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THE NEA OVERSEAS

TEACH CORPS

SUMMER

1969

ETHIOPIA
REPORT



PROGRAMS FOR SCHOOL DIRECTORS, SECONDARY AND PRIMARY TEACHERS

Sponsored by

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

The Teach Corps is composed of skilled and experienced American educators who volunteer their services to work with administrators, supervisors and teachers in foreign countries. 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.

The NEA Overseas 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 educators in a program that would give new dimensions to their lives and enrich their teaching at home. Since the initiation of the program in 1963 many American educators have been sent to serve in countries in Africa, Asia and Latin America.

THE NEA TEACH CORPS - ETHIOPIA 1969

July 8 - August 28

In Ethiopia education has been for centuries the mark and measure of progress. It would seem as if this were 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 and Fine Arts 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 classroom teachers and supervisors. 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 of Education, sponsored the NEA Overseas Teach Corps in an intensive in-service teacher training program in Ethiopia during the summer of 1968. So successful was the 1968 summer program that the Ministry of Education asked for an expanded activity in 1969.

The 1969 summer NEA Overseas Teach Corps program, held in the country for a period of six weeks, was designed to relate to the on-going training program provided by the Ministry for Primary School Supervisors, the upgrading of unqualified practicing Primary Teachers, and to the initiation of a new program for Secondary School Teachers of Industrial Arts, Business Education, Home Economics and Agriculture.

Twenty-five American educators from twelve states and the District of Columbia, as Teach Corps volunteers, participated in the various workshops working with approximately 1,400 Ethiopian teachers and Model School children.

This final report is essentially a statement of Teach Corps involvement in the 1969 summer workshop program.

Looking back, I see
Those others...with their arms outstretched...
Pointing to the future.

...Alfred Noyes - "The Torch Bearers"

ETHIOPIAN EMPEROR GREETES NEA TEACH CORPS



High point of the summer for the 1969 NEA Overseas Teach Corps - an audience granted by His Imperial Majesty, Haile Selassie I on August 26 when the Teach Corps team was entertained at a Champagne Reception in the Jubilee Palace. Shown in picture are Carl Pherson of St. Paul, Minnesota and Teach Corps Team Leader VeNona Johnson of Chicago, Illinois.

NEA TEACH CORPS

ETHIOPIA

1969



ORIENTATION
NEA CENTER
July, 1969

NEA Overseas Teach Corps Roster

ETHIOPIA 1969

TEAM LEADER

Mrs. VeNona Johnson
8041 S. St. Lawrence Ave.
Chicago, Ill. 60619

Elementary Principal
Beale School
Chicago, Illinois

ADMINISTRATIVE ASSISTANT

Dr. Albert Schwartz
25 Minetta Lane
New York, N.Y. 10012

Assistant Professor of Education
Richmond College
Staten Island, N.Y.

ELEMENTARY PROGRAM

Mrs. Delores Bowles
510 N. Newport Blvd.
Newport Beach, Calif. 92660

Reading Teacher
Newport Beach Elementary School
Newport Beach, California

Mrs. Lozelle J. De Luz
1203 Raydale Road
Hyattsville, Maryland 20783

Principal
Grimke Elementary School
Washington, D.C.

Mrs. Betty A. Fikar
Box #104
Wilber, Nebraska 68465

Elementary Teacher/Principal
Milligan Public School
Milligan, Nebraska

Miss Grace Kingsbury
110 Orange Avenue
Cranford, N.J. 07016

Demonstration Teacher
College Laboratory School
Jersey City State College
Jersey City, New Jersey

Mrs. Maxine H. Kirkwood
8349 S. Vernon
Chicago, Ill. 60619

Assistant Principal
Judd Elementary School
Chicago, Illinois

Mrs. Ruth Lewis
5008 Riverside Drive
Richmond, Virginia 23225

Language Arts Supervisor
Richmond Public Schools
Richmond, Virginia

Mr. William W. Mahaney
655 Beaumont Place
Utica, New York 13502

Elementary Principal
Whitesboro Central School
Whitesboro, New York

Mr. Edwin M. Mingoia
7240 E. Parkway Apt. #2
Sacramento, Calif. 95823

Reading and Language Arts Consultant
Elk Grove Unified Schools
Elk Grove, California

Sister Ruth Mary Olszewski
3001 S. Federal Blvd.
Denver, Colorado 80236

Assistant Professor
Loretto Heights College
Denver, Colorado

Miss Fannie Pillow
3615 30th Street
Lubbock, Texas 79410

Assistant Professor of Education
Texas Technological College
Lubbock, Texas

Mrs. Rebecca Steelman
3573 Whitehall Drive
Springfield, Missouri 65804

Elementary Principal
Fairbanks High School
Springfield, Missouri

Mr. Martin C. Weise
1105 Avenue B
Danbury, Texas 77534

Elementary Principal
Danbury Public School
Danbury, Texas

SECONDARY PROGRAM

Industrial Arts

Dr. Emil H. Hoch
158 Cottonwood Drive
Williamsville, New York 14221

Assistant Professor
State University College

Mr. Garfield Jackson
1121 Stainback Street
Petersburg, Va. 23803

Industrial Arts Teacher
Peabody High School
Petersburg, Virginia

Mr. William R. Jones
6843 S. Clyde Avenue
Chicago, Illinois 60649

Industrial Arts Teacher
Beale Upper Grade Center
Chicago, Illinois

Home Economics

Mrs. Leola W. Howard
1159 E. 52nd Street
Chicago, Illinois 60615

Counselor - Home Economics
McKinley Upper Grade Center
Chicago, Illinois

Mrs. Edith H. Donaldson
Route #1, Box #40
Anthony, New Mexico 88021

Home Economics Teacher
Gadsden High School
Anthony, New Mexico

Business Education

Mrs. Lillie M. Sampson
1016 Buchanan Street, N.E.
Washington, D.C. 20017

Business Education Teacher
Jefferson Junior High School
Washington, D.C.

