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Right from our start with just a handful of teachers in 1981, we've always gone where others cannot go—rising to a vision for the impact we could have through global education.

In this second edition of the Go Global Magazine, we explore how education gives students, families, and communities the opportunity to **RISE**. We're inspired by over 40 years of steadfast commitment from our teachers and encouraged by the impact we've seen around the globe. Our teachers rise to the calling placed on their lives to go to the nations.

But it isn't about us—it's about the students we serve. Through education, our students rise to the challenges they face and create a bright future for themselves and their communities.

Our purpose hasn't changed; the call is still rising with each new day. How will you rise to meet it?



Elic
Since 1981



WHO IS ELIC?

WHY DO WE TEACH ENGLISH?

At ELIC (English Language Institute | China), we love education. Since our beginnings in China in 1981, we've had a front-row seat to the power and impact of high-quality English education—it changes lives for the better, stabilizes careers, and reveals life opportunities. With experience in over a dozen countries across Asia, the Middle East, and North Africa, we find teaching to be a combination of art and science, gifting and practice, skill and experience. We look for people who are enthusiastic, love other people, and have a passionate curiosity towards new cultures and languages.

ELIC serves in some of the most beautiful places on Earth, and the goodness of creation is evident in our classrooms, neighborhoods, and communities. Our host communities welcome us lavishly with warm hospitality, gorgeous scenery, delicious food, and deep friendships. We strive to learn as much from the people we serve as they learn from us. We believe that by serving with professional excellence (not perfection), hard work, and a spirit of generosity, we can affect positive change in unreached communities around the globe.

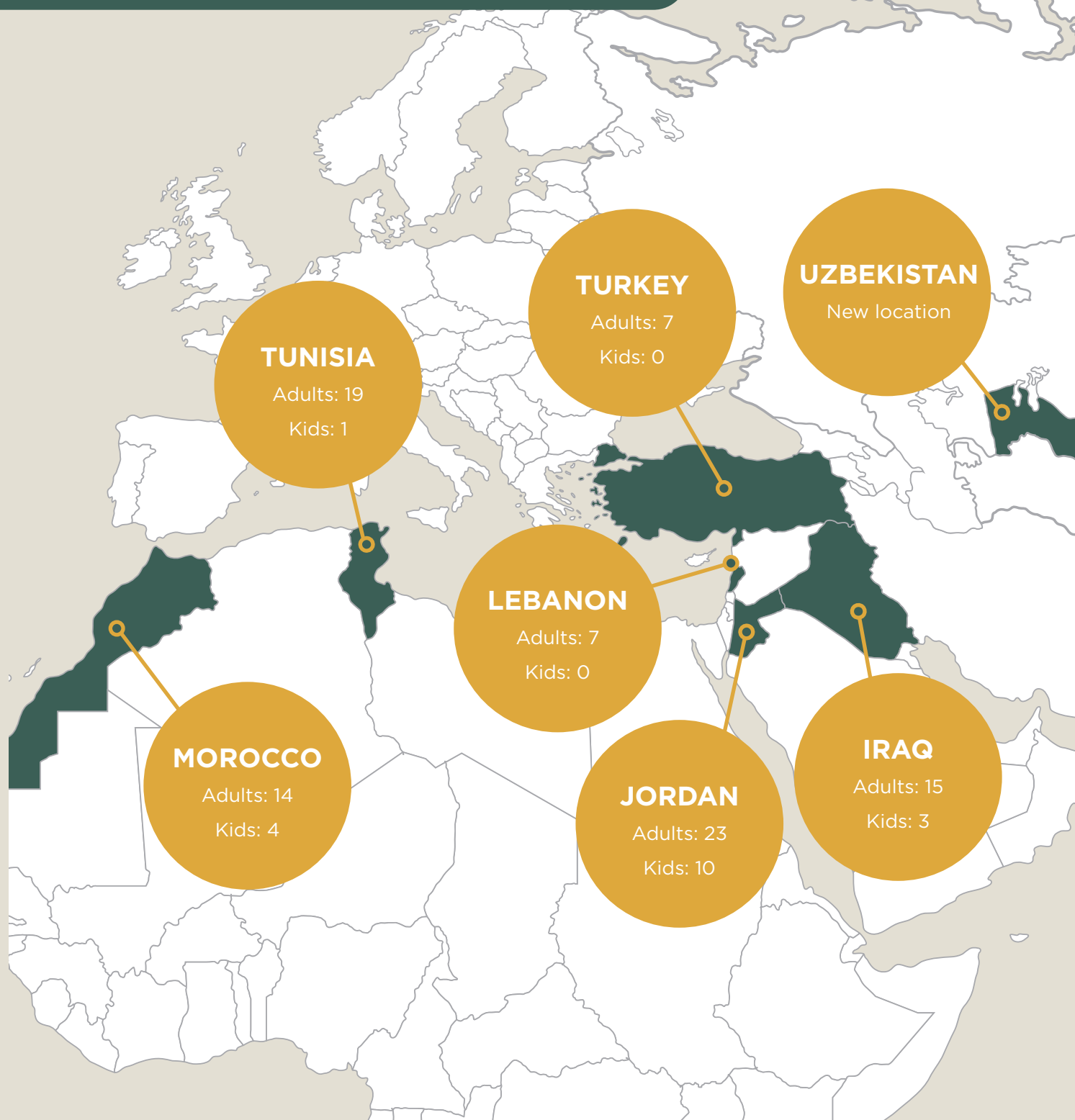
Our excellence in English education provides strategic avenues into places where others cannot go.

