



CHILE

Annual Report 2014



WorldTeach

Executive Summary

This annual report is designed to give you an in-depth look at the third year of WorldTeach Chile's work with Fundación Educacional Oportunidad (FEO). Headquartered in the United States, WorldTeach is working with the Fundación Educacional Oportunidad's existing English project in Valle de Elqui of Chile's fourth region. From February to December 2014, our in-country staff, consisting of one Head Teacher and four volunteers, worked in two comunas, Paihuano and Vicuña, in the Valle De Elqui. They taught English to all ages and in a large variety of schools, from tiny one-room schoolhouses to large elementary schools, serving a total of 15 schools. The volunteers also dedicated spare time to a free open adult community class as a chance to access more people in the valley. The volunteers' hard work prompted the FEO to agree to expand the English program. In 2015, there will be an expansion in the Vicuña school district.

This report provides detailed information about the placement process, placement assignments, and short volunteer biographies. You will also find complete information about the Orientation Training Conference, Mid-Service Conference and End of Service Conference that our volunteers received. Finally, there is an overview of finances as well as a partnership analysis, looking at the strengths and weaknesses of the program, as well as opportunities and challenges.



Table of Contents

<u>EXECUTIVE SUMMARY</u>	<u>1</u>
<u>WORLDTEACH CHILE</u>	<u>4</u>
History of WorldTeach in Chile	4
<i>FEO Program Placement History</i>	4
Program Overview for 2014	5
WorldTeach Chile Staff	6
Recruitment	7
Volunteers & Placements	7
<i>Involvement Beyond the Classroom</i>	9
<u>SUPPORT & TRAINING</u>	<u>17</u>
Orientation	17
Site Visits	17
Teacher Quality Coordinators	18
Lesson Plans	18
Modules	18
Assessments	18
Mid-Service Conference	19
End-of-Service	19
<i>Modules</i>	
<i>Lesson Plans</i>	
<i>Site Visits</i>	
<i>Mid-Service Training</i>	
<u>PRINCIPLE FEEDBACK</u>	<u>21</u>
<u>FINANCES</u>	<u>23</u>
<u>WORLDTEACH OVERVIEW</u>	<u>26</u>
History of WorldTeach	26
Administration	27
<i>Board of Directors</i>	27
<i>Government Partners</i>	28
<i>NGO Partners</i>	28
<i>Institutional Partners</i>	28

WorldTeach Chile



WorldTeach Chile

HISTORY OF WORLDTEACH IN CHILE

In the fall of 2003, WorldTeach was invited to partner with the Ministry of Education's Inglés Abre Puertas Program. The initial group of 15 volunteers taught grades K-12 in public schools in the country's fourth largest city, Antofagasta. During the eight year partnership, 135 WorldTeach volunteers taught in various regions of Chile. WorldTeach began a second partnership in Chile in 2006 with DuocUC, a technical and professional institute loosely affiliated with the Pontifical Catholic University of Chile. Over the four years of the partnership, 70 WorldTeach volunteers taught at DuocUC schools. Our third, albeit very small, program in Chile began in 2008 through the Patagonia Sur Foundation. For this program, we sent two WorldTeach volunteers to the Los Lagos region to teach English and environmental education.



As all of these partnerships had concluded by late 2011, WorldTeach was incredibly excited to open a new program in collaboration with Fundación Educacional Oportunidad in the summer of 2012. Fundación Educacional Oportunidad (FEO) has been working with educational institutions in the Elqui Valley since March 2006. WorldTeach was thrilled to return to Chile with such a promising and dedicated new partner. Through FEO, volunteers work in schools in the Paihuano and Vicuña comunas. In the Paihuano schools, the volunteers work with FEO-hired English teachers and help support the existing English program three days a week. This year the volunteers also worked in small groups in two Vicuña schools, in Rivadavia and Diaguitas.

FEO Program Placement History

School Name	Duration
Cielo Claro	August 2012-Present
Gabriela Mistral of Monte Grande	August 2012-Present
Escuela Geronimo Godoy Villanueva of Pisco Elqui	August 2012-Present
Microcentro Gabriela Mistral	August 2012-Present
Liceo Mistraliano	August 2012-Present
Escuela Rios de Elqui of Rivadavia	August 2012-Present
Escuela Juan Torres Martinez of Diaguitas	August 2012-Present
Peralillo	July 2013 – Present
Varillar	July 2013 – Present
Escuela Paula Jeraquemada of Chapilca	July 2013 – Present



High quality English education in Chile is becoming more and more respected. Fundación Educacional Oportunidad had decided to dedicate their efforts to this end in the Elqui Valley. The Elqui Valley offers two main types of jobs to its residents: seasonal work in the grape industry and tourism. The students are given a tremendous opportunity to break into the more profitable tourism industry if they take advantage of the English courses offered from a young age. The partnership with WorldTeach is yet another chance for the students to have an amazing resource, access to a native speaker in the classroom.

The English in the Valley program has also asked for special help in continuing the English literacy program. FEO has purchased a great wealth of books for the students to read in English; this is a luxury that many Chileans do not have access to because of the high taxes on books in Spanish and English. The volunteers were asked to focus more time and energy into the program, as it was a difficult element for the Chilean co-teachers to incorporate into their original curriculum. The volunteers also found it difficult to incorporate, but the program got more use this year than any other. It has been a learning experience and it is a great occasion for the volunteers to give individualized attention to their students in a way that they may not be used to.

WorldTeach Chile



PROGRAM OVERVIEW FOR 2014

WorldTeach Chile had a tremendous third year. Our five dedicated yearlong volunteers were placed in new sites and were flexible with ever-changing scheduling conflicts. This year WorldTeach Chile, with its always helpful and supportive partners, expanded to yearlong placements in our Vicuña schools. Although there was a prolonged strike in the region, which affected our participation in some of our favorite annual events, we were happy to get back in the classroom by the end of the school year.

