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THE NEA OVERSEAS
**Teach
CORPS**
—
SUMMER
1968
ETHIOPIA
REPORT
—


PRIMARY TEACHER TRAINING PROGRAM

Sponsored by

The Ministry of Education—Ethiopia
Committee on International Relations • National Education Association
The United States Agency for International Development

The NEA Teach Corps was created by the NEA Committee on International Relations to provide a new educational force in international relations, to give assistance to the developing countries in the fulfillment of their educational goals, and to involve American teachers in a program that would give new dimensions to their lives and enrich their teaching at home.

The Teach Corps is composed of skilled and experienced American classroom teachers who volunteer their services to work with teachers in other lands. Within a flexible framework of operations, the Teach Corps volunteers conduct teacher-to-teacher workshops for four to eight weeks in a foreign country. The host government usually provides housing, partial subsistence and some logistic support. The Committee on International Relations, through contractual arrangements with the United States Agency for International Development, covers all other expenses for Teach Corps volunteers.

NEA TEACH CORPS TEAM

ETHIOPIA

1968



NEA TEACH CORPS ROSTER - ETHIOPIA - 1968

<u>Volunteers</u>	<u>Position</u>
<u>Addis Ababa</u>	
Mrs. VeNona Johnson 8041 So. St. Lawrence Avenue Chicago, Illinois 64112	Assistant Principal Beale Elementary School Instructor Chicago State College
<u>Asmara</u>	
Mrs. Mary Elaine Barbour Rosemont Ranch Box 1173 Montrose, Colorado 81401	Teacher Elementary Morgan Elementary School
Mr. Bill D. Bassore 1028 Linwood Circle Springfield, Missouri 65804	Professor of Education Elementary Education Southwest Missouri State College
Miss Grace Kingsbury 110 Orange Avenue Cranford, New Jersey 07016	Demonstration Teacher Elementary College Laboratory School Jersey City State College
<u>Debra Berhan</u>	
Mr. Howard D. Clapp 1110 Lima Burbank, California	General Supervisor Elementary Education Burbank Unified Schools
Miss Dorothy Muge 2205 San Anselme Long Beach, California 90815	Associate Professor Elementary Education California State University
Mrs. Virginia Profeta 88 Madison Avenue Westbury, Long Island 11590	Principal Dryden Street Elementary School
<u>Nazareth</u>	
Mrs. Lois Cox 1404 Princeton S.E. Albuquerque, New Mexico 87106	Consulting Teacher Elementary Albuquerque Public Schools
Mr. Edwin M. Mingoia 1554 38th Avenue Sacramento, California 95822	Reading Consultant Elk Grove Unified School District
Mr. Charles C. Yates Tuckaseegee School Route 5 Charlotte, North Carolina	Principal Tuckaseegee Elementary School

In Ethiopia education has been recognized for centuries as the mark and measure of progress. This is evidenced in many ways. Particularly significant has been the emergence of Addis Ababa as the "Capital of Africa" following the establishment of the headquarters of the United Nations Economic Commission for Africa in 1959, and the convening of many international conferences in the "capital city". From the inception of the national educational system it was realized that the very cooperative existence of the country depended on an educated and enlightened citizenship. It would seem as if this was part of an ancient tradition. Today, the Ministry of Education and Fine Arts of the Imperial Ethiopian Government, recognizing that nothing can constitute a more enduring heritage for posterity, or contribute more to the all-around development of the country than education, has made it possible for educational development to be given the highest priority in the nation's long-range objectives.

The Ethiopian Ministry of Education must be highly commended for their progressive action in developing and providing an up-dated, practical in-service training program to improve the skills of primary classroom teachers. In connection with this effort, the Committee on International Relations of the National Education Association (NEA), in cooperation with the United States Agency for International Development (USAID) and the Ethiopian Ministry, sponsored the NEA Teach Corps to assist in an intensive in-service teacher training program throughout the country during the summer of 1968.

The initial Teach Corps effort in Ethiopia was made as a part of a three-summer series designed by the Ministry to up-grade primary teachers by providing special training equivalent to that offered in the regular two-year program at the teacher training institutes. Teach Corps volunteers were assigned to special course programs set up at educational centers in Asmara, Debra Berhan, Nazareth and Addis Ababa. Ten educators from nine states participated in courses for approximately 950 Ethiopian teachers and model school children in the 1968 teacher training program.