There are Four Primary Components to Our Approach:

1. Our faith integrates into all that we do
2. We work with professional excellence
3. We love learning culture and language
4. We collaborate and serve together on teams

WHERE WE SERVE

Long-Term Teachers and Families



Special Assignments

Adults: 9
Kids: 6

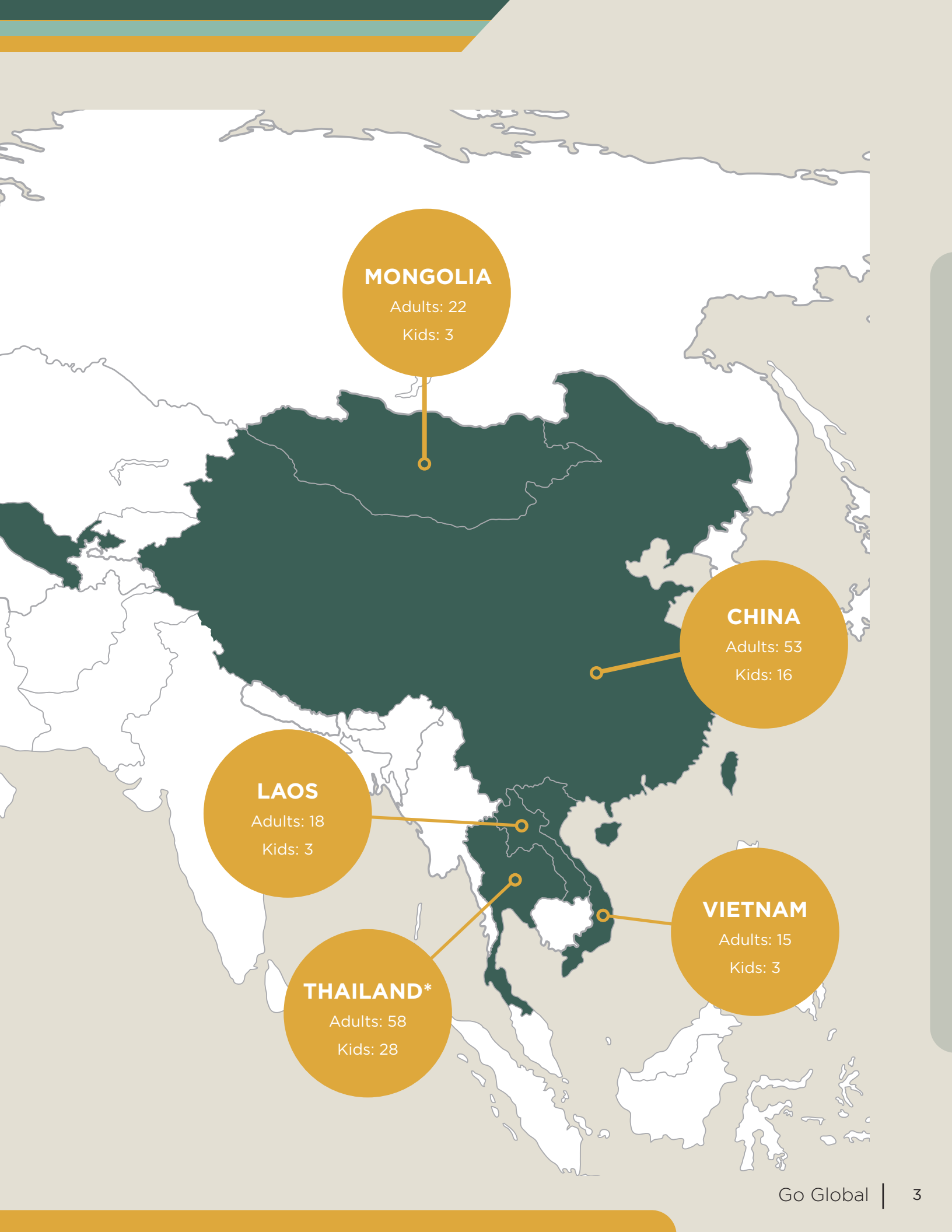
Home Assignment

Adults: 59
Kids: 20

TOTAL

Adults: 338
Kids: 101

*Note: Many of our teachers in Thailand are teaching Chinese students online.



MONGOLIA

Adults: 22

Kids: 3

CHINA

Adults: 53

Kids: 16

LAOS

Adults: 18

Kids: 3

THAILAND*

Adults: 58

Kids: 28

VIETNAM

Adults: 15

Kids: 3

OPPORTUNITIES

ELIC Programs

If you have a heart for service, let us help you get there! No matter your stage of life, there is a unique fit and purpose for you overseas. Our programs have been designed to serve our global partners and provide flexible, customizable experiences for your specific needs.

ENGAGE

Summer Program

2-6 Weeks



GAP

Global Ambassador Program

9 Months



LEARN
MORE:



LEGACY TEACHING PROGRAM

Long-Term Service

1 Year+



ENGAGE

Spend a portion of your summer overseas teaching English and make an eternal difference in the lives of those you serve! Our programs range in length from two to six weeks and are the perfect opportunity for college students, retired professionals, or anyone in between. Internship credit is available!

Our programs open doors to explore some of the hardest-to-access countries throughout Asia, the Middle East, and North Africa. Find the best fit for your unique gifts and immerse yourself in a new culture to learn and grow. Our summer programs are varied and offer many different ways to be involved: you could help run a summer camp for middle school students in China, teach established educators in places like Laos, or invest in K-12 students in Uzbekistan.

As an Engage teacher, you'll play a vital role in the sustainability of our long-term programs. Summer participants often work in teams alongside veteran teachers and team leaders to get a window into long-term service. Through opportunities like summer camps, we are often able to build deep relationships with students who return year after year. Come serve with us for a summer—make an impact that lasts a lifetime!