All of our volunteers worked hard to prepare our students for our multiple extracurricular English events. We helped the students participate in the public speaking and spelling bee competitions with many teams advancing to the next round of competition. We helped our students prepare for the “Selfies in the Valley” project and several volunteers helped students in the Vicuña schools prepare for their own singing competition. Unfortunately, our favorite event “Singing Under the Stars” and also a planned “Muestra de Ingles” in Vicuña had to be canceled due to the prolonged strikes. The volunteers, additionally, have dedicated their time to helping the wider community with free English courses to adults.



WorldTeach Chile

WORLDTEACH CHILE STAFF



Head Teacher - Amy Ford

Born and raised in rural South Eastern Pennsylvania, Amy graduated from Lycoming College in 2008 with a degree in Psychology and minors in Spanish and Photography. In college, Amy took advantage of the abundant opportunities to travel and study by taking a photography course in Viet Nam and Cambodia, drastically improving her Spanish for a semester in Cuenca, Ecuador, and living in an intentional spiritual eco-village in Findhorn, Scotland. After college, Amy quickly realized that she was not finished exploring the world. She volunteered with WorldTeach in Concepción, Chile in 2009. Amy returned to the land of bagels and drive through ATMs only to realize how much she missed teaching in new and exciting cultures. In 2012, Amy volunteered with WorldTeach in Santiago, Panama where she was happy to be in front of the classroom again. Amy jumped at the chance for a head teacher opening to switch from sweaty but loveable Panama back to funky and temperate Chile. Amy is excited to enjoy the serenity of the Valle del Elqui with her volunteers and learn the constellations in the southern hemisphere for a little while longer.

Program Manager - Heather Tang

Raised first generation by parents from Hong Kong in a small town in Massachusetts, Heather's insatiable curiosity for cultures and people has taken her to 30 countries on six continents and given her a command of four languages, with a particular affinity for Spanish. She earned a degree in Psychology from Boston University, including a semester abroad in New Zealand. After graduating, she taught English in Japan for a year and a half, discovering her enthusiasm for education. When it was time to move on to new adventures, Heather joined WorldTeach Chile as a volunteer and continued as WorldTeach Field Director in Chile the year after. After returning to the States and serving the urban schools of Boston on City Year staff for two years, Heather is thrilled to return to WorldTeach and the chance to oversee programs in American Samoa, Chile, China, Costa Rica, Nepal, Poland, Tanzania, and Thailand.



Director of Education and Deputy Director- Jaime Bruce

Jaime grew up in Texas, and taught ESL in the States before heading to Cairo. After two blissful years instructing Egyptian students, she went on to teach in Shanghai, China. Her next challenge was working for an NGO as a teacher trainer in Djibouti. In addition to setting up training workshops and conducting observations for the Ministry of Education, she also taught at the country's only university. Most recently, Jaime served as Panama Curriculum Developer for WorldTeach while pursuing her master's degree in International Education Policy at the Harvard Graduate School of Education. She has been part of the WorldTeach head office staff for over two years as the Director of Education, managing the curriculum development, assessment, Teacher Quality and TEFL Certification programs. She has recently added the role of Deputy Director to her work with WorldTeach.

WorldTeach Chile

RECRUITMENT

To provide our partners with the very best volunteer teachers, WorldTeach approaches recruiting and admissions strategically and with much enthusiasm. Two full-time staff members in our US office split the duties of reaching out to potential applicants and then guiding them through our extensive application process.

Our Director of Communications and Marketing oversees several initiatives including attending college campus events and volunteer opportunities fairs, managing our social media accounts like Facebook, LinkedIn and Twitter, and building community among our alumni so they will share their experiences with like-minded friends. We are also incredibly honored to have been selected by Google for a \$120,000 annual grant that is used to advertise through their Adwords campaigns which increases our online presence.



Our Admissions Coordinator is responsible for supporting applicants as they move through the application process. WorldTeach requires all volunteers to submit a resume, personal statement, college transcript, and two professional references. The Admissions Coordinator also interviews every applicant, preferably by Skype, so WorldTeach has sufficient detail about each candidate to make an informed acceptance decision.

VOLUNTEERS & PLACEMENTS

Placements are arranged in a meeting with the Head Teacher and the English Project Coordinator for FEO and our main partner liaison. Many factors have to be considered, but luckily there are many opportunities for changes to be made. The most important considerations for placement are travel distances for the volunteer when switching schools, transportation to microcentros, and it is helpful to put a volunteer who speaks some Spanish in new schools in Vicuña. Also in the two microcentros in Vicuña, Varillar and Chapilca, the volunteer needs a high level of Spanish and be willing to hitch hike to their classes.



Quick Statistics

- Number of 2014 WorldTeach Volunteers: 5
- Number of Students taught (approx.): 880
- Number of Host Schools/Institutions: 15
- Stats on the Volunteers:
 - Female/Male Ratio 4:1
 - Average age of volunteers: 26
 - Age range of volunteers: 23-29
- Number of Early Terminators : One volunteer left early in the year, but a replacement was simply transitioned in from the volunteer group. The volunteer chose to leave because she was realized that she did not want to be a teacher and missed her family and the comforts of home.
- Number of Host Families: 2

WorldTeach Chile

Volunteer	Host School/Institution	Host Community	Volunteer Role (i.e. classes taught)
Kelsey Diehl	Monte Grande & Rivadavia	Paihuano	Taught classes, (specifically songs and warm up activities, emphasis on speaking),
Kiah Eilenfeldt	Microcentros in Paihuano (Horcon, La Ortiga, Alcohuaz, Quebrada de Paihuano)& Peralillo	Pisco Elqui	Assisted with classes in Microcentros and in Peralillo, taught classes when asked.
Amy Ford	Cielo Claro & Rivadavia (Occasionally La Ortiga, Monte Grande, Varillar, and Chapilca)	Paihuano	Assisted with classes in Cielo Claro and taught classes with co-teacher in Rivadavia. Especially focused on preparing students for extracurricular English Events.
David Hanna	Microcentros in Paihuano: Cochiuaz and Tres Cruces, Lisco Mistraliano, Pisco Elqui Varillar and Chapilca) Occasionally in Monte Grande, Quebrada de Paihuano, and Cielo Claro)	Pisco Elqui	Assisted with classes with co-teacher in Paihuano schools and prepared whole classes independently in Varillar and Chapilca schools.
Nicole Mobley	Pisco Elqui and Diaguitas	Paihuano	Assisted co-teachers in schools
Kristina Smayling	Cielo Claro and Peralillo	Paihuano	Assisted with co-teachers in schools. Left the program early due for personal reasons.