Mr. Ronald W. McCulloh
Box 662
Lone Pine, Calif. 93445

Business Education Teacher
Lone Pine High School
Lone Pine, California

Agriculture

Mr. Carl Pherson
1449 Hythe Street
St. Paul, Minnesota 55108

NDEA Fellow
University of Minnesota
St. Paul, Minnesota

UNIVERSITY PROGRAM FOR HEADMASTERS

Sister Phillomene Schiller
3001 S. Federal Blvd.
Denver, Colorado 80236

Professor of Education
Loretto Heights College
Denver, Colorado

Psychology

Mrs. Naomi J. Wilson
6810 Vine Street
Lincoln, Nebraska 68505

Associate Professor of Education
Nebraska Wesleyan University

Materials Laboratory

Mrs. Lois B. Cox
1404 Princeton S.E.
Albuquerque, New Mexico 87106

Elementary Consultant
Albuquerque Public Schools
Albuquerque, New Mexico

REPORT OF PRE-PLANNING ACTIVITIES

Dr. Elizabeth Bouey-Yates, Program Coordinator for Overseas Educational Assistance for the Committee on International Relations of the NEA met with Ministry and AID officials in Ethiopia during a January visit to the country to review the 1968 program and initiate plans for an expanded 1969 program. Decisions were made regarding the type of personnel desired for the summer workshops and letters of selection were sent to Teach Corps applicants as soon as official contract negotiations were completed.

Mrs. VeNona Johnson, a Teach Corps veteran, who had served as teaching staff and team leader for three summers in Sierra Leone and in the initial Ethiopian program, was selected as Team Leader. Dr. Albert Schwartz was chosen as Administrative Assistant.

Mrs. Johnson and Dr. Schwartz arrived in Addis Ababa on June 29, two weeks prior to the Teach Corps team. The purpose of their early arrival was to finalize plans for Teach Corps participation in the Ethiopian program and to attend to all the logistical matters necessary for an effective operation.

Conferences were held with the following officials:

Ministry of Education

Ato Bekele Getahoun	- Director General of Teacher Education
Ato Haile Yesus Abedjie	- Director General of Elementary Education
Ato Million Neqniq	- Vice Minister of Education
Ato Paulos Asrat	- Assistant Minister of Educational Operations
Ato Tadesse Terrefe	- Assistant Minister of Program, Planning and Research
Ato Amde Selassie Gunbere	- PEO Harrar
Ato Yesus	- PEO Jimma
Ato Assefa Gabregiorgis	- Secondary School Program
Ato Asrat Wolde	- Comprehensive Secondary Education
Ato Mitike Desta	- Assistant Supervisor Elementary Education
Ato Matheos Ghesses	- Course Director, Asmara TTI
Ato Debebe Tegenge	- Course Director, Debre Berhan TTI
Ato Semie Lechebo	- Course Director, Harrar TTI
Ato Getachew Makuria	- Course Director, Addis Ababa TTI
Dr. Guy Fortier	- Director, Teferi Makonnen Secondary School

USAID

Mr. Roger Ernst	- Director
Dr. William E. Reed	- Deputy Director
Dr. John L. Withers	- Deputy Program Officer
Dr. William P. Saunders	- Chief Education Advisor
Dr. James A. Turman	- Education Advisor
Dr. Harold S. Madsen	- University of Utah Project
Mr. Jack E. Thrower	- General Services Officer
Mr. Jack A. McConnel	- Executive Officer
Mr. Arakel Sakadjian	- Travel Office

USIS

Mr. Harry Heintzen	- Information Officer
Mr. William E. Jones	- Cultural Affairs Officer
Miss Virginia Warfield	- Assistant Cultural Affairs Officer
Mr. Ralph Crawford	- VOA Regional Correspondent
Mr. David Seal	- Press Man

Haile Selassie I University

Dr. Abaineh	- Dean School of Education, HSIU
Ato Zewdneh Yimtatu	- Haile Selassie I University
Dean Mulugeta	- Haile Selassie I University

Peace Corps

Mr. Donald Christians	- Associate Director, Peace Corps
Mr. Jon Ebeling	- Associate Director, Peace Corps

Ethiopian Teacher Association

Ato Tesfaye Hagos	- Secretary General Teachers Association of Ethiopia
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The following Centers were visited to discuss Teach Corps involvement, to inspect housing and program site for summer program, and to complete arrangements for housing and transportation:

<u>Asmara</u>	- Visited by Dr. Saunders
Facility	- Asmara TTI
Housing	- Hotel CIAAO
Transportation	- USAID Vehicle
<u>Debre Berhan</u>	- Visited by Mrs. Johnson
Facility	- Debre Berhan TTI
Housing	- TTI Guest House
Transportation	- \$100 Ministry Allowance

<u>Harrar</u>	-	Visited by Mrs. Johnson and Dr. Schwartz
Facility	-	Harrar TTI
Housing	-	Ras Hotel
Transportation	-	\$5 per day each - Ministry Allowance
<u>Jimma</u>	-	Visited by Dr. Schwartz
Facility	-	Jimma Agricultural Technical School
Housing	-	Tekka Hotel
Transportation	-	Arranged by Ministry
<u>Addis Ababa</u>	-	Visited by Mrs. Johnson
Facilities	-	Elementary Program - Prince Makonnen Secondary School Secondary Program - Tefari Makonnen Secondary School University Program - Haile Selassie I University
Housing	-	Wabe Shebelle Hotel
Transportation	-	Elementary - \$5 per day each - Ministry Allowance Secondary - Ministry Vehicle University - USAID Vehicle

In order to further provide an intensive in-service program that would enable each Teach Corps volunteer to increase his effectiveness through professional interaction with the participants the Team Leader and Administrative Assistant selected a variety of films and audio-visual equipment for distribution to the various centers. The titles and supply of films were limited, but could be used effectively to study some of the many facets of dynamic growth in the field of education, and to provide some opportunity for experimentation, innovation and creativity. NEA books and supplies arrived in Addis on July 8th and were immediately taken to the nursery school of the Tafari Makonnen Secondary School, which was used as a distribution center. Books to be supplied by the United States Information Service did not arrive. On July 10th Mrs. Johnson held a press conference in the auditorium of the United States Information Service, with representation by the USIS, the Ethiopian Herald, the Ethiopian News Agency and the Voice of Ethiopia. Front page coverage was given the Teach Corps program in several publications.

An office was provided for the Teach Corps administrative team in the Ministry of Education and Fine Arts. U.S. agencies represented in Ethiopia and Ministry personnel cooperated to facilitate the plans for the 1969 Teach Corps operation.