Learn more at [**elic.org/opportunities**](https://elic.org/opportunities)





**“I have fallen in
love with this
organization and
what it stands for.”**

—ELIC Teacher

GLOBAL AMBASSADOR PROGRAM

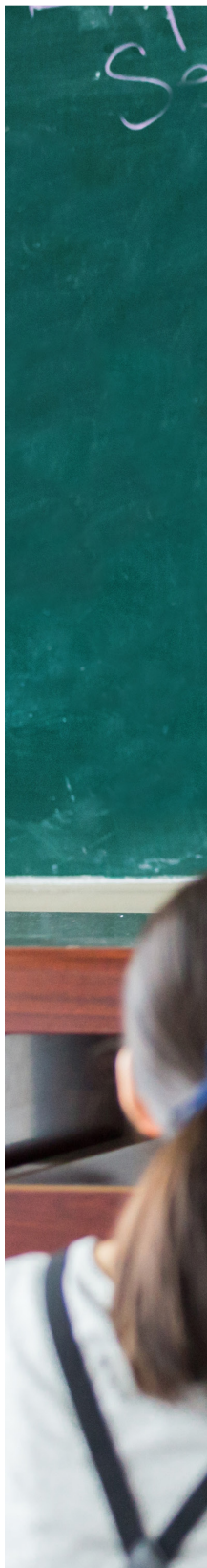
Live in Thailand or Tunisia from August through May as you receive intentional training and mentorship in the Global Ambassador Program. You will also travel to other countries to get a taste of different cultures and ways to impact local communities.

This is an opportunity for recent college graduates to grow personally and professionally through mentorship, a structured team environment, and training opportunities including:

- ⊖ Receiving a master's level TESOL certification from Wheaton College
- ⊖ Participating in other courses to grow your understanding of cross-cultural work
- ⊖ Intentional mentorship from experienced leaders on your team

Grow in your calling as you live in an intentional community of like-minded teammates. The Global Ambassador Program is an investment in your future to empower you with the tools and experience for a lifetime of meaningful impact.

Learn more at beaglobalambassador.com





LEGACY TEACHING PROGRAM

Join in the legacy of ELIC teachers making a difference in their classrooms, neighborhoods, and communities. This flagship program is rooted in the purpose of ELIC: to make a sustainable, positive impact through educational excellence around the globe.

Spending a year or more abroad can be a life-changing, life-giving opportunity. The richness of international experience, cultural immersion, and deep, shared connection is worth the effort. We love that our teachers go with a heart for the nations and have their perspectives expanded and changed forever. But it's more than that. It's about the lasting impact that committed, long-term service has on the students we serve.

Throughout your first year, you can expect opportunities to learn the language, immerse yourself in the culture, build relationships with your students and neighbors, and create lasting memories in the classroom. This style of service means that you'll be part of a team of veteran and new teachers who will become your family-away-from-family. You'll have training and support to help you develop as a teacher and an overseas worker.

You'll also be encouraged to participate in rhythms of rest and ongoing development opportunities to grow personally and professionally throughout your service with ELIC. We ask teachers to commit first to one year of service and to continue as long as you feel called to stay.

Leave a legacy of hope and service by teaching with ELIC!

Serve In:

K-12 Schools, Universities, Community Centers, Language Learning Centers

Learn more at [**elic.org/opportunities**](https://elic.org/opportunities)



MASTER'S+

If you're ready to go, don't wait!
Earn your master's or PhD while
serving overseas with ELIC.
We partner with accredited
universities to provide
advanced degrees with tuition
discounts of up to 57%.



NOT A TEACHER?

Not a problem. We'll equip you for the classroom—and beyond!



Here's what you need

A heart for the nations

We are passionate about making a difference in peoples' lives. English teaching can be learned, but an innate desire to see lives changed is essential to our work.

English fluency at a C2 or native-speaker level


Even without an English or teaching degree, you are an expert in your own language! This is a gift to students that our teaching partners overseas can't provide without native speakers.

A bachelor's degree... in anything!

Teams with a diversity of backgrounds are able to connect with a variety of students. Our students are working toward everything from an elementary level education to advanced business degrees. Your unique educational background is more than "not a problem," it is a benefit. For our short-term summer programs, a bachelor's degree is not required.

A passion and love for learning

If you're willing to learn how to teach English, we have the resources to get you ready to go!



Our teachers come from a variety of different backgrounds and hold degrees in engineering, science, the arts, communications, and more!

CARE & SUPPORT

ELIC is committed to caring for you every step of the way.



PRE-DEPARTURE
TRAINING



IN-COUNTRY
TRAINING



PHONE CALLS &
EMAILS WITH MEMBER
CARE SPECIALISTS



ONE-ON-ONE
SPIRITUAL CARE



RELOCATION &
HOUSING



LEADERSHIP &
MASTER'S* CLASSES



RETIREMENT PLANS,
SUPPORT-RAISING,
TRAINING



HEALTH CARE

*We offer collaborative master's degree programs in TESOL and intercultural studies and other programs through various university partnerships. Degrees are obtainable while teaching overseas, and discounts of up to 57% are available.





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ELIC brings together the perfect blend of teaching, working with students, and learning about new cultures.