WorldTeach Chile

Involvement Beyond the Classroom

Spelling Bee in Paihuano:

The 3rd Annual Spelling Bee was held on July 10, in Monte Grande. We had a list of 200 words which were from the easy and hard lists for the Regional Spelling Bee in Serena. We had all nine of our schools participate with students from 4th, 5th, and 6th grades. Even though students participating in this event were stressed by the number of words and the list was perhaps too difficult for the 4th graders, this event is a great opportunity for our students to shine and learn a lot of English! The students study for the event for months. Most of the students worked one on one with the volunteers to prepare for the event. This is our baby! There are typically news crews brought in by the foundation and important people from the foundation and the community are in attendance.

Spelling Bee in La Serena

This competition was a national competition throughout the English network in all of the public schools. Each school created a group of four students from 5th and 6th grades. The top 50% of the teams advance to the next round, with more difficult words. For the first round of Spelling Bee, we brought students from five schools in Paihuano and two schools in Vicuña. Three teams advanced to the next round!

Speech Competition

Public Speaking is a competition for the 7th and 8th graders where they have to memorize a three minute speech in English and present it to an audience! Two students memorize the same speech and present it to the judges. We had three teams compete in Paihuano and one team compete from Vicuña. Two teams advanced to the next round. In the second round one of the two students presents a different speech.

Selfies in the Valley

One of the co-teachers asked for money to do an extra project and we won. The project was called "Selfies in the Valley". All of our students in Paihuano took a selfie and memorized how to say information about themselves (age, favorites, etc). The best three of each class got to go to the event. They got a large image of their selfie printed and framed. They also got the opportunity to give their speech to anyone who asked.



Volunteer Profiles



Volunteer Profiles

Amy Ford

Hometown: Morgantown, PA

Undergraduate school: Lycoming College

Major: Psychology **Minor:** Spanish and Photography

Teaching Site: Cielo Claro and Rivadavia, I have also worked sporadically in Varillar and Chapilca, La Ortiga and Monte Grande.

Region in Country: Elqui Valley

Job/Responsibilities Description:

As a volunteer for WorldTeach Chile my main role is to help in the classrooms as determined by my co-teacher and the Fundación Educacional Oportunidad. My typical duties in the Paihuano schools are to incorporate a portion of the “bugs books” and take students out in small groups to participate in the literacy program. In my Vicuña schools, I have a bit more flexibility to plan different activities with the materials. I try my best to bring my background of psychology and my knowledge of second language learning to the classroom to better meet the needs of my students. I feel that my specialty in the classroom is incorporating funny songs, interesting games and encouraging the students to use their English as possible.

Extra-Curricular Activities:

I helped prepare students for the Spelling Bee and public speaking competitions. I helped my students memorize a short biography for our “Selfie in the Valley Project”. In my free time this year, I taught an English class to local tour guides. I also enjoy cooking and traveling.

Most Memorable Class:

About halfway through the year, schedules were switched and I was able to return to La Ortiga to help my students with the Spelling Bee. I have worked with many of these students for years and I love that I have gotten to see them grow and improve. For one class in particular, I taught the students a game I used to play when I was a kid called “Paul and Paulina.” In the game you have to act silly and use different voices. In the end everyone gets confused by which voice to use and who is speaking to you. Inevitably, the whole group is laughing and happy. My second favorite class was when we taught our students in Rivadavia the country line dance to Achy Breaky Heart!

Biggest Accomplishment:

My biggest accomplishments are the little things in my life in Chile. When a kindergarten student says “hello, miss” to me on the street or when I get to support my students in the Spelling Bee. Personally, I am proud of my Spanish language acquisition and Chilean slang acquisition as well.

Favorite Moment in Chile:

Chile has easily captured my heart, especially the Elqui valley. I have lived here for quite some time and there are many things that I will sorely miss when I am gone. I love meeting friends by the river for a relaxing afternoon, watching my dog “Sucio” bark at a passing huaso on horseback down the street, and singing silly songs with my students. I love the country culture, hitchhiking, and knowing my neighbors. I enjoy the relaxed attitude and the distance from the hustle and bustle. There have been far too many amazing moments to have just one favorite, in general I have loved my life here.

Thank you to:

I would like to thank the Fundación Educacional Oportunidad for allowing this wonderful English program to exist and for helping students who wouldn’t normally have these opportunities. I am happy to have met everyone!! I would like to thank Ana Ochoa for always listening to me and helping me with anything I ask for. I am very thankful for all of my Spelling Bee students. I have always found working with these students to be the most rewarding part of my job here. I loved that I could make a close meaningful connection with them and watch them succeed.



Volunteer Profiles

Kelsey Deihl

Hometown: Chicago, IL

Undergraduate school: DePaul University

Major: Psychology

Teaching Site: Monte Grande, Rivadavia

Region in Country: Paihuano, Coquimbo, Chile

Background:

After college, I worked for five years in the Tax Program at Northwestern Law School. My position gave me excellent professional experience as a program assistant dealing with students, alumni, faculty, and lawyers. I chose to pursue WorldTeach in order to return to a country that I love, support English education, teach, and pursue a longtime dream of learning Spanish.