Plans for the program had been made by Mrs. Elizabeth Bouey-Yates, NEA Teach Corps Program Coordinator, with USAID and Ministry officials in Addis Ababa during an earlier visit to the country.

ETHIOPIA TEACH CORPS SCHEDULE

July 4	Arrival in Washington Burlington Hotel Vermont Avenue (Thomas Circle)	
July 5 - 8:30 A.M. (all day)	Orientation	NEA Center Allan Room 1201-16th St., N.W.
July 6 - Morning	Orientation	
July 7 - 1:30 P.M.	Departure for New York (National Airport) National Flight No. 410	
July 7 - 6:30 P.M.	Departure for Rome (Kennedy Airport) Pan American Flight No. 110	
July 8 - 8:30 A.M.	Arrive Rome	
July 8 - 11:00 P.M.	Departure for Addis Ababa	
July 9 - 10:15 A.M.	Arrival in Addis Ababa	
July 9-14	Host Country Orientation	
July 14	Departure for Assigned Centers	
July 17 - August 23	Teacher Training Workshops	
August 24	Evaluation (Addis Ababa)	

PRE-PROGRAM PREPARATION

In light of the discussions and decisions made in Ethiopia with the Ministry and USAID officials, Mrs. Bouey-Yates sent out the following program directive to each of the educators selected for the 1968 Teach Corps program in Ethiopia:

APPROVED PROGRAM (USAID and Ministry of Education - Ethiopia)

The Teach Corps efforts will be concentrated in a 1968 summer training program for unqualified teachers who are presently employed in elementary schools (Grades I-VI) throughout the country. The teachers scheduled for enrollment in the summer program would have completed 10th to 12th grade work, but not admitted to the University because of their failure to pass the 12th grade Leaving Certificate Examination.

The program planned for this summer would be the first of a three-summer series designed to give teacher training in a three-year period equivalent to that offered in the regular two-year program (Grades 11-12) of the Teacher Training Institutes of Ethiopia. (A pilot program was held in Addis during the summer of 1967 for a first group of teachers.) The primary objective of this program is to provide the necessary training to produce additional qualified elementary teachers at the end of the three-summer periods.

Participants who attended the pilot program in Addis last summer will be assigned to one center for year "2" of the course. All others will be enrolled as "year 1" participants.

One third of the material outlined in the Curriculum of the Teacher Training Institutes will be covered sequentially during each of these summer programs. Much of the teaching will be done by the regular Teacher Training Institutes staffs.

The TTI Curriculum lists the following course considerations:

- Introduction to Education
- Child Development
- General Methods

ORGANIZATION

The 1968 summer training program would be conducted for a period of six weeks - July 17 to August 27. The program would be held in three centers - Debre Berhan, Asmara and Nazareth. There is an expected enrollment of 200-400 for each center. AID/Ethiopia has designated Dr. John E. Bean, Provincial Education Advisor, as the USAID Project Manager and General Coordinator of the Teach Corps work with the program. Ato Taye Demissew, Director of In-Service Education, has been assigned over-all responsibility for the summer training program by the Ethiopian Ministry of Education. The Ministry will also appoint a Director for each of the three centers.

STAFF

Approximately 20 host country teachers from the Teacher Training Institutes will serve as staff at each of the centers. These teachers, mainly British and Indian expatriates and Ethiopians, are graduates of universities in Ethiopia and other countries and are regularly employed in the Teacher Training Institutes.

TEACH CORPS PARTICIPATION

Ten Teach Corps volunteers have been recruited for the 1968 Ethiopian programs. The Ministry and the USAID request was for highly qualified educators with training and experience at the elementary level, and preferably working with elementary teacher training in a school of teacher education, or in a school system as an elementary supervisor, elementary curriculum consultant, vice principal in charge of instruction and in-service training or some similar capacity.

Three volunteers were further requested to have indications of strength in social studies, "new" mathematics and English.