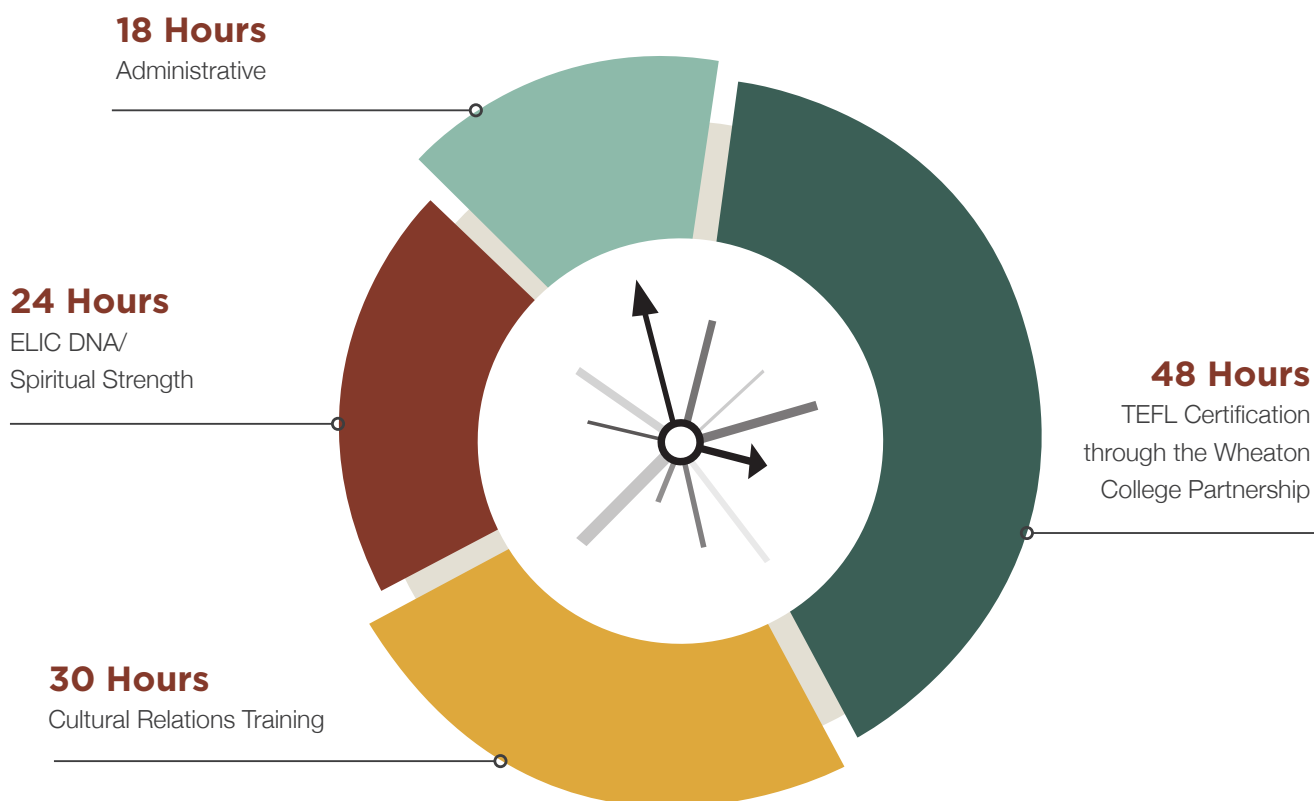
— An ELIC Teacher

YOUR PRE-TRAINING AND ORIENTATION JOURNEY

It is our desire that our teachers be fully equipped and prepared to join awaiting teams in their countries of service at the end of orientation. With this in mind, we have designed the pre-training and orientation components to reflect what is needed for a successful first year of service on the field (as well as long-term service).

Orientation is designed to be a reflection of how the body works together, with each part necessary to accomplish our God-given vision. We culminate in a commissioning celebration, sending our teachers to the field where they will draw on what they learned during orientation.

The main training categories for orientation include Culture and Cross-Cultural Training, the TEFL (Teaching English as a Foreign Language) Certificate, Spiritual Strength, and Administrative Sessions and Appointments.





CULTURE AND CROSS-CULTURAL TRAINING

During orientation, we explore the culture of the country of service through breakout sessions according to region. Exploring what it means to serve cross-culturally is a concept woven throughout pre-training materials and all of orientation.

TEFL CERTIFICATE

The Wheaton College TEFL Certificate is made up of two courses: Introduction to TESOL Methodology and Classroom Dynamics and Practicum. These courses are comprised of main sessions that present general concepts and breakout sessions that focus on the practical and contextual elements for each country/region.

MEMBER CARE SESSIONS

Grow: At the beginning of each teaching day, teachers and spouses will pursue spiritual health and growth through sessions led by our Member Care Specialists. Teams will explore ways to avoid common pitfalls in cross-cultural work and how to stay connected to the Vine through the development of soul-strengthening habits. These important equipping sessions also encourage the continual processing and digesting of the training provided.

Transitions: We recognize that our teachers go through significant life transitions as they leave their homes, jobs, schools, and families and begin a very different life in training and on the field. We want to equip them to thrive long term through the transitions of life as they serve with us, and our training gives them some key tools for doing so.

Spiritual Strength: We have sessions to help teachers develop their strengths as members of the body (working on a team and with an organization), and we explore ways to be strategic in how we stand against the difficulties we will face living cross-culturally and stepping into new “territory.”

ADMINISTRATIVE SESSIONS

The administrative sessions are led by our Global Support Services (GSS) team. GSS staff members provide important information on payroll, retirement, financial profiles, newsletters, security and safety in our countries of service, IT support, insurance, medical and health tips, personnel policies, and more. There are individual and group appointments to provide opportunities to speak with the GSS team and ask any questions regarding GSS-related topics.

STORIES OF IMPACT



In the following stories, you'll read brief snapshots of life in Asia and the Middle East. We are inspired by some of the remarkable ways that God is using ELIC teachers to touch peoples' lives, both within and beyond the classroom.





BEAUTY BEHIND WALLS

A couple teaching in Jordan

Many events are separated by gender in Jordan. The first half of this story is from a female teacher's perspective and the second half is from her husband's.

"Oh, the beauty is behind the walls!" our American friend exclaimed as he stepped off the street, through our gate, and into our yard. He had discovered an important part of life in Mafraq.

Sometimes a beautiful citrus fruit or a few flowers pop up from above the wall, but generally the beauty is saved for family and friends invited inside. Potted plants and fruitful trees abound behind walls. Homes are beautifully decorated behind disintegrating walls. And girls sometimes unbind their thick, gorgeous, dark hair from their hijabs where men are not present.

I thought I was used to this concept of hidden beauty until I picked up our friend from a women's salon to drive her to her house for her engagement party. I rang the doorbell of the salon, and I was stunned by the sight of my beautiful friend stepping through the door. Her light blue princess-style engagement dress sparkled as she glided down dusty stairs. The most perfect curls arranged in a giant hair-do were tucked under a cape until she got to the women-only party.