Job/Responsibilities Description:

My responsibilities include leading opening and warm-up activities for the classes, creating review games, exchanging culture (like sharing music from the U.S. or pictures, stories, etc. about my home life), preparing students for projects like the spelling bee, public speaking program, or singing festival. In one school, I taught and led classes with another volunteer, so planning an entire lesson was necessary.

Most Memorable Class:

One of my most memorable classes is when my co-teacher asked me to prepare a presentation about important people in U.S. history. I chose to talk about Abraham Lincoln, Martin Luther King, Jr., and President Barack Obama. The presentation was for an eighth grade class, and I was afraid that the material might be either boring for the students, or that I couldn't quite convey the information well enough to them. They took me by surprise! The students were engaged the entire time, and it opened up a conversation about prejudice and racism. Many of the students had no idea about slavery or the civil rights movement in the U.S., and were very shocked. It was an excellent moment of cultural exchange.

Biggest Accomplishment:

Being able to plan lessons and teach is my greatest accomplishment. I very much wanted to teach English, but was so afraid of what the experience would be like, and whether I could be a successful teacher! I feel very comfortable beginning a class, introducing myself at new schools, and jumping right in to begin activities or support my co-teacher in whatever way possible.

Thank you to:

Thank you to Madeleyne, Katherine, and Karina, my co-teachers at Monte Grande. I would also like to thank Directora Geisha, UTP Anita, and Marcela, who have all supported me as well and welcomed me to their school. The other professor at Monte Grande has also always treated me like a colleague and has supported me with anything I might need.

Thank you Miss Monica and Miss Viviana at Rivadavia for making me feel like a part of the school! Thank you also to Director Jenny and UTP Jackie, who have also supported me in my role as a volunteer teacher. I would like to thank each and every one of my students! You have taught me so much as a person, made me laugh, and have advanced so much on your English! You are all so bright and strong. Always believe in yourselves, and you will be able to do or learn anything that you have a passion for.

Thank you to Don Sergio and Mama Patty! I truly feel like I have a home away from home, and that when I leave Chile there is still a family for me there! Thank you for helping to make my experience in Chile even more positive, and even greater than anything I could have dreamed!

I also want to thank our field director, Amy Ford, for everything she has done for us! She is what has kept the WorldTeach Chile program functioning like a beautiful, well-oiled machine! I cannot thank her enough for everything she has done for me and the other volunteers!



Volunteer Profiles

Kiah Eilenfeldt

Hometown: Davis, CA

Undergraduate school/Graduate school: Pacific University

Major: Education/ MAT in Teaching

School/Teaching Site: Alohás , Horcón, La Ortiga, Quebrada de Paihuano, and Peraillo

Region in Country: Coquimbo Region

Background:

I graduated from Pacific University with a bachelor in education and a Masters in early childhood/ elementary education. I moved to Indiana after I completed my Masters and started working with younger children in a childcare setting. I moved to Chile to help expand my teaching experience as well as to learn Spanish.

Job/Responsibilities Description:

I taught alongside a co-teacher in both a normal school environment. I was responsible for assisting my co-teacher in creating activities on a daily basis. I taught grades k-8 at five different schools.

Extra-Curricular Activities:

During my time in Chile I helped with many student based activities. Two of my students from Peralillo (a larger school in the Vicuña area) participated in an English singing competition, both of whom took first and second place. I also helped prepare students from Peralillo as well as students from many other schools for a local and region-wide English spelling bee competition.

Most Memorable Class:

I loved working with all my students! Each and every school and class has a unique personality. I found that I was able to find something positive about every class I worked with. Even with this I still would have to say I have a special place in my heart for my Horcón students.

Biggest Accomplishment:

My biggest accomplishment would have to be that I was able to live in a Spanish speaking country with knowing very little Spanish. I learned more and more Spanish as I continued to live in Chile, however, never enough to hold an in-depth conversation. This made me have to rely on non-verbal communication and other tactics to survive without knowing how to speak the language. I hope that I will be able to continue the Spanish that I have learned here and gain an even better knowledge once I go home.

Favorite Moment in Chile:

I loved living in such a peaceful place like Pisco Elqui! I loved being able to sit in the plaza and read a good book to help me relax after working with my students. The best part of Pisco and the Elqui Valley was finding a constant companionship with the numerous stray dogs in the area.

Thank you to:

I would have to thank my host family as well as Anita and Amy for the support that was given to me even when I was struggling. I would also like to thank Leo from La Ortiga for always making an effort to try to talk and communicate with me.



Volunteer Profiles

David Hanna

Hometown: Baltimore, Maryland
Undergraduate school: University of Delaware
Major: International Relations / Economics
Region in Country: Paihuano

Background:

Before coming to work in Chile with WorldTeach, I had been working as a contractor in home remodeling. I came to Chile seeking a change more in line with what I studied in college. I love traveling and learning about other cultures and my time with WorldTeach has provided that. I love working as a teacher, it is a rewarding experience to work with students and help them have a better understanding of different cultures through the study of English.

Job/Responsibilities Description:

I have been teaching English in seven schools throughout the Elqui Valley. I have had some form of contact with over 300 students ranging from pre-k to high school. In most of the classes, I work as a co-teacher, bringing different activities and a different cultural perspective to the classroom. In two schools, I work as the main teacher developing lessons and curriculums. I have also helped the students prepare for English events such as a local and regional spelling bee as well as our English singing festival.

Extra-Curricular Activities:

In my free time I love to go hiking and I love to travel as much as possible. I enjoy sampling different foods and exploring the area around me. It is fun to talk with people in the community and get to know them. At times I love just going out to a dark place and staring at the stars, it is truly one of the most amazing night skies to look at.