Teach Corps volunteers will be assigned to each center to serve in a consultant-advisory-resource-teacher role. Although these educators will be expected to teach some classes (perhaps on a large-scale basis) their main functions will be to share their expertise with staff and participants at each center by the presentation of practical innovations in teaching, the demonstration of methods and techniques, assistance in the creation and utilization of practical teaching aids and materials, helping find meaningful solutions to some of the problems prevalent in the Ethiopian elementary schools (over-crowded classes, multi-grade classes, inadequacy of books, materials, staff meeting techniques, etc.), and generally inspiring, influencing and giving direction to the program.

It was felt that in such a capacity the Teach Corps volunteers could render the greatest service and there would be a greater multiplier effect than if their participation were limited to class instruction during the regular course periods.

Because this is a relatively new and experimental effort in teacher training on the part of the Ministry of Education, the role of the Teach Corps volunteer was discussed with some degree of flexibility. The officials of the Ministry have expressed an eagerness that the volunteers contribute as much as possible to the program and in the most effective and meaningful way.

The Ministry of Education is arranging for the involvement of as many host country elementary supervisors in the course as possible so that there would be an understanding at both the teaching and supervisory level as to what would be covered, and hopefully subsequent cooperation and encouragement by the supervisors to teachers in follow-up activities in the classroom.

(It is also hoped that the elementary school directors might also be made aware of the accomplishments of their teachers in this summer program.)

COURSE SCHEDULE

The teacher training course will involve five weeks of actual teaching with the sixth week devoted to review and examination. Classes will be held for three hours each morning and afternoon. Late afternoon and evening class meetings would be optional. (Schedule details are spelled out in accompanying material.)

Because many of the teachers scheduled for course enrollment have serious personal English reading problems, Teach Corps volunteers will be expected to provide optional after-class periods to help participants improve their reading skills. Teach Corps volunteers, in cooperation with the rest of the staff, will also assume responsibility for planning field trips and some evening programs of social, recreational or educational nature. Cooperation of the U.S.I.S. has been solicited for the provision of films for evening programs and other materials to be available at each center.

A final day of evaluation is planned for Teach Corps volunteers, Ministry and AID officials, in Addis Ababa at the end of the course. The Teach Corps team at each center will prepare a brief written report consisting of a description and evaluation of the program with recommendations for future participation of Teach Corps in the Ethiopian teacher training program. This report will be available for the final evaluation meeting. The reports will be consolidated by USAID/Ethiopia and copies will be provided to NEA for a final report to be reproduced for distribution.

Background information on many different aspects of Ethiopian life was supplied each member selected for the Ethiopian Teach Corps team. Much of this material had been provided by His Excellency Dr. Minassie Haile, Minister of Information and Tourism in Ethiopia. This material proved to be of great value.

The curriculum guides and course outlines supplied by the Ministry of Education helped volunteers to get some insight as to content and method used in the teacher training colleges of the host country.

Books on the Suggested Reading List were helpful, however, many were not generally available in some community stores and libraries. Because of the time element, some team members encountered difficulty in securing them.

WASHINGTON ORIENTATION

Orientation for the Ethiopian Teach Corps team was held at the NEA Center (July 4-7) in Washington, D.C. under the capable direction of Mrs. Elizabeth Bouey-Yates. The days in Washington, D.C. were spent in planning and business sessions. These included meetings with Mr. Charles Nelson, former Acting Director of USAID in Ethiopia, Mr. Marshall L. Fields, Deputy Educational Advisor, Eastern and Southern Africa, USAID, Washington, Mr. Raymond J. Smyke, Special Assistant for Africa, World Confederation of Organizations and Teaching Professions and the Committee on International Relations staff.

During the orientation Mrs. Bouey-Yates talked of education in Ethiopia and discussed the possible roles of team members in the program. As events later proved, frankness in recognizing that the program was new and would require that team members "play it by ear", was, indeed, the sensible approach.

Slides taken in the host country during the February planning period were shown during an informal reception held for volunteers on the eve of their departure for Ethiopia.

ORIENTATION - ADDIS ABABA

The teach Corps team arrived in Addis Ababa at 10:15 A.M. on Tuesday, July 9, 1968, and was officially met at Bole International Airport by Dr. and Mrs. John E. Bean. Dr. Bean, an education official with the USAID in Ethiopia, served as host-country Program Coordinator for the 1968 Teach Corps. Soon after arrival the team was involved in a planned program of orientation in Ethiopia.