Family and friends packed out the living room. An ornate bench with a fake flower arch replaced the Syrian couches where we usually sit in that room. When she got tired of dancing, she could sit on the bench and take pictures with her friends and little brothers—whose eyes couldn't get bigger watching their usually ordinary sister be a princess!

—

The members of this family are our closest friends here in Mafraq. They become more like family to us every day. We've shared highs like that engagement party and lows like their sister passing away from cancer two weeks later.

Condolences in the Middle East are a big deal. I went to our friend's house after his sister passed away. I sat with the men of the family and their neighbors and friends for three days in a row. There was often complete silence. It's hard to process grief, and I understand their lack of words in the middle of pain.

Many people in this house made it clear to the family that their loss was communal. Their spiritual leader attended all three days and would intermittently teach the men in the room. He posed a question and would follow their reasoning and then tell them his instruction for them on the matter. It reminded me a lot of a storyteller I know who often started his teaching with, "I tell you the truth..."

One man mentioned a problem with my perceived theology of needing a priest or Pope to forgive us. The leader, a friend of mine, asked me to explain. I told him that I agreed with the other man—it was problematic to insist on an intercessor when we had direct access to the King himself through His Son. I shared with 20 men in that room about changing our minds and asking for forgiveness and mercy from the King, in the name of His Son. The leader smiled at me and told me that he agreed with my teaching, which baffled some, but they let it stand. Interesting opportunity.

Mafraq's beauty is behind walls—when we get to hug them and share in their dance parties or when we are able to share the best news in a room of grieving men. Beauty is to give of ourselves, even to the point of emptiness, so that our friends let us in even during the hardest times. At the end of the three-day condolences, I was invited into the family and given the family name. I was adopted into the family. The Father is working in this family, and we get to love them through it all. May He adopt each one into His family.

SO WE CAN SAY “I LOVE YOU”

A Teacher of North Korean Students Online

As the world has adjusted to new ways of life due to the Covid-19 pandemic, some teachers have been unable to return to their host countries due to government restrictions or increased travel costs. Their steadfast commitment to their students has kept them teaching English online as well as improving their own foreign language skills through online study. Their heart for their students is evident in the way they prepare themselves to return to the classroom whenever the Father opens the door.

As a parent, you can be blown away by the things that come out of kids' mouths. I had a conversation with our four-year-old son the other day that I'd like to share.

We've been continuing to dig into our language study, and the other day, as my wife was heading to her online lesson, my son asked, "Why is Mom going to her lesson?"

"Because language study is our job right now," I said. "Why do you think it's important to learn the language?"

He answered, "Because we are going back."

I loved his assurance. We are going back! So I pressed further, "But why do we need to speak the language if we go back? Why is it important?"

He said, "So we can talk to people, so they understand us. They don't understand us when we speak normally."

I chuckled at the simple purity of his understanding. He thinks speaking English equals speaking normally, just like he probably thinks eating with chopsticks is normal or having kimchi as a side dish regularly is normal. I was enjoying the conversation so much that I just had to ask more. Besides, asking "Why?" endlessly is taking a page from his own book.

"But why do we need to talk to people?" I asked.

He said, "So we can tell them what we need."

"Totally!" I said, "What else?"

His answer hit it dead on, "So we can say 'I love you.'"

I was blessed by his sweet and simple understanding of the value of language learning and the purpose of our life.

This year, it's taken diligence to constantly remind ourselves of why we are doing what we are doing. It's good to remember:

So we can say "I love you."

Love in Action



“THIS IS MY NEW BROTHER”

A Teacher in SE Asia

Dylan is one of the most advanced students in my beginner-level English class. We have a heavy focus on pronunciation, and part of their homework is to record themselves pronouncing their vocabulary words.

Dylan does not have a cellphone, so he came to my office to complete his recorded homework. After that visit, Dylan would often message me when he had access to computers. We quickly built a rapport by talking about class and life. During one of those conversations, Dylan asked me when I would leave SE Asia. I told him what I always say: when the Father tells me to leave. His response surprised me. He said, “That is good. It is like the Son.”

Dylan is a really sweet kid, but nothing in our conversations had given me the indication that he was like-minded. I asked him some follow-up questions. He said he wasn’t a brother yet, but he would become one when he was twenty years old. At the time, he was eighteen, so he couldn’t. This was quite confusing, and my follow-up questions didn’t seem to provide any clarity. I think there was a bit of a language barrier; Dylan has a low-intermediate level of English, so higher-level conversations like this one are beyond his vocabulary level, and my Khmer is not yet that high. I told him that he could become a brother right then if he wanted. He became really excited and wanted to know how.

Because of the language barrier issue, I reached out to one of my like-minded former students and asked if he would be willing to come and share the good news in Khmer. We set up a meeting for the following week.

On Wednesday after class, my like-minded student and Dylan met for the first time in our team’s library. After a round of introductions, I had to leave for a meeting. Before I left, I encouraged my like-minded student to share the truth with Dylan. He was nervous, but I encouraged him and told him to work with our library worker, who is also like-minded, to use the Word and their own stories. I told them that I would come back after my meeting and help explain things or answer questions if I could. After our team meeting, I ran back to the office.

When I walked into the room, our library worker put his arm around Dylan and said, “This is my new brother.” Dylan became a brother! It was such a joy for my Khmer brothers to share the truth, and we celebrated our new family member. Dylan’s story is far from done, but even in the midst of the trials he is facing, Dylan has a joy and a peace about him that can only come from the Father.

GROWING COMMUNITY

A Teacher in China

While I was taking our daughter to school (swaying awkwardly in the packed bus between stops), I got into a conversation with another dad. He was also taking his son to the same school up here on the mountain. Our university has a linked elementary school, and a lot of our colleagues take their kids to the same school as we do. The conversation was a bit difficult because his English isn't that great and my Chinese always needs to improve, but we managed it!