Most Memorable Class:

My most memorable class is my microcentro in Varillar. I teach the class alone and it has been one of the most challenging and rewarding classes I have had. Making a curriculum and teaching across 5 grade levels is a major challenge but to see the students smiling faces and eagerness to share with me is amazing.

Biggest Accomplishment:

My biggest accomplishment this year has been seeing my students grow throughout the year. It demonstrates that I have gotten through to them in some small way, especially when students use words and phrases that I have taught them. I am proud of myself for the work and effort I have put in and am glad to see the results in what the students are doing. It has been a lot of hard work, but at the end of the day, if the students have learned something, then I feel I have done my job.

Thank you to:

Thank you to all those I have worked with for the time you spent sharing your culture with me and allowing me to work and share with you. To the students who I will never forget, those who worked hard and brought a smiling face every day. To my host family for taking me in and being my family for the year. It is a tall order to host people for a year and I am forever grateful.



Volunteer Profiles

Nicole Mobley

Hometown: Sarasota, Florida

Undergraduate School: Hollins University

Major: International Studies

School/Teaching Site: Jeronimo Godoy Villanueva School in Pisco Elqui & Juan Torres Martinez School in Diaguitas

Region: Paihuano & Vicuña , Elqui Valley, Chile

My background:

Throughout college and after, I have had the passion to work with many diverse organizations and travel the world. Coming to Chile brought my passions together.

My Job Responsibilities:

My job responsibilities included teaching English with Chilean co-teachers in two rural schools with Pre-K through Eighth grade. I taught 21 classes a week with 155 students in Pisco Elqui and 94 students in Diaguitas. I assisted my co-teacher with lesson planning, spelling, pronunciation, classroom activities, games and projects. I also prepared my students for the regional spelling bee and public speaking tournaments.

My Extra-Curricular Activities:

During my free time in Chile I have enjoyed traveling south to Valparaiso to experience street culture and north to camp on the beautiful rural beaches. I have also played in a soccer match with my students' mothers and helped my students cultivate a community garden to learn about the environment. I have enjoyed connecting with the environment and people around me while in Chile.

My Most Memorable Class:

My most memorable class was in Diaguitas when we had a Halloween themed class. Everyone dressed up in costumes, ate lots of candy, listened to scary music and played Halloween games. We wrapped different students in toilet paper to make mummies! We also learned about different Halloween traditions around the world along with different Halloween themed English vocabulary and watched a scary movie at the end of class.

My Biggest Accomplishment:

My biggest accomplishment has been building relationships with my students throughout the year and finding their motivation to succeed. I have found a lot of this motivation has come from American artists and music! It has been incredible to teach and watch my Eighth grades boys sing and understand an Elvis Presley song perfectly! As well as watch my timid 5th grade students sing Alicia Keys with such power. It is always fun to build relationships with these students and watch them succeed in these aspects of English.

Thank You:

I want to thank my field director Amy, my main co-teachers Mabel and Leticia, my schools in Diaguitas and Pisco with my English superstar students and my wonderful host parents, Dona Paty and Don Sergio all for their generous support of my adventurous year in Chile.



Support & Training



Support & Training

ORIENTATION

A core component of the WorldTeach program is the Orientation conference that is held in-country prior the beginning of school. The purpose of this conference is to provide for the volunteer the basic information and background to make the upcoming experience living and teaching in Chile successful.

The primary focus of the training is teacher training and Teaching English as a Foreign Language (TEFL) as part of the Teacher Quality Initiative. All volunteers attended 35 hours of teacher training during the weeks of Orientation. Following these classroom sessions, our volunteers participated in a “Practicum” or period during which they taught individual classes and were observed by the other volunteers and the Field Director. The Practicum, which was 15 hours of teaching, observing, and critiquing was invaluable in preparation for the volunteers’ upcoming experiences in the classroom.



In addition to the teacher training, there were also several sessions on the local culture and cultural adjustment. It is difficult for persons to transfer cultures, to live and to work in places where things are different. We were fortunate to have young local people from Paihuano like John Toro and Felipe Cortes act as experts on local culture quickly got to know the volunteers early on. Young college graduates are particularly flexible, but even they often find it challenging to live successfully in another culture.

The third major part of Orientation was training in the local language. Half of the volunteers were not proficient in Spanish when they arrived in Chile, but they at least learned enough Spanish to greet the “Paihuaninos” appropriately early on and find their way around the community. Our language teacher, Luis, was a local man from Chapilca who is studying English in the University of La Serena. His mother is a religion teacher in some of our schools and he brought his niece, a student from Chapilca to class occasionally as well.

In addition to these three basic components of Orientation we also exposed the volunteers to:

- A general overview of Chile, its history and culture. We care that our volunteers see their experience in Chile in its larger context.
- The logistics of living in the Elqui Valley: the post office, telephone, laundry, bus routes, restaurants, etc.
- Health and safety issues, hospital and other health care systems, WorldTeach insurance providers and how to interface with them, etc.
- The tourism of the area: We went on a tour of Pisquera ABA and on a tour of Mamalluca. These are the things that the Valley is known for throughout Chile so it is important for the volunteers to have an understanding of it early on.

Orientation lasted for three weeks. We started with a day in Santiago to meet Yalí Horta, the FEO’s English Project Coordinator, and visited the FEO’s office. Then we were off to the Elqui Valley! A special thanks to Yali for all of her help with finding locations for the orientation and summer camp. We also took a short trip to La Serena to get our visa process started. All of the volunteers stayed together in a house in Paihuano.

SITE VISITS

All WorldTeach programs require field staff to visit each volunteer throughout his or her service when possible. During this visit, volunteers will be able to talk about their specific teaching needs and areas of struggle with field staff, as well as make plans for future improvement. All site visits were conducted in May. The Head Teacher was able to visit the volunteers in



both of their school placements. In addition, our program is fortunate to be close knit and geographically close, and the volunteers have the ability to address problems or concerns much more informally and more often than other WorldTeach programs, where a volunteer may be hours away from the WorldTeach support system.