ORIENTATION

Washington

Orientation for the 1969 Ethiopian Teach Corps was held in the Givens Room of the NEA Center (July 8-10) in Washington, D.C. Dr. Elizabeth Bouey-Yates, CIR Program Coordinator, served as chairman for the meetings and conducted the program planning sessions. Background information concerning Ethiopia was provided by Mr. John Glouster, Deputy Vice President, Urban Coalition, formerly a member of the U.S. Embassy staff in Ethiopia; Mr. Marshall Fields, AID Deputy Chief, Education Division for Eastern and Southern Africa; Mr. Raymond Smyke, Special Assistant for Africa, World Confederation of Organizations of the Teaching Profession. Business sessions were conducted by Mrs. Ruth Butts of the CIR staff.

During the orientation members of the 1968 Teach Corps presented their slides and discussed their experiences of the previous summer. The Teach Corps group joined CIR staff members for dinner at the Empress Restaurant on the eve of their departure for Ethiopia.

Addis Ababa

The Teach Corps team arrived in Addis at 9.45 a.m., Saturday, July 12. The group was met by Dr. Will Saunders and Dr. James Turman of the Education Division of AID, and the Teach Corps leaders.

It had been a long, tiring trip which began on Thursday, July 10th from Washington, D.C. Even though a rest stop had been planned for Nairobi, Kenya, flight delays had shortened the Kenya stop to a brief three hours. With the assistance of the airport personnel the team went swiftly through the necessary immigration and customs procedures and, in a short time, were on their way to the Wabe Shebelle Hotel, where advance reservations had been made.

Upon arrival at the hotel orientation schedules were distributed and the volunteers were left to rest and recuperate for the remainder of the day. An afternoon tour of Addis, however, was offered for those who cared to do so.

The first orientation session in Addis was held the following morning in a conference room of the Wabe Shebelle Hotel. Dr. Will Saunders, Chief Education Advisor, AID/E, met with the group and with the team leaders discussed various program plans and logistical arrangements.

After a brief recess Ato Tesfaye Hagos, Executive Secretary of the Ethiopian Teachers Association, welcomed the team members and expressed appreciation for their cooperation in fighting the enemy - ignorance. Greetings were also extended by Mr. Robert Yost, Charge d'Affaires, American Embassy, Mr. Willimm Jones, Cultural Affairs Officer, USIS, Dr. John Withes, Program Officer, AID and Dr. William Reed, Deputy Director, AID.

Dr. and Mrs. Will Saunders were hosts to the group at an evening reception held at their home. This afforded an opportunity for the American educators to meet socially many people involved in the program of education in Ethiopia.

The next meeting was called for Monday, July 14th at 10 a.m. in the Conference Room of the USAID building with Dr. Will Saunders and Dr. James Turman. At this time Dr. Saunders gave a detailed report on the educational structure in Ethiopia and the problems to be faced in this area. He further discussed the economic problems which the country faces in education and the educational status of the teachers involved in the summer courses. Dr. Turman described the Secondary School program in Ethiopia. He was particularly enthusiastic about the 16 "Comprehensive" Secondary Schools developed in Ethiopia since 1962.

Due to the return of His Imperial Majesty to Ethiopia the working session planned with the Ministry of Education officials was shortened. During the abbreviated session, however, Ato Bekele Getahun, Director of Teacher Education spoke to the group and introduced the Course Directors for the four primary teacher training centers. Meaningful contributions were made by Ato Asrat Wolde, in charge of Comprehensive Secondary Education and Ato Mitikie Desta, Assistant Supervisor of Elementary Education.

During the meeting volunteers assigned to the primary teacher training program met with their course directors. Divisional meetings were also held for the assignees to the secondary teacher training program and the program for headmasters.

The afternoon of July 14th, Mrs. Johnson and Dr. Schwartz met with Ato Mitike in the Auditorium of the Ministry to conduct a workshop for 25 Peace Corps volunteers who would be participating in the summer courses for untrained teachers at the 9th, 10th and 11th grade levels. The purpose of this work-

shop was to demonstrate some skills and techniques that might be effectively used in an elementary classroom situation.

The general orientation program ended with late afternoon tea at the Residence of the U.S. Ambassador followed by a typical Ethiopian dinner of ingera and wot at the Addis Ababa Restaurant.

From this point the program was divided with the American educators working in groups in accordance with their specific assignments.

Teach Corps Assignments

(3) School Directors and Supervisors Course
Haile Selassie I University

English - Sister Phillomene Schiller

Psychology - Naomi Wilson

Materials Laboratory - Lois Cox

(12) Elementary Teachers Course
Harrar

William Mahaney
Delores Bowles
Ruth Lewis

Debre Berhan

Martin Weise
Grace Kingsbury
Maxine Kirkwood

Asmara

Edwin Mingoia
Lozelle De Luz
Sister Ruth Mary Olszewski

Addis Ababa

Elementary

Betty Fikar
Fannie Pillow
Rebecca Steelman

Secondary

Industrial Arts

William R. Jones
Emil H. Hoch
Garfield Jackson

Business Education

Ronald McCulloh
Lillie Sampson

Home Economics

Leola Howard
Edith Donaldson

Jimma

Secondary Agriculture Education

Carl Pherson



Teach Corps Team Leader, VeNona Johnson visits a class of primary teachers in the prepatation and use of visual aids. Teach Corpsman, Betty Fikar, is the class instructor.

ELEMENTARY PROGRAM

Objective

The main objective of the elementary program was to provide professional teacher training in-service courses for untrained teachers who have completed the twelfth grade. Participants who successfully complete the three-year program will be awarded the Ethiopian Trained Teacher Certificate.

The program outlined for the summer sessions is based on the curriculum of the pre-service teacher training institutes with emphasis on: Principles of Education, Child Growth and Development, Principles and Practices of Teaching, and Methodology.

The twelve volunteers assigned to the Elementary program taught Grade 12 untrained elementary teachers in the 1st, 2nd and 3rd year phase of the program. In addition to their teaching load they served as resource people in each center, provided opportunities for discussion with staff and participants, presented demonstration activities in the model schools and gave assistance in the preparation of teaching aids and materials. In all centers the teaching load was heavily scheduled, however time was devoted to putting the pedagogical theory of the various courses into practice with demonstration activities in the teaching of music, art and physical education, and in handling specific problems faced by teachers in their teaching situations.



