#). New email? Please log in to our database to update your record. Go to www.peacecorpsconnect.org/membership and click on "login to your account."

If you do not know your password, use the automated "forgotten your password" link or email membership@peacecorpsconnect.org.



**Global
Education
News**

National Peace Corps Association
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Global Education News is a quarterly teacher resource from the National Peace Corps Association and the Professional Interest Community of ASCD. We welcome your contributions. Opinions expressed in this publication are those of the authors, and do not necessarily reflect the official views of the NPCA or ASCD.

Please send letters or material for the newsletter to Susan Neyer, Editor, 1701 Lilac Drive, Walnut Creek, CA 94595 (925-933-4490) e-mail: SusanNeyer@astound.net or Anne Baker, NPCA 1900 L Street, NW, Suite 404, Washington, DC 20036-5002 (202) 293-7728, ext. 12, e-mail: globaled@peacecorpsconnect.org.

**Next deadline: May 15 for
June-July-August Issue**

Membership/Renewal Form

To join/renew NPCA's Global Education, or make a donation, please go to peacecorpsconnect.org or complete this form, clip it out, and send it to:

Global Education, NPCA, 1900 L Street NW, Suite 404, Washington, DC 20036

phone: (202) 293-7728, ext. 12 fax: (202) 293-7554 e-mail: globaled@peacecorpsconnect.org

____ I would like to join/renew NPCA at \$35/year (includes Global Education) and these member groups at \$15 each/year:
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____ Please sign me up for the Global Ed News

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I am a member of these education associations: ____ ASCD ____ ISSA ____ NCSS ____ Other: _____

____ My check made out to NPCA/Global Ed. is enclosed or Please charge \$ _____ to my ____ MC ____ VISA ____ AmEx

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