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FINAL REPORT OF THE

NATIONAL TEACHER EDUCATION CENTER

ENGLISH AND SOCIAL STUDIES PILOT WORKSHOPS.

CONDUCTED BY:

The Eastern Michigan University Team of Joe Palmer, English Advisor, Dave Gillies, Social Studies Advisor, and John Metler, Education Coordinator.

IN:

Hargeisa Elementary Schools starting on Friday, October 13th. and ending the evening of Monday, October 23rd.

PURPOSE:

To extend NTEC's training of teachers to the northern region of the Somali Republic.

To test the Workshop Format as an effective short-term method of training teachers.

PARTICIPANTS:

Fourteen English-speaking Inservice Teachers currently enrolled at Ahmed Gurrey School in Hargeisa under the UNESCO program of bringing teachers from the field to Hargeisa for a year of further education.

Nineteen elementary teachers and headmasters currently teaching English and/or Social Studies in grades three, four or five in Hargeisa schools.

PREPARATION:

On August 6, 1967 three of the NTEC staff (Lou, Osman and John) presented an initial proposal for workshops to the Minister of Education, Aden Isaak Ahmed. To work with NTEC in drafting a firm proposal for workshops, the Minister appointed a committee of Dr. Chalif, Nur Haji Jama, Abdishakur and Abyan from the Ministry and Dr. Holland and Gordon Smith from UNESCO. On August 31st the committee approved a proposal in principle and the Education Coordinator flew to Hargeisa to obtain Mohamoud Haji Nur's approval (the Regional Education Director). On September 9th. the final proposal was ready as a guide for the Pilot Workshops in Hargeisa.

For a month the NTEC staff worked together to prepare for the workshops. Joe and Dave wrote materials. Osman helped obtain Ministry approval of them. Lou cleared the way for their printing and binding. Both gave encouragement

PREPARATION:

and suggestions for the workshops. Somali counterparts carried on with NTEC classes. Rod drew English charts and he and Dave H. were sounding boards for Joe's and Dave's ideas. Al and Clint were also in on this birthing of ideas in Staffroom 2 as well as the running of the press to produce maps for teachers. Al cleaned the drum of an A B Dick mimeograph and John borrowed six tubes of A B Dick ink from the Wyoming Team.

Jackie arranged for the plane reservations and wrote letters while Anna cut stencils and ditto masters. Mohamed worked overtime to mimeograph and to ditto these and also to collate the finished product. Students spent hours collating the history book. Mohamoud and Mohamed delivered these and other books to the Stamperia for binding, kept checking to see when they were bound and then took them to the plane for Hargeisa where they were waiting for us when we arrived to start the workshop.

During this time Dr. Chalif, Nur Haji Jama, Abdishakur, Abyan and Mohamed Shirreh gave their full support and cooperation as did Dr. Holland and Mr. Goodwin from UNESCO.

In Hargeisa, Mohamoud Haji Nur and Mohamed Abdisalaam, the Chief Inspector, appointed the participants for the workshops and had them assigned to schools by the time we arrived. Some of their suggestions and those of Gordon Smith (then stationed in Hargeisa) were added at the last minute to make for a more effective workshop. Barry Walkley, the Peace Corps English teacher who teaches the Inservice class, had explained about the workshops to the Inservice class. Gordon and Barry also attended workshop sessions and helped in the mornings to supervise the participants' teaching. Mohamoud Ahmed Ali, the principal of Ahmed Gurrey School had on hand for us the keys for the rooms we were to use during the afternoon sessions. Rick Lawton, the American Consul, and Art Corte, the Vice-Consul, were at the airport to meet us when we arrived in Hargeisa. During the workshop sessions Rick attended one afternoon and Art relayed a radio message to us from Lou. Beryl Price, the Manageress of the Hargeisa Club, had rooms ready for Dave and Joe and helped them feel at home at the Club. She also gave special attention to the meals for the participants, namely, the opening lunch and the closing buffet dinner, and made it possible for us to show one of the Club movies as a part of the closing dinner.