Teach Corps volunteer Rebecca Steelman observes teachers work with visual aids in the training program for elementary teachers in Addis.

ADDIS ABABA

Assignment Center

Prince Makonnen Secondary School (non-residential)

Directors

Ato Getachew Makuria

Ato Abdurahman Mohamed Korram - Assistant Director

NEA Teach Corps

Teaching Assignment

Betty Ann Fikar

Principles of Education

Fannie Pillow

Principles of Education

Rebecca Steelman

Educational Psychology

Housing

Provisions had been made for the volunteers at this center to remain at the Wabe Shebelle Hotel.

Summer Course Staff

The teaching staff included three Teach Corps volunteers, two Peace Corps volunteers and eleven other course instructors.

Enrollment

Ethiopian Teacher Participants - 197

Male 94%
Female 6%

Schedule

The daily course schedule included one hour periods from 9.00 a.m. to 5.00 p.m. with a midday lunch period of one hour and forty minutes.

Course Summary

The course in Principles of Education, followed the syllabus distributed by the Ministry - mainly covering the following topics:

- I. Education in Ethiopia
- II. The Teacher at Work
(Planning, use of materials, relevancy of materials, etc.)

III. Classroom Organization and Management -
(Self-contained classroom discipline, pupil participation in formulating rules, remedial measures, timetables, etc.)

The unit method was introduced and received with a great deal of enthusiasm. There was no textual material for use by the participants but the volunteers did make every effort to duplicate material as "hand outs" and make suggestions for methods and procedures applicable to the teaching situation of the participants. Use was made of newspapers, magazines, paper sacks, cardboard boxes and scraps of cloth to demonstrate creative activities. In addition the participants made and used puppets, flannel boards, paper sculpture, creative writing and dramatization for reinforcement of subject area concepts.

In Educational Psychology the volunteer adhered closely to the syllabus to cover the material. In each case the volunteer was responsible for a section and acted as home room teacher which required keeping attendance and making all final records for the office at the close of the session. In addition one of the volunteers served as audio-visual director and as sports director, involving many extra hours of preparation; typing, duplicating and the distribution of materials. In addition each volunteer supervised participants in observation and student teaching in the Model School.

Extra Curricular Activities

- Helped set up the library facilities.
- Helped to maintain library hours conveniently arranged so that all the participants could use the facility.
- Showed films at least twice a week after school hours.
- Typed and distributed games suitable for each grade level.
- Secured books and magazines from USIS for the library and distribution to participants.
- Typed materials that could be shared by the entire staff.
- Proctored examinations after school.
- Entertained at dinner for some of the staff at the Wabe Shebelle Hotel.

Supplies and Materials

The professional books and supplies sent by the NEA were most helpful. Supplies should be sent in greater quantity, particularly true in the case of making audio-visual aids to be used in their classrooms during the year.

Problems

- Lack of textbooks for participants.
- Lack of adequate library facilities.
- Lack of time for students to relax and study at school in the library.
- Lack of opportunities for field trips and assemblies during the school day.
- Provide an automobile for transportation rather than taxi fare - although taxi fare was adequate.



Al Schwartz, Teach Corps Administrative Assistant, visits the class of Betty Fikar, three-year Teach Corps veteran, during music session with elementary teachers.

D E B R A B E R H A N

Assignment Center

Debra Berhan Teacher Training Institute (Residential)

Director

Ato Debebe Tegenge

NEA Teach Corps

Martin Weise
Maxine Kirkwood
Grace Kingsbury

Teaching Assignments

Principles of Education
Child Psychology
Principles of Education

Housing

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

Summer Course Staff

The teaching staff included three Teach Corps volunteers, three Peace Corps volunteers and eight other course instructors.

Enrollment

Ethiopian Teacher Participants - 207

Male - 98%
Female - 2%

Program Organization

The program operated from 8:30 A.M. to 5:00 P.M. daily, with a mid-day lunch break. The program for the Teach Corps volunteers varied from a class load of eleven hours to sixty hours per week, two persons teaching separate courses in Principles of Education - one person teaching child psychology. They were required to follow the curriculum guides furnished by the Ministry.

Summary of the Work

Two of the team members taught four sections of Principles of Education. The syllabus provided by the Ministry was followed by both volunteers. Frequently the groups were brought together for a team teaching approach in the use and construction of teaching aids. Each participant constructed at least one aid suitable for use during the coming school term. Teaching demonstrations in the Model School, lessons illustrating methods, and the development of teaching materials suitable for use in the provincial school were also included.

Educational Psychology including Child Development was taught by the third volunteer who carried an excessively heavy teaching load. Since Child Development was relatively new to the participants the Teach Corps volunteer instituted methods of learning through the child case history approach.

Extra-Curricular Activities

- Secretary of staff meetings
- Member of faculty social committee
- The Volunteers held an "Open House" for participants and staff
- Held several afternoon teas for faculty members
- Entertained the Director and Staff at dinner
- Presented evening film shows for participants and community
- Transplanted cedar and pine trees on the campus
- Protored examinations

Materials and Supplies

The professional books sent by the NEA were very helpful and covered most of the needs of the team members. The packet of materials supplied each volunteer was adequate.

Books and materials for making teaching aids were desperately needed by the participants.

Problems

- Lack of communication with Teach Corps Administrative team
- Need for more logistic support, especially sending and receiving mail
- Lack of adequate transportation
- Not enough flexibility in the program - should use more of a workshop approach to demonstrate modern techniques in the methods of teaching and the construction and use of visual aids.
- Volunteers should not have to pay for gas for cooking, nor chopping of wood to be used in the fire-place for heating.
- Schedules too rigid for participants as well as volunteers.

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, the volunteers gave frequent teaching demonstrations in the Model School. They 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

Supplying the participants with NEA/USAID and USIS provided professional materials to start a home library or local school library.

- Planned and participated in field trips.
- Attended Staff Meetings.
- Provided in-service training for the staff in the use of books, the library, the materials.
- Counselling given in the use of rating scales and student teaching programs.
- Worked on a six-man committee responsible for coordinating the instruction and the curriculum.
- Wrote and duplicated summaries of lectures in a controlled vocabulary.
- Prepared mid-term and final examinations.
- Prepared a status chart for each participant.
- Arranged for guest speakers.