At the first meeting Dr. Will Saunders, Education Advisor, USAID, presented an overview of the educational structure in Ethiopia. He also outlined areas which team members might give attention as they worked with classroom teachers.

The Teach Corps met with other USAID staff and representatives from the Ethiopian Ministry of Education and Fine Arts, the U.S. Embassy, the U.S. Information Service and the Peace Corps. Arrangements were made for volunteers to take a bus tour of Addis and its environs, including visits to Africa Hall, many beautiful museums and Haile Selassie I University.

Among the highlights of the week's activities was the viewing of a film on Ethiopia at the Haile Selassie I Theater through the courtesy of the Ministry of Information and Tourism and an official Ministry meeting at which a warm welcome was extended to the team by Ministry officials. A final star gesture was a reception for the team held at the home of Dr. and Mrs. Bean. This afforded an opportunity for the volunteers to meet socially many people involved in the program of education in Ethiopia.

TEACH CORPS ORIENTATION
ADDIS ABABA
July 10-13, 1968

Wednesday
July 10

9:00 AID
Dr. William P. Saunders, Education

10:00 Embassy
Ambassador William O. Hall
Miss Anne Murray, Nurse

11:00 Ministry of Education
Ato Teye, Ato Bekele, Ato Paulos,
other Ministry officials

12:00 USIS
Miss Lenore Guthrie
Regional Librarian

1:00 Lunch

2:00 AID
Mr. Roger Ernst, Director

4:00 Haile Selassie I Theater

7:30 Dinner - Addis Ababa Restaurant

Thursday
July 11

9:15 AID

9:30 Ras Makonnen Hall, Haile Selassie I
University

Ethiopian History:
Mr. Charles R. Langmuir

2:00 Commissary

3:30 Ministry of Education
Course Director

8:00 USAID Reception

Friday
July 12

9:00 AID
Ethiopian Language and Culture:
Mr. Charles Sutton

2:00 Addis Ababa Tour

Saturday
July 13

9:00 Addis Ababa Tour

REPORTS
from the
ASSIGNMENT CENTERS

ADDIS ABABA

ASMARA

DEBRA BERHAN

NAZARETH

ASMARA

ASSIGNMENT CENTER

Asmara Teacher Training Institute (Non-residential)

DIRECTOR

Alto Matheos Ghessese

NEA TEACH CORPS

Elaine Barbour
Bill Bassore
Grace Kingsbury

TEACHING ASSIGNMENT

Principles of Education
Principles of Education
Principles of Education

HOUSING

Volunteers secured housing in the CIAAO Hotel in Asmara. The hotel was conveniently located, within walking distance of the Institute. Accommodations were satisfactory.

SUMMER COURSE STAFF

The teaching staff included the three Teach Corps volunteers and twelve other course instructors.

ENROLLMENT

Ethiopian Teacher Participants - 164
Male - 96%
Female - 4%

PROGRAM

The Teach Corps efforts at Asmara were concentrated in a six week training program for unqualified primary teachers (Grades 1-6) employed in the five northern provinces of Ethiopia. Volunteers taught courses in Principles of Education using a curriculum guide supplied by the Ministry.

SCHEDULE

Classes were scheduled from 8:30 A.M. to 5:00 P.M. with a mid-day lunch period. Each volunteer was assigned nine class periods per week.

MODEL SCHOOL PARTICIPATION

The Model School was in session at the Institute during the time of the summer program. In addition to their regular class assignments, two of the volunteers, Elaine Barbour and Grace Kingsbury, were requested to give frequent teaching demonstrations in the Model School. These demonstrations were given primarily in the areas of English, science, mathematics and music. The two volunteers also assisted in curriculum planning, developing schedules and evaluating student teachers. Volunteers also arranged film showings for the children of the Model School.

