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TEACHING EXCELLENCE AND ACHIEVEMENT PROGRAM (TEA)

EDUCATION | INDEPENDENT MEDIA | CIVIL SOCIETY DEVELOPMENT



KEY ISSUES AND OBJECTIVES

- Contribute to improving the quality of secondary education in participating countries
- Develop professional and personal relationships between American and international teachers

PROJECT RESULTS

- Over 195 educators received professional training in the U.S.
- Over 51 US teachers took part in reciprocal visits to TEA schools overseas
- 54 grants issued for collaborative projects between American and international schools



IREX

SCHOOL ENHANCEMENT PROGRAMS

IREX has been working to improve the quality of primary and secondary education around the world for nearly ten years. IREX has also been managing international academic, research, and professional exchange programs since 1968.

To date, IREX's primary school development programs have reached nearly 50,000 students in more than 500 urban and rural schools. Since 1998, IREX programs have trained 7,000 teachers, school administrators, and pre-service education faculty, developed numerous teacher curriculum and methodological manuals, and established a Teacher Trainer Corps.

PROJECT HISTORY

IREX began administering the Teaching Excellence and Achievement Program (TEA) in 2006. TEA brings outstanding secondary teachers from Europe and Eurasia, East Asia and the Pacific, the Near East, South and Central Asia, Sub-Saharan Africa, and the Western Hemisphere to the United States to further develop expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the United States. TEA is a program of the US State Department through the Bureau of Educational and Cultural Affairs.

PROJECT ACTIVITIES

- **Teacher Training:** TEA participants attend a 6 week professional development program at a US university that includes coursework and intensive training in teaching methodologies, lesson planning, teaching strategies, and the use of technology for education. The program includes a 2 week internship at a US secondary school to actively immerse participants into the American classroom environment, and concludes with the End of Program Conference focusing on best practices. The program builds teacher leadership skills and provides experience that can be shaped for the participants' home teaching environments.
- **US Teachers' Reciprocal Visits:** U.S. secondary teachers have the opportunity to take part in a 2 week reciprocal visit to a participating TEA country where they will be hosted by a TEA fellow. The U.S. teachers' program overseas combines opportunities to work with their foreign peers and learn about the host culture – lessons that they can use to promote mutual understanding in their U.S. classrooms.
- **Small grants for Professional Development and Education:** In addition to the U.S. based training component of TEA, the program provides small grants to TEA international alumni to conduct activities that develop lasting partnerships among international and American participants. The creation of professional networks for educators sustains the impact of the program while promoting international understanding and collaboration.



IREX is an international nonprofit organization providing leadership and innovative programs to improve the quality of education, strengthen independent media, and foster pluralistic civil society development.

Founded in 1968, IREX has an annual portfolio of over \$60 million and a staff of 500 professionals worldwide. IREX and its partner IREX Europe deliver cross-cutting programs and consulting expertise in more than 100 countries.

PARTNER



**U.S. Department of State
Bureau of Educational and
Cultural Affairs (ECA)**

The Bureau of Educational and Cultural Affairs (ECA) fosters mutual understanding between the United States and other countries through international educational and training programs. ECA does so by promoting personal, professional, and institutional ties between private citizens and organizations in the United States and abroad, as well as by presenting US history, society, art and culture in all of its diversity to overseas audiences.

List of Participating Countries

- | | |
|--------------------|--------------|
| Argentina | Jordan |
| Armenia | Kazakhstan |
| Azerbaijan | Kyrgyzstan |
| Bangladesh | Latvia |
| Bulgaria | Morocco |
| Cambodia | Nicaragua |
| Colombia | Peru |
| Dominican Republic | Poland |
| Egypt | Romania |
| El Salvador | Russia |
| Estonia | Senegal |
| Georgia | Slovakia |
| Ghana | Tajikistan |
| Guatemala | Thailand |
| Honduras | Turkmenistan |
| Haiti | Ukraine |
| India | Uzbekistan |



**Teaching Excellence and Achievement Program
Contributes to United Nations Millennium Development
Goals (MDGs)**

While diverse in culture, language, and religion, the Near East, Russia, South Asia, and Southeast Asia share many similar problems including poverty, unemployment, outdated teaching methodologies, and low levels of democratic stability. The United Nations Millennium Development Goals (MDGs) include objectives for improved education, gender equality, and women's empowerment. The MDGs emphasize the essential role of education in building democratic societies and creating a foundation for sustained economic growth.

Professional training and development is a key mechanism for teachers to stay informed and educated about changes and advancements in their disciplines. Through academic, experiential learning, and professional networks, educators learn new ways to present content and assimilate innovative methods for teaching students from diverse social backgrounds. As well, teachers are able to stay current on changes in laws and regulations affecting their work.

Such opportunities continue to be limited for educators in the Near East, Russia, South Asia and Southeast Asia. An opportunity for these skilled teachers, who often teach under difficult conditions, to develop their teaching skills and share their experiences with American colleagues better prepare them as educational leaders in their home countries, where they can directly contribute to the economic and social development of their communities.