It was one of those many moments that I love to have here in China that remind me again why I do what I do: cultural exchange. We talked like any two dads in that kind of situation—



about our work, about our kids, about taking the bus, and about the classes we teach. As we left at the last stop, a woman we hadn't noticed in the crowded bus joined the conversation as we walked the last half mile or so. She was taking her daughter to school. This is just one of many moments like this that have inspired me to work even harder to learn this extraordinarily difficult language. It will be worth it.

After all these years living in China, I have recently felt a true sense of community to a depth I have never felt before. Our kids go to the same schools as the people we work with day in and day out. We share meals weekly with friends and have them in our homes. Our children play together. Our kids are learning Chinese as well (faster than I ever will). I feel very grateful for this growing sense of community around me, and I'm asking for it to grow even more so that we can show love to our friends here.



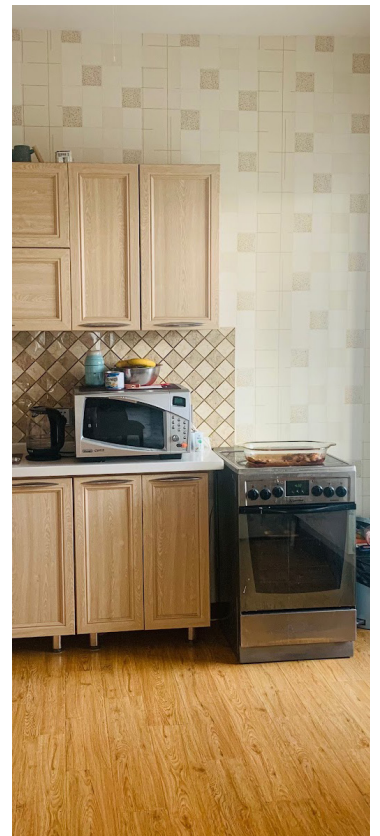
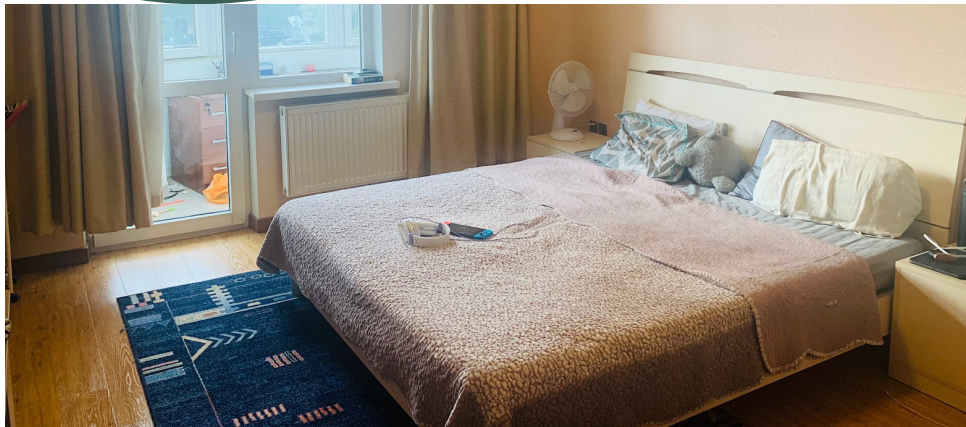
AT HOME ABROAD

From bustling metropolises to vibrant cities to rural villages, ELIC teachers live in some of the most interesting places on Earth. It's our goal for team members to live in close proximity (within walking or short-taxi-ride distances) to each other so there are plenty of opportunities to build community. Teams also help new teachers find housing, get furnishings and decor, and settle into their new home-away-from-home. Living close together provides a great way for teams to link up and explore their neighborhoods, make new friends, and host gatherings.

No matter where our teachers hang their hat, they quickly find ways to make their space feel like home. Check out our teachers' cozy digs all around the globe!

MONGOLIA - Seth and Amber

While many in the Mongolian countryside do, in fact, live in gers (yurts), our teachers' apartments in the rapidly-modernizing urban parts of the country are far more familiar to a western eye. From the microwave and oven to their inviting living room, Seth and Amber's apartment has everything they need to raise their family of three!



TUNISIA - Keziah and Jenny

Keziah and Jenny are roommates in Tunisia. They have brought their own cozy touches to a home that reflects the blended culture resulting from the French rule ending in 1956.

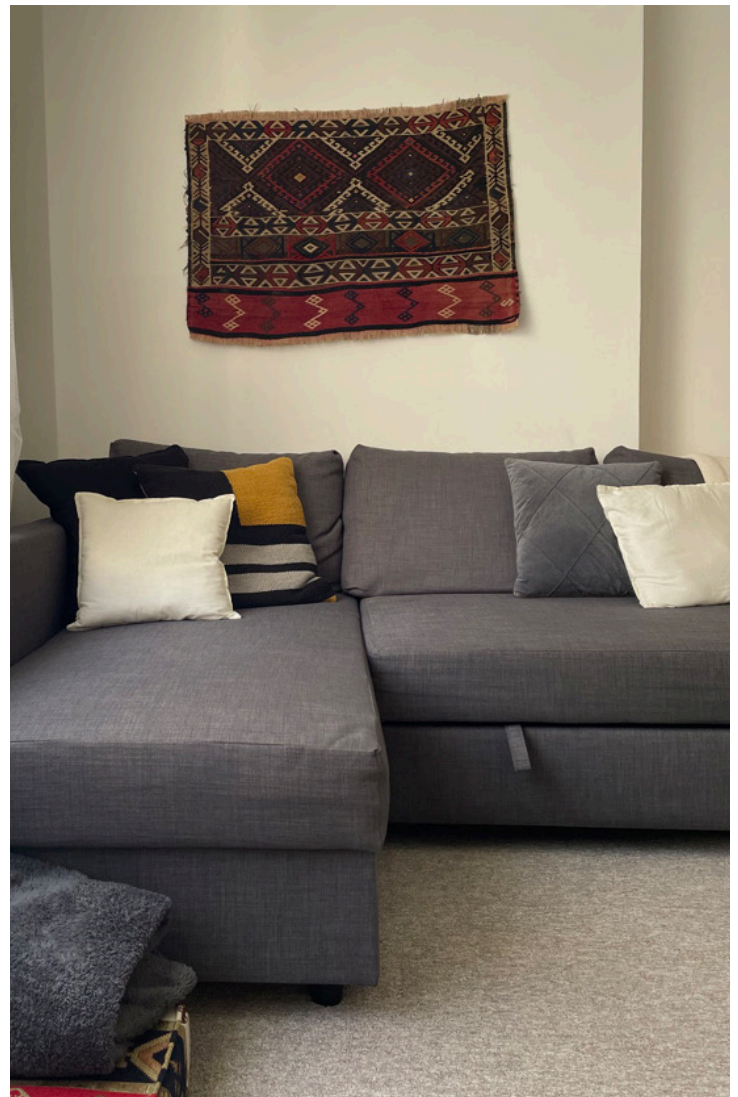
Tunisian decor tops the doorways in the hall, but the entry to the living space is through a set of French doors.