TEACHER QUALITY COORDINATORS

In addition to training and support by in-country field staff, WorldTeach assigns each volunteer a Teacher Quality Coordinator, based in the Cambridge office. Coordinators advise volunteers on developing and executing a lesson, designing assessments and analyze student test scores, and implementing research-based methods. They direct volunteers to additional resources and are always available to answer questions volunteers have about teaching. The one-on-one mentoring and guidance of the Coordinator is designed to help volunteers continually enhance their pedagogic knowledge and skills during their service.

LESSON PLANS

A five-step lesson plan template guides volunteers on how to effectively scaffold student comprehension during a lesson. Reflection questions prompt volunteers to evaluate the planning, process, and outcome of the lesson. One lesson plans, with answers to reflection questions, are due per month, and volunteers receive feedback on the submissions from their Coordinator.

MODULES

Modules build volunteers' understanding of educational topics and methods. Each Module focuses on a different educational subject and has three components: an academic article, providing a theory-based perspective; a case study, offering a practice-based perspective; and a set of reflection questions designed to help volunteers critically analyze both viewpoints and make connections to their own teaching. Volunteers turn in one Module submissions per month and receive feedback on their work from their Coordinator.

ASSESSMENTS

Volunteers turn in one assessment they have implemented, with student test scores and answers to reflection questions, per month. The assessment is a summative evaluation of one of their class' mastery over a set of prescribed material. Reflection questions facilitate analysis of the quality of the test and the students' performance, as well as guide volunteers in using student results to inform future instruction. Assessments are reviewed by Coordinators and given feedback.

Support & Training

MID-SERVICE CONFERENCE

Our Mid-Service Conference helps volunteers address challenges they may be facing halfway through their service. It also allows for WorldTeach to provide additional teaching and cultural instruction in order to ensure quality management of our volunteer teachers. Mid-Service for the Chile 2014 program lasted two days, with accommodations at Refugio El Molle. Since many volunteers expressed difficulty with how to successfully teach large, multi-level classes, the Head Teacher focused her sessions on these topics. We also included sessions about classroom management, checked in with cultural adjustment, and got a chance to share ideas and experiences in the classroom. We also had to include time to watch Chile play in the World Cup!

END-OF-SERVICE

End of Service is a conference designed to help the volunteers prepare for their return to their home countries as well as to help them process their experience in Chile. The group reflects on its service and the ways in which the volunteers have grown as teachers and global citizens. There is also a session to discuss strategies for re-entry into their previous lives as well as for ways to help their experience translate into their home communities. End of Service in Chile was held in Guanaqueros on the beach! We spent 2 nights in Guanaqueros with beautiful sun and sessions to help formalize ideas about our time spent in Chile. We had both group discussions and time for quiet reflection.



Principal Feedback



Principal Feedback

WorldTeach asked each principal to complete an evaluation of the WorldTeach volunteers at his/her school in addition to evaluating the overall WorldTeach program. The evaluation consists of questions about the volunteers' contributions to the school he or she served and the preparedness of each volunteer. Answers were on a scale of one to five as well as free response. Though we did not receive evaluations for all of the volunteers, the feedback we did receive from the principals of our partner schools was favorable.

After frequent observations of the volunteer in the classroom, all principals rated their volunteer a four or a five when asked about whether the volunteer is a great addition to their school, whether the students with a WorldTeach instructor learned more effectively than those without, and whether the volunteers were professionally prepared for teaching. Outside of the classroom, volunteers shared their experiences with the students, participated in a local festival and in extracurricular activities. "For every civic event he was invited to participate in, David assisted 100%."

The principals gave all fives when asked about how much the students respected the volunteers, how well the volunteer integrated into the school and community, the volunteers' respect for local customs and traditions, and how well other teachers respected the volunteer. Each head of the school said they would highly recommend WorldTeach to other schools and believes WorldTeach truly expanded the worldviews of their students in addition to improvements in their English. A principal who has worked at the school for seven years and who has worked with WorldTeach for the past two years said, "English is a universal language, thus the students should have to learn it."

When asked what was the most significant contribution of the WorldTeach volunteer at their school, the principal of Liceo Mistraliano of Balmaceda answered, "[the volunteer] delivers his experiences as a foreigner, especially in activities related to the kitchen and typical celebrations in his country." Another principal noted, "The English content was delivered interactively through games. That is to say, the students learned in a dynamic way."

Some principals also mention improvements they would like to see. Since volunteers teach in multiple schools, one principal stated he would have liked the volunteer to have spent more time at his school.

Overall, the principals all stressed the importance of English and welcome WorldTeach to send volunteers in the following year, continuing to strengthen the partnership and the English level of their students.