Extra Curricular Activities

Provided interesting field trips.

Provided faculty tea.

Various social activities.

Provided refreshments for social and after school affairs.

Visited a local brewery.

Entertained several faculty members and invited guest speakers.

Showing of highlights of Apollo 10 and the moon landing and splash down of Apolo 11 and other USIS films.

Problems

1. Low morale of participants because of financial problems.
2. Shortage of materials (supplies and textual) for distribution to the participants.
3. Late notification from the Ministry that each participant plan for a period of demonstration teaching at the Model School. If the notification had been given at the beginning of the session, it would have been much better.
4. Work load too heavy in addition to demonstrations, supervising and evaluating practice teachers.

Accomplishments

A major accomplishment was in the improved understanding between cultures through the many interesting and enlightening discussions developed between participants and team members.

Another major accomplishment was felt in the area of attitude change toward the teaching profession. 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.



PROGRAM PARTICIPANTS
Asmara

HARRAR

Assignment Center

Harrar Teacher Training Institute

Director

Ato Semie Lechebo

NEA Teach Corps

Teaching Assignment

William Mahaney

Educational Psychology

Dolores Bowles

Educational Psychology

Ruth Lewis

Educational Psychology

Housing

Arrangements had been previously made for the Teach Corps volunteers to be housed at the Ras Hotel. The accommodations were satisfactory at the hotel, with the TTI located only about a half mile away.

Summer Course Staff

The teaching staff included the three Teach Corps volunteers, four Peace Corps volunteers and thirteen other course instructors.

Enrollment

Ethiopian teacher participants - 175

Male 97%

Female 3%

Program and Model School Participation

The three Teach Corps volunteers teamed to teach eight sections of Educational Psychology. Monday and Wednesday one person lectured to each of the eight sections. The other two persons were scheduled to work with two sections at a time, for an hour interval, on activities which could be used in the students' classroom teaching. These activities, included songs, science experiences, vocabulary exercises, etc. Children at the Model School, Grades 1 through 6 were used for demonstration. Tuesdays and Thursdays were scheduled for all three volunteers to work with children and teachers at the Model School. Each Friday, a class of ninth year students were taught by each team member on an alternate basis. Final examinations were made up and administered by each team member.

Schedule

The hours of the school day were from 8.30 a.m. through 5.00 p.m. Several afternoons per week from 5.00 p.m. to 6.00 p.m. were given to students and teachers of the Model School who requested assistance on projects and/or information on materials and books which could be used in the classroom teaching.

Special Curricular Activities

Films were shown once a week on Tuesdays, also demonstrations to show participants the procedures for telling a story, followed by dramatization. Field trips within the school compound were planned - an example would be finding samples of certain types of leaves that had been studied previously. Demonstration of the Space Unit by using Model School children as planets and measurement on the playground were also included.

Extra-Curricula Activities (Professional and Social)

Invited to and attended dinner in honor of the Governor-General of Harrar.

Visited Dire Dawa, the leprosy colony at Bisidemo, and the Agricultural College at Alemaya.

Visited markets inside and outside the "Walled City" of Harrar.

Invited to home of Indian professor and family for tea.

Invited to dinner at home of two Peace Corps teachers.

Materials and Supplies

All materials received from the NEA were of great value. 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 a vehicle for transportation of the Teach Corps volunteers. Taxis were unreliable.
2. Limited professional materials for "hand outs".

Accomplishments

The team felt that accomplishments were specifically made by the participants as they became more knowledgeable of methods, skills and materials involving their own classroom problems.

THE COMPREHENSIVE SECONDARY PROGRAM

Objective

The program provided for the teachers of secondary schools was directed toward development in the technical vocational areas and was designed to upgrade in-service and pre-service secondary teachers through instruction in content, methods, and techniques and the preparation of teaching aids and materials. A vital thrust in this program was to help teachers develop ways of involving the schools in the community and the community in the schools.



Industrial Arts Teachers watch demonstration for a metal shop class with Teach Corps volunteer Garfield Jackson.

Secondary Program Plan

The plan of curriculum for the program is a special program of instruction. To achieve the aims as set forth by the Ministry the following plan of study was proposed:

Industrial Education

8:30 - 9:30	Introduction to Industrial Education
9:30 - 10:30	Shop Organization and Management
10:30 - 10:45	Break
10:45 - 12:00	How to Teach Industrial Education in Secondary Schools (Junior and Senior)
12:00 - 2:00	Lunch
2:00 - 3:00	Problems in Teaching Industrial Education (Seminar including evaluation of students work, preparing lesson plans, teaching aids, etc.)
3:00 - 4:30	Shopwork

Business Education

8:30 - 9:30	Introduction to Business Education
9:30 - 10:30	How to Teach Business Education in Secondary Schools (Junior and Senior)
10:30 - 10:45	Break
10:45 - 12:00	Office Management and Practices
12:00 - 2:00	Lunch
2:00 - 3:00	Problems in Teaching Business Education (Including evaluation, preparing lesson plans, teaching aids)
3:00 - 4:30	Project Activities - Operation and Maintenance of Office Machineries

Home Economics

8:30 - 9:30	Introduction to Home Economics
9:30 - 10:30	How to Teach Home Economics in Secondary Schools (Junior and Senior)
10:30 - 10:45	Break
10:45 - 12:00	Home Management - Concept of Management in Personal and Family Living
12:00 - 2:00	Lunch
2:00 - 3:00	Evaluation in Home Economics Education (Including preparation of lesson plans, teaching aids, etc.)

Agriculture Education

8:30 - 9:30	How to Teach Agricultural Education
9:30 - 11:00	Program Planning
11:00 - 12:00	Problems in Agricultural Education
12:00 - 2:00	Lunch
2:00 - 4:30	Field Demonstration

Program Implementation

This pilot program was staffed entirely by Teach Corps volunteers.

ADDIS ABABA

Assignment Center

Tefari Makonnen Secondary School (non-residential)

Coordinator

Ato Berihun

W/o Yeshiareg Simatchew - Home Economics

NEA Teach Corps

Teaching Assignment

Ronald McCulloh	Business Education
Lillie Sampson	Business Education
Emil Hoch	Industrial Arts
Garfield Jackson	Industrial Arts
William Jones	Industrial Arts
Edith Donaldson	Home Economics
Leola Howard	Home Economics

Housing

Satisfactory accommodations were arranged at the Wabe Shebell Hotel.