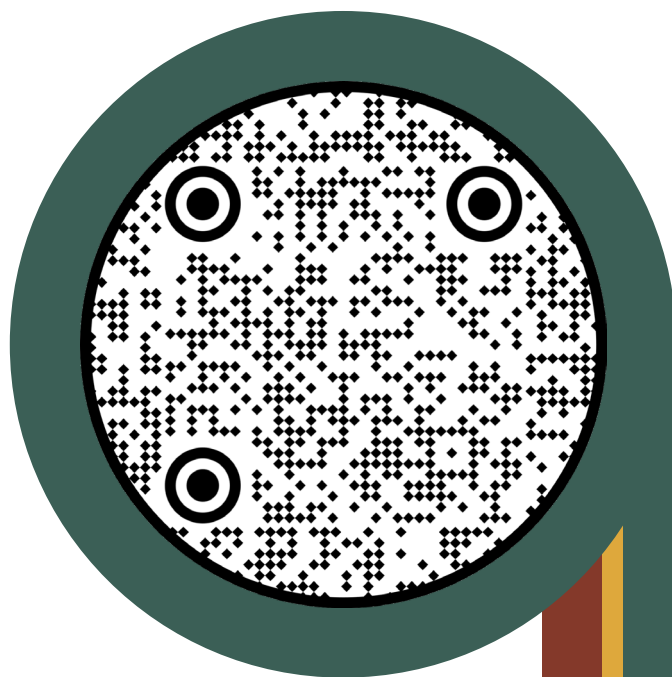
IRAQ - Tim

The Middle East is known for amazing hospitality. Tim's apartment reflects this, with his living room in Iraq ready for anything from an informal hang-out with students to housing an overnight guest. Hosting students, colleagues, and friends is a huge part of what our teachers do outside the classroom, so their homes are often hubs of activity.



LIFESTYLE & CULTURE

Scan this QR code to watch an exciting video showing a “Day in the Life” of an ELIC teacher!



ANCIENT INSTRUMENTS

Music has been a unifying force throughout history all across the globe. It has the power to connect people to the traditions of the past and to one another in the present. To this day, our teachers are often invited to connect with their communities through the rich variety of musical experiences in our host countries. Explore the traditions of places we serve by checking out these incredible instruments!



The Ney traditionally was made of buffalo horn or ivory. It has six holes on the front and one thumb hole on the back.



The Oud has a distinct pear-shaped body. It originally had three strings, but in the ninth century three more were added.



Sheng—1000 BC—China

The Sheng is one of the oldest Chinese instruments. It has distinct vertical pipes, and it doesn't require a reed to play.



The Horsehead Fiddle—14th Century—Mongolia

The Horsehead Fiddle is a bowed instrument and considered a symbol of the nation of Mongolia.



Tar Drum—900 BC—North Africa

The Tar Drum traditionally used skin from goats for the drumhead. It is held in one hand and struck with the other.

MODERN MUSIC

Don't stop exploring with the distant past! The music keeps coming, both reflecting its source and bringing in more and more global influence. We asked some teachers and friends in our host countries about the music that's popular where they live and can't wait to share the highlights! These modern favorites bring new interpretations to traditional styles and explore some of the exciting sounds that can be created when cultures converge.



There is No Other You (Mafi Mennik)

Aziz Maraka

Jordan



Bii Biyelgee

The HU

Mongolia





Lonely Warrior

Eason Chan

China



Bint El Shalabiya

Fairuz

Lebanon



Unsaid

Suly Pheng

SE Asia



*Scan the QR code
below to listen to
these songs on
Spotify!*



ZA'ATAR!

BRINGING HOME THE FLAVORS OF THE MIDDLE EAST

The best way to get to know a culture is to live there—make faux pas, meet new friends, and of course, taste the food! So you've gotten the visa, booked the flight, packed the giant suitcases, and now all you can do is wait...and wait...and wait for travel day..

Or you could skip ahead and taste the flavors of your new home before you leave! Let's get to know one iconic flavor blend from the Middle East: za'atar.

Origin and Use: Za'atar is native to the Levant region. It is both the name of an herb that grows there and a spice blend used as a seasoning or topping. The herb has a number of common names including Syrian oregano and biblical hyssop.

Authentic: Recipes vary, but the central flavors are the za'atar herb, sumac, toasted sesame seeds, and salt. Dip bread in olive oil and then the za'atar blend for a traditional breakfast or snack. Bakeries make a dish called man'oushe by mixing it with olive oil to make a paste which is spread over pita dough before baking.

Adapted: The za'atar herb is not very common outside of the Levant, so even most of the pre-made blends in North America will use substitutes. Some common replacements are oregano, thyme, or marjoram. Sumac is citrusy and slightly sour, so lemon pepper could work in a pinch. Dig around your spice cabinet and see what you can do! You can make man'oushe with pizza dough instead of pitas, or experiment to add a Middle Eastern twist to just about anything. Use it as a spice rub for meat dishes or mix it with olive oil, vinegar, and lemon juice for a tasty salad dressing. Add some plain yogurt (another common Middle Eastern flavor) and grated cucumber for a refreshing sauce or dip. Or just sprinkle away! Popcorn, scrambled eggs...the possibilities are endless!