Finances

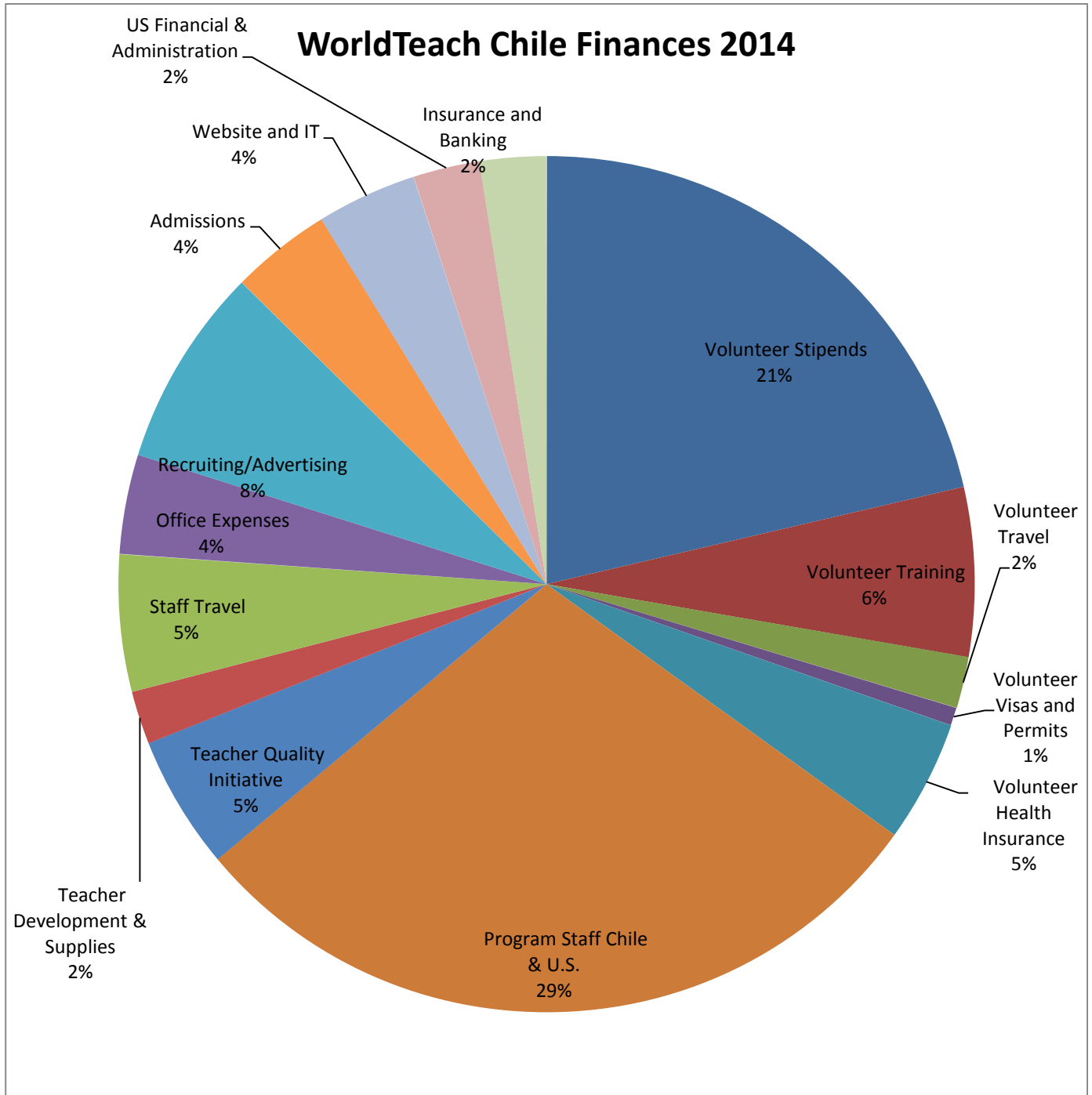


Finances

This program is made possible thanks to the generous shared funding from the Fundación Educativa Oportunidad. All deposits and expenses are tracked in the monthly WorldTeach finance documents: Expense Ledger, Monthly Reporting for Active Accounts, and Financial Report. Receipts for all expenses are scanned and submitted monthly along with the aforementioned documents.

Income		
	Volunteer Contribution	\$18,300
	Partner Funding	\$25,000
Total Income		\$43,300
Expenses		
	Volunteer Stipends	\$8,488
	Volunteer Training	\$2,536
	Volunteer Travel	\$775
	Volunteer Visas and Permits	\$268
	Volunteer Health Insurance	\$1,824
	Program Staff Chile & U.S.	\$11,524
	Teacher Quality Initiative	\$2,000
	Teacher Development & Supplies	\$800
	Staff Travel	\$2,059
	Office Expenses	\$1,492
	Recruiting/Advertising	\$3,000
	Admissions	\$1,500
	Website and IT	\$1,500
	US Financial & Administration	\$1,000
	Insurance and Banking	\$1,000
Total Expenses		\$39,767
Net Income		\$3,533