With the help of all of these people and of others whom I may have inadvertently overlooked, the workshops began on schedule with all the materials and supplies ready to be used. The EMU Team was equipped to do its job.

WORKSHOP FORMAT:

Schedule of Workshop -	Oct. 13 -	8-12	- Workshop Sessions.
		12-2	- Opening Lunch for Participants, Headmasters and Leaders.
		2-6	- Workshop Sessions.
	Oct. 14 -	8-12	- Participants teach in Hargeisa schools applying workshop materials and methods of teaching.
		2-6	- Workshop Sessions.

WORKSHOP FORMAT:

On Friday, October 20th. no workshop sessions were held. The schedule listed for October 14th. was followed each day of the workshops including Monday, October 23rd. At six that evening there was a closing buffet dinner for the participants, headmasters, education officials, and the supervisory team. Each morning the supervisory team (Dave, Joe, Gordon, Barry and John) visited the participants and spent the full period observing them teach. In all each of the 29 participants qualifying for certification were supervised twice, once for an English lesson and then once for a Social Studies lesson.

Workshop Texts and Materials Used: In English each participant was given a copy of Joe's Minimal Pairs and Word Lists, English Pattern Practice, Advanced English for Somalis I, and Advanced English for Somalis II. Each participant also made seven wall charts for use in his teaching of English Pattern Practice.

In Social Studies each participant made at least three large wall maps (World, Africa, Somalia) and was given a copy of the Somali History book and Dave's Somali Geography

Format of Workshop Sessions: The workshops began on Friday morning, October 13th. at 8. For the first period Joe conducted English with half the group and Dave taught Social Studies with the other half of the group. After a tea-break during the second period (1½ hrs.) each taught his lesson of the first period to the other group of participants. After lunch at the Hargeisa Club, we decided that it would be more effective if the three of us stayed together as one team member taught the total group. The afternoon schedule was as follows:

2-3:30 - English Workshop, Joe.
3:30 - Tea-break.
4-5:30 - Social Studies Workshop, Dave.
5:30 - Class Control Ideas and Feed-back, John.

After October 17th. Social Studies was conducted the first period and English the second.

During the last two days of the workshops this schedule was changed. Whenever the teacher of the moment felt that the participants had digested all they could for the time being, he called on one of the other team members to take over. This change of pace maintained even higher participant attention.

Workshop Rationale: During the past few years non-Somali (American, Indian, etc.) teachers at NTEC and at the Teacher Training Center in Hargeisa have had, for the most part, difficulty in teaching Somali teachers who were returning for further education either during the summer or as Inservice Teachers during the full school year. Attendance at classes was irregular, student interest appeared low and student cooperation was poor in a sufficient number of instances to make non-Somali teachers hesitate to take their time in teaching Somali teachers who were returning for further education. A casual observation indicated one possible cause might be that the lecture method used put most of the emphasis on theory.

WORKSHOP FORMAT:

Consequently, the FMU Team proposed the workshop method to be based not just on theory, but also on methods of teaching and on the production of materials for teachers to use in Somali schools.

By holding workshop sessions in the afternoon and then using the materials produced in their teaching the next morning, participants could put their learning to immediate use.

By having the supervisory team observe their teaching, there was an immediate check on the effectiveness of the learning during the afternoon sessions and an opportunity to alter workshop lessons to fit more closely the needs of the participants.

Furthermore, participants were appointed by the Regional Director to attend the workshop. Attendance was compulsory and certificates were given only to those who attended each session. Two days were allowed for sickness upon presentation of a written explanation for absence. These ground rules were discussed with the participants the first meeting. They agreed that the rules were fair.

As a result, on the first day, a Friday, 21 teachers out of the 26 appointed arrived for the first session. The 5 absent teachers had not been notified by their headmasters that the workshop started on Friday. They thought it began on Saturday. The next day, Saturday, all 26 were present plus two teachers who wanted to attend. Five more teachers asked to join the workshops bringing the total to 33. Ten former NTEC grads participated in the workshop. Attendance and enthusiasm were maintained at a high level throughout.