Enrollment

Ethiopian Teacher Participants - 142

Business Education - 41	Male - 93%
	Female - 7%
Industrial Arts - 67	Male - 100%
	Female - 0%
Home Economics - 34	Male - 0%
	Female - 100%

Course Offerings

Business Education

The purpose of this program was to seek ways and means to help participants gain an over-all understanding of the philosophy, aims and objectives of the commercial program of the

secondary school, become more effective in general class organization, management and conduct; become more knowledgeable in the content of the basic commercial subjects (typing, bookkeeping, shorthand, commercial arithmetic); and improve in methods and techniques of teaching.

To achieve this end the two volunteers combined their efforts and used a team teaching approach. In addition to reviewing the subject matter in general business, accounting, bookkeeping, shorthand, typing and office practices, methods of teaching each area and the use of suitable visual aids were presented.

All of the participants were pre-service and each was given an opportunity to develop and present a lesson under the supervision of the volunteer. Many interesting and worthwhile field trips were planned to include the following places: United States Information Service, Commercial Bank of Ethiopia, International Business Machines Company, Ministry of Finance, and the Ethiopian Airlines.

Industrial Arts

Included in this course were 27 in-service participants with an average of 4.5 years of teaching experience and 40 pre-service participants. They were grouped for purposes of instruction in these three areas: metal shop, electrical shop and wood shop. The program was organized with a team approach so that each volunteer came in contact with each of the participants. Each of the volunteers taught two courses offered during the morning. In the afternoon all three volunteers worked together in a seminar session dealing with "Problems in Teaching Industrial Arts." After the seminar session the participants went to the various shops for individual or group instruction.

During the course of the summer, two field trips were taken: the Asfa Wossen Comprehensive Secondary School, and the United States Information Service. Many of the participants presented lessons during the shop situation, supervised by the volunteers and evaluated by fellow participants and staff. A detailed curriculum guide was developed and left with the Ministry.

Home Economics

The volunteers working in the area of home economics provided a practical approach to instruction in content, methods and preparation of teaching aids. They worked within the framework of the curriculum guide provided by the Ministry, helping teachers to utilize the curriculum in meaningful and functional ways. Of the 34 participants, three were 24 pre-service and 10 in-service with an average of 2 years of teaching experience. The regular day was divided to include sessions in Child Care and Development, organization of units in home economics, lesson planning, principles and methods of teaching foods, nutrition

and clothing in a laboratory setting. Also each student was given an opportunity to have at least one supervised teaching experience which included the construction and use of appropriate visual aids.

SECONDARY PROGRAM - TEFARI MAKONNEN SCHOOL



Teach Corpsman Leola Howard works with Home Economics teachers in a sewing class.



Teach Corps volunteer Ronald McCulloh looks in on Home Economics teachers during a cooking demonstration by volunteer Edith Donaldson.

J I M M A

Assignment Center

Jimma Agricultural Technical Institute (Residential-non-residential)

Coordinator

Ato Enoch Tor

NEA Teach Corps

Carl Pherson

Teaching Assignment

Agriculture (Rural Science)

Housing

The best available accommodations were arranged at the Tekka Hctel.

Enrollment

Ethiopian participants - 31	Male - 100%
	Female - 0%

Twenty-four were pre-service and 7 had some in-service experience with an average of 1.5 years.

Course Offering

Agriculture (Rural Science)

The volunteer assigned to this area worked with the participants to help them become more knowledgeable of content, method and techniques which would provoke a greater enthusiasm for agriculture in students of the secondary schools. Emphasis was placed on practical problem solving techniques. Unit organization and lesson planning took first priority. Each lesson was presented as a "problem area" in an agricultural enterprise relevant to the teachers' assigned posts. Each participant presented two supervised lessons. Special attention was given to constructing a variety of teaching aids: models, charts, posters, graphs, collections, and preserved specimens. A variety of methods of approaches to teaching the subject were used and encouraged - large groups, small groups, and individual instruction - practical skills were developed. The compound, barns and shops were used as learning laboratories. Field trips were taken to the local market, the Jimma Comprehensive School and to Bomba.

Problems in Implementing the Secondary Curriculum

- Not enough textual material for the participants in each area.
- Need for specific supplies in each area for each participant.
- Need for closer supervision of the program and more help from the Ministry in arranging for field trips and the purchasing of local supplies.
- Need for secretarial assistance in producing duplicated materials.
- Have the students enroll early instead of as much as three weeks late.
- Select a more desirable facility - rooms not adequate.
- Select films, slides and film strips that are available and could have been used so effectively.

UNIVERSITY PROGRAM FOR DIRECTORS AND SUPERVISORS

The University Workshop was offered for School Directors, Assistant Directors and Supervisors. The three Teach Corps volunteers assigned to this program worked in cooperation with members of the AID/University of Utah Contract Team, which has been engaged for several years in teacher education in Ethiopia, and officials and staff of the Haile Selassie I University School of Education. Unlike the Elementary and Secondary Program, the University Program extended over an eight weeks period - July 14 through September 5. These participants were all in-service with an average of 4.0 years of teaching experience. The length of the school day was 8.30 a.m. to 6.10 p.m. with schedules varying from day to day.

Assignment Center

Haile Selassie I University
Addis Ababa

Director

Dr. Abaineh, Dean - School of Education
Ato Zudneh Yimtatu - Coordinator
Dr. Harold Madsen - Chief of Party - Utah Contract

NEA Teach Corps

Lois Cox
Sister Phillomene
Schiller
Naomi Wilson

Teaching Assignment

Materials Laboratory
English
Child Psychology

Housing

Satisfactory accommodations were provided for housing in the Wabe Shebelle Hotel.

Summer Course Staff

The teaching staff included three Teach Corps volunteers and six Utah Contract Team members and ten other university instructors.

Enrollment

Ethiopian teacher participants

English - 117	Male 97%	Materials Center -	
	Female 3%	121	Male 96%
			Female 4%
Psychology - 113	Male 97%	TOTAL - 351	Male 96%
	Female 3%		Female 4%

Course Offerings

Materials Laboratory

Emphasis was placed on the preparation of teaching aids and materials. Four major projects were assigned to the participants:

1. An English Manuscript Alphabet Chart.
2. A Poster.
3. Amharic Alphabet Cards.
4. Map of Ethiopia made by the grid method.