OTHER CURRICULAR ACTIVITIES

- Team teaching
- The setting up of a reading room for course participants with NEA/USAID and USIS provided professional materials
- 1/4 Planning and participating in field trips
- Attendance at the UNESCO workshop
- Staff meeting

EXTRA-CURRICULAR ACTIVITIES

- Square dancing
- Debates
- Slide showings of back-home scenes
- Visit to the Provincial Education Office
- Various social activities

PROBLEMS

1. Failure to find any provisions for hotel accommodations upon arrival in Asmara.
2. Lack of professional materials at the very beginning of the course.
3. Initial communication problems with participants. (This improved as the time passed.)
4. Low morale of participants because of financial problems.
5. Negative attitudes toward teaching on the part of the participants.
6. Shortage of working supplies for distribution to the participants.

ACCOMPLISHMENTS

The Teach Corps volunteers assigned to Asmara would like to feel that the participants in the course gained new insights and became more proficient in the skills which would enable them to function better as elementary teachers.

A major accomplishment was felt in the area of attitudinal change. At the beginning the participants expressed negative attitudes toward teaching and were suspect of the enthusiasm for teaching expressed by the volunteers. At the end of the course many of the participants seemed to have more favorable attitudes toward teaching and an increased interest in their jobs.

Another accomplishment was in the improved understanding between cultures. Many interesting and enlightening discussions developed between participants and team members during the duration of the course.

NAZARETH

ASSIGNMENT CENTER

Atse Gelandios Secondary School

DIRECTOR

Ato Abraha Ghermazion

NEA TEACH CORPS

Lois Cox
Edward Mingoia
Charlie Yates

TEACHING ASSIGNMENT

Child Development
Principles of Education
Principles of Education

HOUSING

Arrangements were made upon arrival for Teach Corps volunteers to be housed at the Ras Mesfin Hotel. The accommodations were satisfactory at the hotel, however, the school at which the program was held was located about one and a half miles away.

SUMMER COURSE STAFF

The teaching staff included the three Teach Corps volunteers and sixteen other course instructors.

ENROLLMENT

Ethiopian Teacher Participants - 187	Male - 95%
	Female - 5%

PROGRAM

Members of the NEA TEACH Corps team at Nazareth were assigned courses in Child Development and Principles of Education. Team members participated in team teaching lectures each Monday and Tuesday which provided contact with all of the participants enrolled in the program. Much team planning was accomplished during morning hours. Specific lesson plans were prepared for distribution to all course faculty and teacher-participants. Topics were developed from the syllabus.

SCHEDULE

Volunteers were involved in a daily, morning and afternoon program with 42 hours devoted to actual course teaching.

MODEL SCHOOL PARTICIPATION

Ed Mingoia worked with the Model School presenting techniques of teaching English to the children enrolled there. (Mr. Mingoia learned the

Amharic language quite rapidly to the point where he was able to work quite effectively with the children in the Model School.)

SPECIAL CURRICULAR ACTIVITIES

Films were shown at least once a week for educational and recreational purposes. All films were carefully selected and previewed before the showings. A reader series, provided by USIS was discussed and distributed to the participants.

The team directed by Mrs. Cox, gave an excellent demonstration on the development and use of visual aids which was well received by the staff members and participants.

Charles Yates assisted the Director with administrative problems. He also helped to organize a special debating program during the course duration.

MATERIALS AND SUPPLIES

All materials received from the NEA were of great value, especially the textbooks. These materials were shared with all of the teaching staff and many were used over and over. Construction paper, tag board, magic markers and staples were in great demand.

PROBLEMS

1. Lack of transportation for team members.
2. Limited professional materials. (Texts and films)

ACCOMPLISHMENTS

The team as a whole feels there was some accomplishment in helping participants become more knowledgeable of methods, skills and materials for solving some of the problems they face in their classroom.

DEBRA BERHAN

ASSIGNMENT CENTER

Debra Berhan Teacher Training Institute (Residential)

DIRECTOR

Ato Kebede Friesenbet

NEA TEACH CORPS

Dorothy Mugge
Virginia Profeta
Howard Clapp

TEACHING ASSIGNMENTS

Introduction to Education - Education Psychology
Principles of Education - Education Psychology
Introduction to Education - Education Psychology

HOUSING

Provisions had been made for volunteers to be housed in the guest house on the Institute grounds.

SUMMER COURSE STAFF

The teaching staff included the three Teach Corps volunteers and 16 other course instructors.