Out of the 33 participants, 29 qualified to receive certificates. The remaining 4 were active in the workshop, but did not hear about it until after the qualifying period for certificates had past. These four received a Letter of Recognition for voluntarily attending and participating.

FUTURE WORKSHOP INTEREST SURVEY:

Out of 45 Survey Sheets given to headmasters and participants 39 were returned. Out of the 17 possible workshops listed the following were checked for first, second or third choice 5 or more times. The workshops are ranked in order of those most frequently checked to those with at least 5 checks: English, Social Studies, Mathematics, Audio Visual Aids, Biological Science, Early Childhood Education, Physical Education, Arts and Crafts. These were elementary headmasters and teachers checking the list.

SOME OBSERVATIONS FROM OUR EXPERIENCE IN HARGEISA:

A. Hargeisa Elementary Schools:

1. In the South the physical plant is less adequate than in the North.

2. More effective teaching takes place in the North than in the South.

SOME OBSERVATIONS FROM OUR EXPERIENCE IN HARGEISA:

A. Hargeisa Elementary Schools:

3. In the North elementary teachers are specialists teaching one or two subjects with other teachers teaching other subjects. This is not true in one-room schools in the outlying districts.

   Is it true of city schools in the South?

   On what basis are teachers chosen to teach a given subject?

4. Major subjects taught daily are English, Arabic, Religion and Mathematics. Science and Social Studies might be taught twice a week in the elementary schools. Subjects like Physical Education and Art are taught on the basis of the interest and the skill of a teacher in that school.

5. There are few materials in the elementary schools. Schools need materials by grade level with a built-in method of teaching, not just a text book.

6. There are no libraries in the elementary schools.

7. There are no audio visual equipment in the elementary schools.

8. Many elementary schools have no electricity.

9. The only text in English is the New Oxford English Book and frequently there were not enough copies of that for each pupil.

10. The teacher uses last year's copy book as a text in some subjects.

11. There has been no new visual aids in the schools since 1960. Wall maps, pictures and charts are practically non-existent in most schools.

12. The number of students in a class is between 35 to 65 with the average number around 45.

13. There is little or no room within the classroom for group activities or projects.

14. The age range within a given grade might spread over 6 to 7 years. For example, Grade 3 boys appear to be from 7 to 14 years of age.

15. In the elementary school all subjects except English are taught in Arabic. Explanations about the lesson taught in Arabic are made in Somali.

    Teachers had difficulty translating into Arabic textbooks written in English. To prepare a lesson they would first have to translate from English into Arabic and then make their lesson plans. The time required for the two steps was too much for some teachers.

SOME OBSERVATIONS FROM OUR EXPERIENCE IN HARGEISA:

B. The Workshop Experience:

1. There is a genuine hunger of teachers for methods of teaching more than just subject matter per se.

2. The teachers were more interested in a workshop which had meaning then in spending idle hours chewing khat in the afternoon.

3. They want practical application more than theory alone.

4. It might be difficult to have a workshop for Intermediate Schools in Hargeisa because of the sparseness of Intermediate Schools and the possible difficulty of having sufficient teachers in a given subject area for the workshop. This needs further exploration.

5. There is a problem in holding workshops across grade levels as the subject matter is now defined by the syllabus. This too needs further study.

6. In an attempt to discover teacher feelings and meanings in life, a selection of the Family of Man pictures were used. The group was divided into two separate groups and met in separate areas to pick the picture they like best, name it and talk about what was happening in it. Interestingly enough, each group chose the same picture: One showing a girl lying on her back with a boy lying on his back with his head resting on her lap. One group named the picture, "The Golden Chance". Second choice pictures (two boys playing or a father holding his son on his back) were the same as those picked as first choice by young people in the States.

7. There is a strong desire of teachers to break with the past but they don't know quite where to go or what to do.

8. Their past method of teaching is as follows:
   15 minutes - Write lesson word for word on the blackboard.
   15 minutes - Pupils copy lesson into their copy books.
   10 minutes - Oral testing.