Extensive assistance was given in following directions and in measurement.

The lesson plans had been devised by the regular university audio-visual coordinator and left to be followed during the summer program.

English

The volunteer assigned to this area taught two classes in Basic English and one class in Methods of Teaching English in the Elementary School. The course in Basic English was designed to improve the students' ability to use the English language effectively both in speech and in writing. The participants had practice in auditory comprehension and in writing. The course in Teaching English in the Elementary School was designed to give the participants the content and techniques for teaching English at the elementary level. Basic skills were taught. Demonstration classes were presented by small groups of participants. The class also made many effective visual aids. A prescribed textbook was used.

Child Psychology

The volunteer in this course attempted to make it practical for the Ethiopian participants. The approaches used in class were lecture, discussion and reporting. The participants used the prescribed textbooks and three tests were given in addition to a short research paper for evaluation. Excellent library facilities were available.

Extra-Curricular Activities

The University Team and Teach Corps Administration were entertained most graciously in the homes of Dr. and Mrs. Harold Madsen and Ato Zauneh and W/o Yeshoalul.

This provided an opportunity for the University and Teach Corps assignees to meet the President of the University and to meet colleagues in a more relaxed social setting.

Problems

- Difficulty encountered in adequate evaluation of the participants.
- Lack of understanding regarding the length of the summer session.
- The need to follow the course outline of the regular university program was questioned as to its relevancy to needs of children in the elementary classrooms.



Mr. Braulio Alonso, Director, Committee on International Relations of the NEA, visits an English class conducted by Teach Corps volunteer Sister Phillomene Schiller at Haile Selassie I University.



Volunteer Lois Cox, veteran of four summers work with the NEA Teach Corps, instructs School Directors in the Materials Center at Haile Selassie I University.



EVALUATION

Evaluation is essential in any education program. With the acceptance of this basic philosophy, the Teach Corps team members, at the conclusion of the program, met on August 27 with Ministry of Education, AID and University officials to discuss the outcomes of the 1969 program for elementary teachers, their participation, and plans for continued activity during the summer of 1970.

Elementary Program

Ato Getachew, Director of the Addis Center, speaking for the Directors of the four Centers, gave reactions to the various concerns of the summer program. He was warm in his praise of the American educators, expressing appreciation for the way in which they had related to all facets of the program; their cooperativeness in accepting heavy teaching loads; their assistance in setting up the library, and in handling many secretarial demands. He discussed the problems involved in handling many of the administrative problems faced by the various groups in work with the second and third year participants. In closing, he extended an invitation to the entire group to return to Ethiopia to participate in next year's program.

Each Teach Corps Group Leader from the Centers gave reactions, discussed problems and made recommendations for future programs. Each expressed appreciation for the many kindnesses and courtesies extended by the host group during their period of program participation.

Recommendations

Program Planning

1. That the Teach Corps continue to be involved in the summer training programs for elementary teachers.
2. That with the exception of the Prince Makonnen Secondary School in Addis, all centers be used in next year's program.
3. That the Addis Ababa Teacher Training Institute be used as an Addis Center.

4. That consideration be given to the utilization of Teach Corps in a team approach rather than in single teaching slots at the various centers. (The Harrar team used a team approach.)
5. That arrangements, including transportation, be made for appropriate field trips.
6. That financial matters between the Ministry and participants be taken care of in advance of the course.
7. That more 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, construction of audio-visual aids, the use of audio-visual equipment and the improvement of their English communication skills.
8. That consideration be given to lessening the course load of program participants.
9. That model schools should continue to be available for demonstration activities at all centers.

Secondary Program

Teach Corps volunteers met with educators in the host country for two sessions in evaluation of the secondary program. The first session was held on August 20. After expressions of appreciation of their work by Ato Paulos Asrat, the American educators were asked to evaluate each of the participants enrolled in the various courses. This information was requested for the Ministry to be used in consideration of the participants for continued employment, possible salary increments, and acceptance in future summer training programs. Because of the serious responsibility of such an evaluation, it was decided that the volunteers be allowed time to prepare the requested information. August 25 was set for the second evaluation session.

A luncheon meeting at the Wabe Shebelle Hotel was the setting for the second evaluation session. Volunteers submitted evaluations of their course participants, discussed the Evaluation Guidelines, and made recommendations for future programs.

Teach Corps volunteers concluded the program by inviting all of the participants and Ministry personnel to a "Farewell Tea" on the following afternoon.

Recommendations

Organization of the Program

- That there be a continuation of a summer training program for secondary teachers.
- That the Teach Corps continue to be utilized in secondary teacher training.
- That a less demanding schedule be worked out for participants.
- That Teach Corps volunteers be used as consultants and in resource capacities.
- That a deadline should be set for registration.
- That each center have a council including representation from the Ministry, Teach Corps and participants.
- That plans for the 1970 program be made early, clearly defined, and publicized and more teachers encouraged to enroll.
- That money matters and assignments be definitely arranged with the Ministry prior to the program.
- That a Teach Corps volunteer be appointed as a Coordinator for the Secondary Program to work in cooperation with the Teach Corps administrative team.
- That secretarial assistance be made available for the typing and duplicating of materials.
- That typewriters be made available for the volunteers in their various housing situations.
- That at least two teachers be recruited for the agricultural programs, with course offerings to include Farm Mechanics and Psychology.
- That courses be offered for all vocational teachers in English, Psychology, and the Development and Use of Teaching Aids and Materials.
- That basic mechanical drawing classes be provided for teachers of Industrial Arts.

- That the site of the vocational program be moved to the University and given University credit.
- That plans should continue to include weekly staff meetings with Ministry personnel for continuous planning and evaluation.
- That provisions be made for a maximum amount of field trip activity.
- That consideration be given to the inclusion of a section on home decoration and family relationship in the Home Economics curriculum.
- That some time be provided in the schedule for social activities.
- That more text books be made available for course participants.