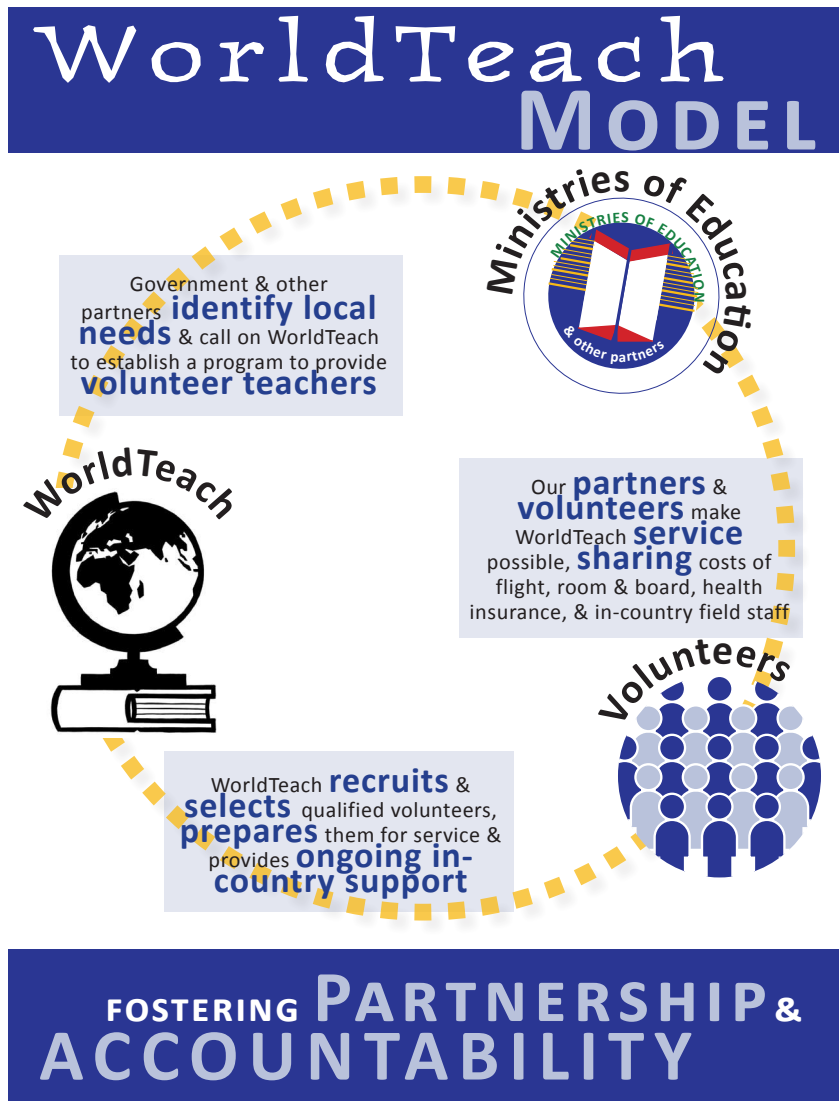
Finances



WorldTeach Overview



WorldTeach Overview



WorldTeach partners with governments and other organizations in developing countries to provide volunteer teachers to meet local needs and to promote responsible global citizenship. WorldTeach recruits, trains, and supports native English-speaking volunteers to serve as classroom teachers for one academic year.

In response to the requests of our partners, WorldTeach provides volunteers to teach in elementary, middle and high schools, and in urban and rural regions depending on need. WorldTeach focuses on English language teaching, with an emphasis on spoken English skills, in an engaging and interactive classroom environment. In countries where English is the language of instruction, our volunteers also teach other subjects including math, science, computers and IT, entrepreneurship, and community health.

Beyond the classroom, our volunteers implement a wide variety of extra-curricular activities and service projects for students and the community.

HISTORY OF WORLDTEACH

WorldTeach was founded in 1986 by a group of students and recent graduates of Harvard University who spent time volunteering in Kenya. Noting the shortage of teachers at rural Kenyan schools and the interest among young Americans in working in developing countries, they put together a small program to place college graduates at schools in Kenya. The program was sponsored by Harvard's social service organization, the Phillips Brooks House Association. Michael Kremer, then a student and now a professor of economics at Harvard, was the founder. By 1988, program expansion included a total of 124 volunteers serving in Kenya, Botswana and China.

In 1992, WorldTeach was incorporated in the Commonwealth of Massachusetts as a non-profit organization, and is currently headquartered in Cambridge, Massachusetts. Though now an independent organization, WorldTeach maintains informal links with Harvard University and its community.

WorldTeach currently runs 24 programs in 17 countries—American Samoa, Chile, China, Colombia, Costa Rica, Ecuador, Guyana, Haiti, the Marshall Islands, Micronesia, Morocco, Namibia, Nepal, Poland, South Africa, Tanzania, and Thailand. Each country hosts a field office with at least one full time WorldTeach employee who oversees the program in-country.

WorldTeach Overview

ADMINISTRATION

The work of running each of WorldTeach's programs is split between the home office and the respective field offices. WorldTeach's home office in Cambridge is comprised of a small professional staff of eight full-time employees encompassing recruiting, advertising and other outreach, admissions, general administration, program management and oversight, financial management, curriculum development and teacher quality initiatives. Overseas, each country program is run by a Field Director or Head Teacher, sometimes aided by an assistant or other seasonal staff, depending on the number of volunteers involved in any given year. Field Directors report to their Program Managers, who are located in the US office.

Board of Directors

Michael Kremer, President

Gates Professor of Developing Societies and Professor of Economics, Kennedy School of Government, Harvard University

Stewart Uretsky, Treasurer

Vice-President, Chief Financial Officer and Treasurer, The Brookings Institute

Scott Leland, Secretary

*Executive Director, Mossavar-Rahmani Center for Business and Government
Harvard University, Kennedy School*

Roger Arjoon

Consultant, New York, NY

Thomas Gabrielle

Partner, T-Ana International

Mark Green

*Managing Director
Malaria Policy Center, "Malaria No More"*

Shelly Leanne

President, Educate for Success

Dan Levy

Lecturer in Public Policy, Kennedy School of Government, Harvard University

Steve Reifenberg

Executive Director, Kellogg Institute for International Studies, University of Notre Dame

Fernando Reimers

Director of Global Education and International Education Policy, Harvard University

Ebonya Washington

*Asst Professor of Economics and Asst Professor Political Science,
Yale University*

Catherine Winnie

Director, SMU Education Abroad, Southern Methodist University



WorldTeach Overview

Government Partners

American Samoa Department of Education
Hunan Provincial Government
Ministry of Public Education of Costa Rica
Ministry of Education of Guyana
Marshall Islands Ministry of Education
Chuuk Department of Education
Kosrae Department of Education
Hunan Department of Education
College of Micronesia

Ministry of Education of Namibia
Ministry of Education and Vocational Training of
Tanzania
Ministry of Education Thailand
Nakhon Phanom Primary Educational Service Area
Office 1
Nakhon Phanom Secondary Educational Service Area
Office 22

NGO Partners

Fundación Educacional Oportunidad
Quadra Foundation
Volunteers Colombia

Institutional Partners

Brookings Institute: Building Bridges Coalition
Center for International Development at Harvard
University
Centro de Educación Continua Quito
The Committee on African Studies at Harvard University
The David Rockefeller Center for Latin American Studies
at Harvard University

Helen Kellogg Institute of International Studies at the
University of Notre Dame
International Volunteer Programs Association
Kennedy School of Government
The Morehead-Cain Foundation at the University of
North Carolina-Chapel Hill
The Posse Foundation