   The Social Studies method used in the workshop:

   5 minutes - Read text aloud to the students.
   5 minutes - The teacher shares his ideas about the text.
   10 minutes - The students express their experiences and ideas in class discussion.
   10 minutes - Practice Activities -manual, visual for total involvement of all the senses.
   5 minutes - Testing student.
   5 minutes - Review and summary by the teacher.

   The teachers saw the value of the new method and some were able to apply it in their teaching. Others kept some of the old but worked parts of the new elements into the old. Further practice is needed.

SOME OBSERVATIONS FROM OUR EXPERIENCE IN HARGEISA:

B. The Workshop Experience:

9. From a model the teachers were able to produce for themselves seven wall charts and 3 maps. Some were able to generalize beyond the model, pick up patterns and to add innovations of their own. For example, substituting concrete objects for the words of a chart, adding pictures to the words, drawing other kinds of maps.

10. Joe and Dave each taught a negative lesson of how not to teach. All of the teachers were able to spot the poor practices and bad teaching as indicated by the written evaluations each made of the two lessons.

11. A team teaching effort is more effective than working in separate groups with each team member taking a group. With the short attention span of the teachers, another team member could take over and change the pace.

12. The team members found the Observation Sessions in supervising the teachers as they taught to be time-consuming and tedious and not the best use of their time. It did give feed-back of how much learning had taken place, but it would not be as effective as would be the team member teaching the teacher's pupils and having him and other teachers observe and then try out new skills on the spot.

C. The Education Coordinator's House in Hargeisa:

1. The social utility of the house provided a place for team members to go away from the Club. The facilities of the Club are clean and adequate, but the house gave opportunity for a change so necessary with the intensive pace of the workshops.

2. The house provided a place to meet with officials to discuss business.

3. The office facilities of the house are guarded and easily accessible to team members who are staying there.

D. NTEC and Its Role in Teacher Training:

1. NTEC is training teachers in English and then these teachers go into elementary schools where the official language of instruction is Arabic.

2. Compared to some of the other teachers, the NTEC graduate seems to care about his students and his teaching - as if what has happened to him has suddenly become meaningful. He has an awareness that he has had a different kind of training and that that training has been good.

3. NTEC is too insular and lacks the knowledge of and experience with the elementary and intermediate schools for which it is training teachers.

SOME OBSERVATIONS FROM OUR EXPERIENCE IN HARGEISA:

D. NTEC and Its Role in Teacher Training:

4. In Hargeisa an NTEC Alumni Association has been formed and meets once a month. If there is a new college they want to be given opportunity to attend. Others want tennis courts in Hargeisa.

SOME COMMENTS ABOUT THE WORKSHOPS BY THE HEADMASTERS:

"I am pleased to see the great change that has taken place during the time this work was continuing therefore I would recommend more workshops because it changed and improved the methods of teaching."

"The new methods which the participants introduced to the schools were quite new (1) wall charts, (2) visual aids."

"He used the method properly and was punctual as well as essential with other teachers."

"I would like to ask to lengthen the period that the work goes along. It was useful work and I have more hope to others that follow."

Changes observed: "(a) Modest method of teaching & learning as well.
(b) Value of the audio visual aids in lesson planning.
(c) Pronunciation drills i.e., seems to be all American. (Funny)
(d) Aspiration & recreation in learning too.
(e) Friendliness & cooperation too."

"Supervising staff are to be increased, so that more thorough checking could be done."

Changes observed in teacher: "Yes more active than usual, introduced new methods of teaching. Easily teaches his subjects by using visual aids like maps, wall charts, well planned lessons and achieves punctuality by the help of the workshop participation."

SOME COMMENTS BY THE TEACHERS:

"The workshop's been a success from the first day."

"Very good way of teaching.... extend the time.... not long enough.... other teachers want to come.... can other teachers come?"

Two members of the Inservice Arabic class: "Why didn't you come to us? Why can't we take part? Do you have any materials for us?"