ENROLLMENT

Ethiopian Teacher Participants - 225
Male - 98%
Female - 2%

PROGRAM ORGANIZATION

The program was set up with a full day schedule with morning and afternoon classes a mid-day lunch break. Each team member taught three sections for three hours weekly. In addition, each team member did a series of teaching demonstrations in specific subject area for all of the course sections. Class hours varied from day to day.

SUMMARY OF THE WORK

Each Teach Corps volunteer was made coordinator of a three-man faculty team. The teams met to decide how the nine units of Education and Educational Psychology were to be assigned. Each Teach Corps volunteer taught the unit called "Children at Work" and spent approximately half of the course time in this area. Lectures were enriched with teaching demonstrations in the elementary subject fields with participants in the role of elementary students. Team members also taught additional units from the Ministry outline.

The most exciting and satisfying of the opportunities in the summer program for the Teach Corps volunteers came in working with faculty members and students, primarily the latter, in the subject fields. Each team member worked through the faculty members responsible for English, science, social studies and mathematics and scheduled one hour weekly with each of the nine class sections.

Teaching demonstration, lessons illustrating methods, and the development of teaching materials especially suitable to the rural school situation were included during this special hour. Written summaries and descriptions were provided for each student.

Team members at Debra Berhan felt handicapped to some extent by the lack of time for demonstrations and the development of teaching materials. It was wished that some flexibility could have been introduced into the scheduling. It was felt however, that even the brief sessions were extremely meaningful.

UNITS TAUGHT

Introduction to Education

Children at Work
Teaching and Learning
School Administration

Educational Psychology

The Learning Process
Mental Abilities
Factors in Growth and Development
The Emotions

Additional Assignments (Emphasis - Teaching Methods and Materials)

Dorothy Mugge - English and Social Studies
Virginia Profeta - Science
Howard Clapp - Mathematics

MATERIALS AND SUPPLIES

The professional books sent by NEA were very helpful and covered most of the needs of the team members. The packet of materials supplied each team member was excellent; only paper clips were missing.

PROBLEMS

1. Debra Berhan is very isolated as far as the students were concerned. They were unanimous in requesting summer programs offered only at the populated centers - Addis, Hara, Asmara.
2. Students found the daily schedule deadly. After six hours of sitting and listening they were fatigued to the point that little real learning could take place.
3. The library facilities at the Debra Berhan center were not available to the summer course participants.

ADDIS ABABA

ASSIGNMENT CENTER

Prince Makonnen Secondary School (Non-residential)

DIRECTORS

Ato Getachew
Ato Yilma Kebede

NEA TEACH CORPS

VeNona R. Johnson

TEACHING ASSIGNMENT

Educational Psychology

HOUSING

Arrangements were made for housing at the Ras Antil. The accommodations were excellent.

THE ADDIS PROGRAM

The original plans were made for Teach Corps participation in three centers outside of Addis. The request for one Teach Corps volunteer to be assigned in the capital city did not come to the Committee on International Relations until the day of the departure of the team for Ethiopia.

The teachers who enrolled in the Addis program were twelfth year students carrying a full course load.

STAFF

The teaching staff was made up of one Teach Corps volunteer and six other course instructors.

ENROLLMENT

Ethiopian Teacher Participants - 74	Male - 96%
	Female - 4%

SCHEDULE

The daily course schedule included one hour periods from 8:30 A.M. to 5:00 P.M. with a mid-day lunch period. Classes for this assignment were held for ten hours each week.

COURSE SUMMARY

Working within the framework of the prescribed curriculum the majority of the educational psychology material was covered. Classes were conducted in an atmosphere that provided opportunities for questions, discussions, role-playing and demonstrations. The teacher-participants worked well. They studied hard and seemingly put forth a special effort to become involved in the work of the class.

EXTRA-CURRICULAR ACTIVITIES

- Joined the staff in the staffroom for informal discussions
- Visited and participated in the program of the Model School
- Visited the Teacher Training Institutes in Debra Berhan and Nazareth
- There were no opportunities other than class time to be involved with the teachers enrolled in the courses. Their time was scheduled all day. After the last afternoon session they were completely exhausted and in many instances, had to travel great distances to their homes.