BONUS TIP!

Flavors can bring you home just like they can transport you somewhere new.
Having a little taste of your passport country can help with homesickness
when travelling or living abroad.

An American favorite with a similar snackable quality to za'atar is “everything” bagel seasoning. It’s usually a combination of toasted minced garlic and onions (central flavors in a lot of European and American foods), poppy seeds, black and white sesame seeds, and coarse salt. The best part? Most of these ingredients are also used in Middle Eastern food, so you’ll be able to find them to make more when that handy jar from home runs out!

The main difference between European blue poppy seeds and Asian white ones is looks, not flavor, so you can substitute whichever is easiest to find.



From the moment that Antoine Lumière held the first ever public screening of a film on December 28th, 1895, the world has been obsessed with exploring every corner of cinema. The American film industry quickly rose to prominence in World War I, as Hollywood provided both consistently filmable sunlight and societal clout for those using it. While the worldwide renown of U.S. film has led to many great achievements, it generally means that other nations' films go relatively unnoticed by Americans, barring the occasional lightning-in-a-bottle of an Oscar win. There are so many unique and powerful stories that have gone under the cultural radar.

Get yourself a ticket to the cinematic worlds of some of ELIC's host countries by watching these excellent films.

In the Mood for Love is, at its core, a romantic film. Not a film about romance (although that is also true in a sense) but a pulsing rumination on life. It is poetic and stirring, chronicling a budding relationship that could have been if life had gone differently.

Director Wong Kar-Wai tells the story brilliantly, highlighting Chinese society with care and honesty, showing a busy city where the only thing more important than family is remaining honorable. The rigidity of the worldview conflicts with the moral ambiguity of the story. That push and pull is what makes this hazy, color-drenched drama one of the most heart-wrenching and captivating films ever made.

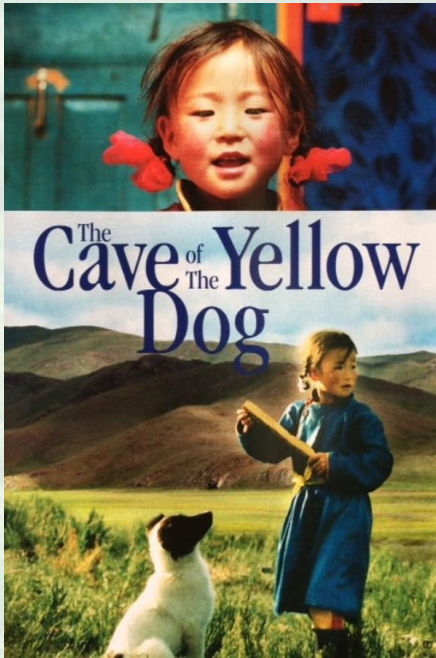
Country of Origin: China

Release Year: 2000

Director: Wong Kar-Wai



FILMS FROM AROUND THE WORLD



The Cave of the Yellow Dog is so deeply unlike the standard American film that it can be quite jarring for a Western audience at first. Forgoing the three-act structure that we are so used to, the film instead focuses on showing the daily life of a nomadic Mongolian family. This falls somewhere between documentary and narrative feature. It is more an experience than a story, and by the end it's nearly impossible to not be taken by the sweeping landscapes and quiet peace of the hills of Mongolia.

Country of Origin: Mongolia

Release Year: 2005

Director: Byambasuren Davaa

Bab'Aziz: The Prince That Contemplated His Soul is

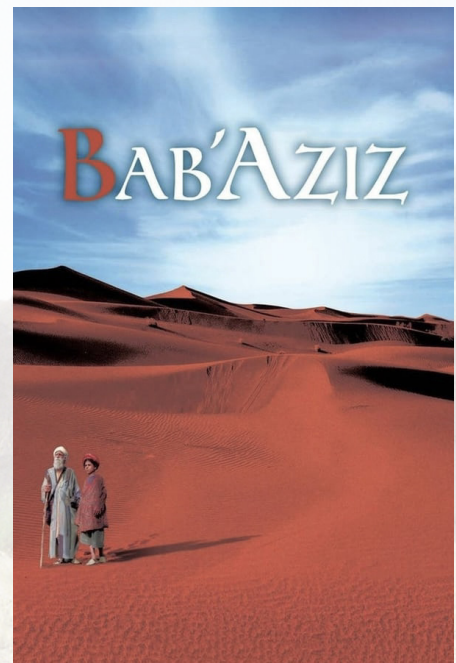
a brilliant example of a film that couldn't come out of Hollywood. It follows a wise old man and his granddaughter wandering through the Tunisian desert in search of a gathering of dervishes (members of a Muslim religious order who have taken vows of poverty and austerity) that only happens once every 30 years.

Much like its protagonists, the film is more focused on the journey than the destination. It meanders through stories of travelers they meet along the way. The peaceful beauty of the film shows in the viewer's journey with the characters: living with them, walking with them through the desert, and trusting that eventually, we all end up where we need to be.

Country of Origin: Tunisia

Release Year: 2005

Director: Nacer Khemir







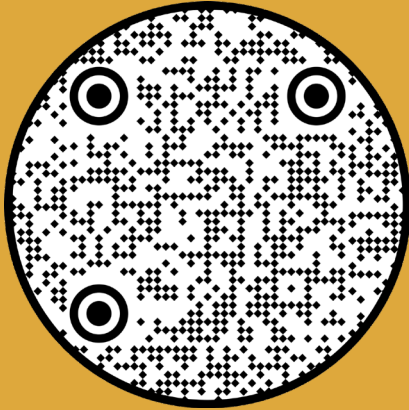
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