"The workshop is a success.... first time since 1960 we have had visual aids.... the children feel the difference.... teachers are using the materials.... teachers interested, not chew khat.... we chew khat because we have nothing else to do."

SOME COMMENTS BY THE TEACHERS:

"Workshop is outstanding.... we enjoy it.... I haven't had khat for a long time.... the children enjoy the visual aids.... our problem is that we have no paper."

"Very good teaching. I gave the children the correct pronunciation of 'hot'. The students did not understand at first.... their eyes pop.... I told them I had been saying it wrong. Now I say it right.... very good. They're happy."

"The workshop, it is going the proper way. I appreciate the materials we have made during the workshop. I think the steps we have been taught are the most effective I've come across during my teaching practice."

GENERAL RECOMMENDATIONS FOR FUTURE PILOT WORKSHOPS:

1. In these beginning Pilot Workshops, one member of the Ministry of Education to be released from his regular duties to enable him to be a part of the planning, carrying out and evaluating of future workshops.

2. At least one inspector to be released from his regular duties to enable him to be a part of the planning, carrying out and evaluating of future workshops.

3. Headmasters to take part in future workshops along with teachers from his school.

4. Workshop participants to be selected on the basis of interest in and/or of actually teaching the subject of a given workshop. For example, for an English workshop, a participant might be being groomed to teach English because of his interest <u>and</u> English skills or because he is already teaching English.

5. Connect the workshop material where possible with the text and the syllabus area the teacher uses in his class on a given day.

6. Workshops to make kits in a given subject area and grade level. Over a period of time each school could have a set of kits based on the syllabus of a given grade. These might be rotated from class to class from year to year.

7. Plan workshop well in advance of the time normally required in the USA to complete plans. For example, if it ordinarily takes 4 weeks, begin planning 6 weeks before the deadline date.

8. Where Arabic is the language of instruction in the elementary schools, such materials to be translated into Arabic before being brought to the workshop.

9. In even the smallest decision or planned action, work to make the shortest possible time-lapse between the moment of the decision or plan and the actual accomplishment of the decision or execution of the plan.

GENERAL RECOMMENDATIONS FOR FUTURE PILOT WORKSHOPS:

10. Include Demonstration Lessons in future workshops where the EMU team member teaches the elementary or intermediate class while the participants observe and later take over. The EMU team teacher becomes a model for the others to follow until they gain enough confidence to try their own wings.

11. Do away with scheduled supervisory visits to observe the participant teach. Visit at random.

12. The above will enable the EMU Team to prepare daily mimeograph handouts each day as they are needed.

13. Retain the opening and closing meal in the workshop format until its validity in creating group cohesiveness is established or invalidated.

14. Retain the Education Coordinator's house and office in Hargeisa until such time as a more valid substitute for efficient workshop operation is found.

15. Work with the Minister of Education and the Regional Director and other officials to establish academic credit for the workshops. This credit can be a part of a participant's record and preparation for promotions and/or a college degree. Between 60 and 80 actual hours of workshop-learning are a part of a 10 full-day workshop.

16. The size of a given workshop depends in part upon the size of room in which it is held. In the North 30 is the maximum number possible.

17. Each workshop leader will have to work out the format of workshop sessions -- length of time, etc., in cooperation with his workshop colleague.

18. The team approach in conducting workshops is recommended where each man does his job as he sees it, respects his colleagues, and is flexible enough to make changes and to iron out differences without need "to shine". This approach makes for maximum integration and impact in the learning situation and sets an effective model for teaching.

SPECIFIC RECOMMENDATIONS FOR IMMEDIATE IMPLEMENTATION:

ACTION TEAMS: November 1967 through September 1968.

In Hargeisa:

1. Follow-up Team of English and Social Studies Workshops: Nov. 14-15.

- Joe and Dave arrive in Hargeisa on Monday, Nov. 13th.
- Nov. 14th from 2 to 6 - Joe: Picture Pattern Charts and Handwriting Wall Cards, etc., with the Oct. 13-23 participants.
- Nov. 15th from 2 to 6 - Dave: Up-to-date Political Map of Africa with Oct. 13-23 participants, or other topic.