PROBLEMS

1. The material outlined to be covered was too ambitious for the length of time scheduled for the course.
2. There were no library facilities for the participants.
3. Class periods held in the late afternoon were not as fruitful as the earlier periods.
4. The morale of the participants was extremely low. Many opportunities had to be provided for ego building and gaining self-confidence.

SUPPLIES AND MATERIALS

Because Addis was not included in the original planning none of the professional materials supplied by NEA were designated for this Center. Library facilities were excellent at the Haile Selassie I University and at the USIS for staff, but not available for participants.

EVALUATION

Teach Corps team members, before departing, met with Ministry officials to discuss the outcomes of their 1968 participation and plans for possible 1969 involvement. At this meeting Ato Bekele Getahun, Director General, Teacher Education, welcomed the team back to Addis Ababa. He indicated that it had been a good experience for six weeks and that the results had been meaningful and successful, and that all reports to him were very encouraging. He invited criticisms and recommendations.

Reports of participation were given by the group leaders from each of the four course centers. Ato Abraha Ghermazion, Director of the Nazareth Center, spoke for the various center Directors. He indicated that the morale of the staff members was high -- that the enthusiasm among the Teach Corps staff filtered into the other staff. He also indicated that there had been a change in the attitudes of the participants toward teaching. In general, he felt that Teach Corps volunteers had been serious, helpful and morale builders. Serious consideration was given to the role of the Teach Corps volunteer in the summer teacher training program in Ethiopia.

During the discussion period Dr. Will Saunders, USAID Chief Education Advisor, posed the question; "What did Teach Corps do in Ethiopia this year that could not have been done without them?" This was resolved by the suggestion that during the year Ministry and USAID officials would study the situation and determine how to best utilize Teach Corps in any future program. Members of the Teach Corps team were clearly in agreement that it is both impossible and undesirable to attempt to export American-style education to a culture that has other educational orientations, and that any future efforts of the program in Ethiopia should move beyond present concentration on general methods and materials to the areas which there may be greater need..... ones in which specific United States developed skills are unusually salient: child growth and development (understanding the learner); school-community relationships; and the teacher as a community leader.

DISCUSSION OF PLANS FOR A POSSIBLE 1969 PROGRAM INCLUDED:

I. Revision of Addis orientation schedule

II. Course offerings

Possible considerations

- a. Physical Education
- b. Music
- c. Arts and Crafts
- d. Improvement of Communication Skills
- e. First Aid
- f. Audio Visual Aids

III. Special considerations be given to

- a. Self Contained Classrooms in the Primary Schools
- b. Selection of Course Sites
- c. Field Trips
- d. Evaluation of Children
- e. Library Facilities

The meeting was concluded by Ato Bekele expressing the importance of continuity of the program. He looked hopefully to the future. He warmly expressed hope for the renewal of a Teach Corps contract with both USAID and NEA. He asked that volunteers take back Ethiopia's aspirations and desires to NEA. Mrs. VeNonna Johnson, on behalf of the NEA Teach Corps volunteers, thanked the Ministry and USAID Officials for Teach Corps participation in Ethiopia.

As a final gesture of good will and appreciation the Ministry of Education and Fine Arts gave a beautiful dinner party in honor of the NEA Teach Corps team at the residence of Vice Minister Million Neqneq on the evening prior to their departure. The memorable occasion was concluded with the presentation of a Certificate of Participation to each volunteer. Each female volunteer was presented a beautiful designed lapel pin. The male volunteers received handsome silver cuff links. Each volunteer received a jar of spicy, hot Ethiopian peppers.

EVALUATION: USAID/NEA TEACH CORPS VACATION COURSE - 1968

ADDIS ABABA, ETHIOPIA

MINISTRY OF EDUCATION & FINE ARTS

Saturday, August 24, 1968, 10:00 A.M.