University Program for School Directors and Supervisors

The Haile Selassie I University staff, Ministry of Education, and USAID officials met with the University of Utah contract team and Teach Corps volunteers on August 25 for program evaluation. Dean Abaineh opened the meeting by stating the purpose of the session:

- To evaluate our summer program in terms of:
 - (1) the training of 450 Directors or Supervisors over a three-year period - to date, after two years, 360 have been trained with some 90 left to be trained next summer. Details for developing this program be given consideration during the academic year.
 - (2) curriculum experiences of the participants were discussed with full agreement to Ethiopianize the curriculum.
 - (3) other related problems were considered such as:
 - the quality of instruction and grades meeting University standards;
 - courses beginning and ending on time - i.e., within the eight-week session;

- certification of participants;
- the kind of experiences to be included for this group.

Dean Abaineh expressed heartfelt appreciation of all Teach Corps efforts and each volunteer was invited to return next year for another year's experience.

Recommendations

- That an increased number of Teach Corps volunteers be considered for staff assignments in the 1970 University program for School Directors and Supervisors.
- That more instructional time be provided in English. (Basic language problems existed in the reading, writing and speaking of English.)
- That efforts be made for continuity to recruit the Teach Corps volunteers of 1969 for the 1970 program.
- That during the 1969-70 academic year a follow-up study of the 1969 in-service program participants be conducted to determine the strengths and weaknesses of the 1969 program, and to aid in planning for the next program.
- That efforts be made to determine, if possible, if there is a conflict between theory and commitment of children and teachers to customs, religion and respect for elders in the Ethiopian society.
- That Teach Corps volunteers arrive early enough to be oriented and plan their work before the course begins, and that there be assurance that they can remain until the end of the course.
- That the content of the Materials Laboratory Course be planned in conjunction with the instruction of English, Social Studies, and Language Arts. This would then be a correlation of the course in the preparation and use of teaching aids and materials with teaching methods, rather than as an isolated course.
- That the approved text books used in the regular elementary grades be available to both the volunteers and participants.
- That consideration be given to the provision for similar courses at Asmara and Herrerar.

- That the courses offered in the University program lead toward a degree program.
- That courses also be offered in Administration and Supervision Curriculum Development and Mathematics.
- That a break be allowed after three periods of instruction daily.
- That provisions be made for an easier textbook to be used in the methodology courses. (A specific proposal will be made in this regard.)

GENERAL RECOMMENDATIONS

Program Preparation

- That a Team Leader and Administrative Assistant be appointed to go to Ethiopia at least two weeks in advance of the team and remain at least two days after the team departure to attend to program organization and logistics.
- That the Team Leader should have a working fund or advanced fund for miscellaneous and emergency expenditures.
- That the host country orientation include at least a half-day seminar on the problems of education in Ethiopia by the University staff.
- That, if possible, provisions be made for a day of school visitation in the host country.
- That adequate provisions be made to get volunteers to their sites on time.
- That adequate transportation for all volunteers be made in advance.
- That all Teach Corps volunteers remain until the course ends.
- That visas be secured for volunteers to last the duration of their stay in the host country.
- That all volunteers be instructed to bring along at least 10 passport-type photographs.
- That volunteers be instructed to bring along enough U.S. postage stamps to take care of their immediate mailing needs.

- That consideration be given to the inclusion of a "floating" Physical Education team member.
- That suitable, up-to-date films and film strips for the various subject areas be sent by NEA to supplement the USIS films.
- That single Teach Corps assignments not be made to a center.
- That provisions be made for volunteers to have an evening of rest before leaving the U.S., and given at least twenty-four hours in the host country before scheduling orientation activities.
- That a rest stop be planned during the trip from D.C. to Ethiopia.
- That specific orientation programs be spelled out for the Washington and host country orientations to eliminate repetition.
- That the teaching load at each center be equalized.
- That the per diem of each center be equalized.
- That as much background information on participants as possible be provided the Teach Corps team members.

Materials and Supplies

- That volunteers be allowed to select their textbooks.
- That the following supplies be added to the list:

Colored chalk	Magic markers
Manila folders	Thumb tacks
Pins	Spiral notebooks for participants
Chalk erasers	Large sheets of construction paper
Portfolio for each participant	Ink
Roll of brown wrapping paper	Lettering pens
	Heavy cord
	More masking tape
In Home Economics -	
1 dozen dish towels	Yard sticks
1 dozen hand towels	Measuring tapes
Steam iron	Ironing board
Dressmaker shears	Scissors
Needles	Thimbles
Thread	

- That typewriters be made available.
- That film strip machines be made available so that volunteers can bring with them filmstrips that would be meaningful in terms of their particular assignment.

ACKNOWLEDGEMENTS

The National Education Association, the Committee on International Relations and the 1969 NEA Teach Corps volunteers to Ethiopia extend a very warm and heartfelt "thank you" to all the American and Ethiopian officials, teachers and friends who, through their extended efforts and thoughtful gestures, did so much to make the summer a pleasant and rewarding one for all.

The members of the Teach Corps especially enjoyed and appreciated the reception held for them by the Ministry of Education and Fine Arts at the Imperial Ghion Hotel just before departure.

Without any doubt the high point of the entire summer was the audience granted by His Imperial Majesty, Haile Selassie I, on August 26 when the Teach Corps team was entertained at a Champagne Reception in the Jubilee Palace.

NEA TEACH CORPS SCHEDULE

ETHIOPIA

1969

Tuesday, July 8 8.00 a.m.	Arrival in Washington Burlington Hotel Vermont Avenue (Thomas Circle)
2.00 p.m.	First Orientation Session Allan Room, NEA Center 1201 16th Street, N.W.
Wednesday July 9	Orientation (all day)
Thursday, July 10 9.00 a.m.	Orientation
1.25 p.m.	Departure for New York (National Airport) National Flight #468
5.00 p.m.	Departure for Nairobi, Kenya (Kennedy Airport) Pan American Flight #150
Friday, July 11 9.15 a.m.	Arrival in Nairobi Overnight - Intercontinental Hotel
Saturday, July 12 8.10 a.m.	Departure for Addis Ababa Ethiopian Airlines Flight #792
9.45 a.m.	Arrival in Addis Ababa
July 12 - August 27	Host Country Orientation Teacher Training Workshops
Thursday, August 28	Evaluation Sessions (Addis Ababa)

COMMITTEE ON INTERNATIONAL RELATIONS

Braulio Alonso, Director

**Richard Childs
Senior Professional Associate**

**Elizabeth Bouey-Yates
NEA Teach Corps Program Coordinator**