(These dates have to be cleared with the Regional Director.)

SPECIFIC RECOMMENDATIONS FOR IMMEDIATE IMPLEMENTATION:

ACTION TEAM:

In Hargeisa:

2. VAMP: Visual-Audio-Materials-Production - Al Corn arrives with Joe & Dave.

   a. To make a survey of Arts and Crafts in the North in preparation for the Arts and Crafts Pilot Workshop in the second term.

   b. To meet with the person selected to head the Hargeisa Center for the production and distribution of visual-audio materials for Hargeisa teachers and others in the North. (Note: The name "VAMP" is one coined for the purposes of this report and is not necessarily the name of the Hargeisa Center of Audio-Visual-Materials Production to be located in or near the offices of education in Hargeisa.)

   Al will survey the production of materials possible with the guidance of the head of the VAMP Center. This person will possibly visit NTEC in January to survey our resources. He will then return to the North with equipment and supplies to set up the VAMP Center for teachers in the North. The final details of this are to be worked out with the Regional Director.

3. National Teacher Education College Survey Team to all Secondary Schools in Somalia. (Visits in the South not yet determined.)
   - The purpose of these visits to secondary schools is to observe secondary students in Somalia as a prelude to the enrollment of some of them in the first class of Somali college students at NTEC. They hope to obtain data from which an intelligent college program can be formulated by knowing where the secondary students now are in their training.
   - Their survey will include such questions as:
     a. How many students are in each year?
     b. What subjects are the faculty teaching?
     c. What materials are they using?
     d. What syllabus is used?
     e. How many secondary students want to come to NTEC?
     f. What materials will NTEC need to order now so that there will be sufficient texts, etc. for the incoming class of college students?
     g. Etc.

   - On Tuesday and Wednesday mornings, Nov. 14 and 15, the Survey Team (Dave, Joe, Al, Vic Cocco and John) will visit principals of Hargeisa secondary schools.
   - Early Thursday morning, Nov. 16 they travel to Sheikh to visit the secondary school in Sheikh and the principal there.
   - They stay overnight at Sheikh and return to Hargeisa on Friday, Nov. 17th.
   - Early Saturday morning, Nov. 18th they leave for Amoud to visit the principal and the secondary school there that morning.
   - After a visit to Old Amoud and an overnight at Amoud, they return to Hargeisa on Sunday, November 19th.
   - On Tuesday, Nov. 21 they fly back to Mogadiscio to make their report.

SPECIFIC RECOMMENDATIONS FOR IMMEDIATE IMPLEMENTATION:

ACTION TEAMS:

In Hargeisa:

4. Advance Workshop Preparation Party:
   - Vic Cocco and John will be arriving with Joe, Dave and Al to plan workshops in the second term. Osman will be coming too.

5. Physical Education and Science Pilot Workshop Team:
   - These two workshops will be primarily for intermediate teachers and headmasters from January 19-February 1, 1968 in Hargeisa. The exact time and details has to be worked out with the Regional Director in November.

6. Arts and Crafts and Mathematics or Education Pilot Workshops:
   - The tentative date for these is set for February 2-15, 1968. The time and details to be worked out in November.

7. English and Social Studies Workshop for Intermediate Schools:
   - Tentative plans are for the 17 headmasters of intermediate schools in the North to meet with at least two of their teachers (one in English and one in Social Studies) for the school year beginning in July. This workshop would be held in June and/or July and would equip each intermediate school in the North with audio-visual material kits sufficient for teaching the subject matter of each discipline for the coming year. Details to be worked out later.

8. Other Possible Summer Workshops for the North and South:
   - The details of these workshops have yet to be arranged: There is the possibility of a workshop for inspectors and headmasters.
   - There are also plans to bring over from the United States a specialist in one or more of these areas: Audio Visual, Early Childhood Education, and Biological Science. These will be for both the North and the South.
   - Details of these will be announced at a later date.