Chairman : Ato Bekele Getahun, Director General, Teacher
Education Division

Co-Chairman: Mrs. VeNona Johnson, Team Leader, NEA Teach
Corps

Recorders : Mr. Lovegrove, Ministry of Education
Dr. John E. Bean, USAID/Ethiopia
Mrs. Lois Cox, NEA Teach Corps

AGENDA

I. Reports from Teach Corps volunteers

Addis Ababa Center
Nazareth Center
Debre Berhan Center
Asmara Center

II. Reports from the Ministry of Education & Fine Arts

III. Discussions

IV. Summary and Recommendations

RECOMMENDATIONS

RECOMMENDATIONS BY THE NEA TEACH CORPS TEAM IN ETHIOPIA - 1968

The members of the 1968 NEA Teach Corps team assigned to Ethiopia for the summer of 1968, respectfully submit the following recommendations:

Program Planning

1. That Teach Corps participation be continued in the in-service training of teachers in Ethiopia.
2. That more effective utilization of Teach Corps volunteers be considered.
3. The concept of Teach Corps involvement as described in the original material sent out by CIR in regard to the Teach Corps program in Ethiopia be considered as a highly desirable program goal.
4. That consideration be given to the utilization of the Teach Corps team members in a team approach rather than to fill single teaching slots at the various centers.
5. That at least two volunteers be assigned to a center. This is necessary if there is to be any kind of team approach in Teach Corps participation in the program.
6. That there be better communication with the Ministry of Education so that specific information as to assignments and teaching responsibilities can be given to Teach Corps applicants selected for the program.
7. That the role of the Teach Corps be clearly defined in the early planning between USAID and the host country.
8. That more opportunities be provided for Teach Corps volunteers to work with the teachers on methods and techniques as they relate to actual classroom problems.
9. That opportunities be made for increased Teach Corps participation with the Model School at all centers.
10. That consideration be given to the inclusion of courses in the summer program which would give teachers special help in the teaching of music, physical education, arts and crafts, utilization of audio-visual equipment and in the improvement of their English communication skills.
11. That arrangements be made for participant use of library facilities at each center, or special provisions be made to have available a collection of professional reference materials for participant use during the course.
12. That there be more opportunities during the course to meet socially with the course participants.

Program Preparation

1. That Teach Corps applicants selected for summer program be notified at the earliest possible date.
2. That there be an appointment of a Team Leader to go the Ethiopia two weeks in advance of the team to attend to logistics and program organization.
3. That priority be given to the selection of volunteers with strong elementary training and experience.
4. That Principles of Education for Teachers in Africa be included on the recommended reading list.
5. If future teams are asked to teach specific courses in the program, each team member should be provided with the course syllabus covering the content required taught by the Ministry.
6. That volunteers be issued an expense check during the Washington orientation which will cover the per diem for the entire time of the project and an estimated amount for preparatory expenses.

Host-Country Orientation

1. That more opportunities be provided for Teach Corps team members to meet and discuss participant needs, problems, etc. with Ethiopians (Ministry officials, supervisors, teachers, etc.)
2. That more Peace Corps volunteers with teaching experience in the Ethiopian schools be involved in the orientation.

Materials and Supplies

1. That there be an inventory made of the reference books supplied by NEA that were left in Addis at the end of the 1968 summer program.
2. That the NEA continue to supply a kit of basic materials for each team member.
3. That for a program another year, the following instructional materials be added to those supplied this year:

Professional pamphlets and reprints - NEA publications.
NEA films and filmstrips.
Teacher's editions of the standard textbooks in the subject areas at the various grade levels.
Materials for the teaching of modern math.

An Anthology of children's literature (including poetry).
Music books for elementary teachers.
Sports and group games.
Peace Corps materials, especially those that have been developed to describe the nature and cultural circumstances of the Ethiopian child.
Basic working supplies

4. That Teach Corps team members be allowed to ship over a limited amount of personal professional materials and supplies.
5. That enough of the basic supplies be sent so that each participant can make at least one teaching aid during the course.
6. That there be an early shipment of materials and supplies to assure host country arrival in time for distribution during the orientation.

General Logistics

1. That housing arrangements be made at each center prior to the arrival of the team members and a check made to assure the basic facilities are available.

2. Debra Berhan

That transportation be made available for Teach Corps volunteers assigned to Debra Berhan about once during the week and on week-ends. This is necessary for shopping and attending to routine daily needs.

3. Nazareth

That daily transportation be provided for Teach Corps team members assigned to Nazareth. Walking back and forth from the school to the hotel four times a day is not only tiring but time consuming.

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