Note: Once the above workshops (No 5 and 6 above) are completed, an evaluation of them will be made. If there is sufficient interest in the value of such workshops among teachers, headmasters and inspectors, similar workshops will be held in Mogadiscio, Burao, Borama and Chisimaio.

SOME RECOMMENDATIONS REGARDING NTEC AND THE FUTURE OF SOMALI EDUCATION:

1. All NTEC staff to get out into the public schools of Somalia and find out what is going on in schools as an aid in their teacher training.

2. Involve Somali counterparts in workshops and other extension work.

3. Form an NTEC graduate alumni with a periodic news letter and annual conferences at NTEC.

SOME RECOMMENDATIONS REGARDING NTEC AND THE FUTURE OF SOMALI EDUCATION:

4. Assign NTEC counterparts to assist in the teaching of Inservice teachers.

5. Provide textbooks and instructors for the Inservice teachers.

6. If English is to be the language of instruction in schools, conduct an intensive one or two month "crash" English course for people in responsible positions in government at NTEC with language labs. etc.

7. Expand the number of classes in the Demonstration School at NTEC to four using NTEC classrooms and NTEC graduates as teachers.

8. Use the Demonstration School with EMU Team as teachers to be model teachers with NTEC students observing and sharing in the teaching. The Educational Advisor would schedule EMU Team Advisors to teach and the NTEC students to observe and to share in the teaching.

9. Such a Demonstration School might be an effective alternative to student teaching elsewhere, if planned efficiently.

10. All incoming student teachers to NTEC become involved in an intensive English learning program to master the English language both orally and in writing before proceeding to other courses in the curriculum.

11. Either NTEC graduates be posted to Intermediate Schools where English is the language of instruction OR if NTEC graduates are posted to Elementary Schools they be permitted to use English as the language of instruction at the school in which they teach.

    Decision on this is essential for the speedy upgrading of Somali education.

12. Materials and methods to be an integrated part of the subject matter taught at NTEC. The artificial, formal separation of academic subjects and education classes must cease if education is to have any meaning in Somalia and academic subjects are to have any vitality.

13. NTEC TEACHING should focus on methods of teaching and providing materials to the student teachers for the most immediate results in Somali education.

14. Methods courses should be a part of each academic subject such as English, Mathematics, Social Studies, Science, Physical Education, Arts and Crafts, Arabic and Religion, etc. These method courses in each subject should contain for the students, the preparation of teaching kits -- as a part of the content of the subject matter of the course.

    Each NTEC graduate to be equipped with a materials kit for each subject when he leaves NTEC.

    Each TEAM has made the same recommendation, but up to now no TEAM has followed through and actually graduated a class equipped with such a kit for each subject!

SOME RECOMMENDATIONS REGARDING NTEC AND THE FUTURE OF SOMALI EDUCATION:

15. EDUCATIONAL ADVISOR: To provide laboratory experiences for the students from the very beginning of his entrance into NTEC by creating a program of observation and participation in classroom experiences from the beginning of his studies.

Coordinate Methods' courses as taught by the subject area Advisors.

Coordinate teaching by Advisors as model teachers in the Demonstration School with students observing and sharing in the teaching.

Work with the Ministry in selecting schools with competent teachers with whom students can practice teach.

Teach classroom management and develop a course in Human Growth and Development which is relevant to the growth of children in Somalia.

Provide experiences whereby the students can come to know and to understand children during their studies at NTEC.

Through the use of materials and methods, the students will come to generalize about principles of educational psychology geared to the Somali culture. Let them "do it" and see the value of teaching.... then they can make their own hypotheses and theory of educational psychology.

16. Educational Coordinator: His job should be the last one to be phased out as a prelude to complete Somali autonomy in teacher training.

Ministry to appoint a Somali counterpart to be stationed in Hargeisa to work with the upgrading of teacher practices through workshops, etc. He could work with NTEC grads to keep their group spirit alive as well as building the morale of teachers through distribution of materials and the introduction of new teaching skills.

17. Hargeisa is a cultural center to be emphasized.