



INTERNATIONAL EDUCATORS FOR AFRICA*

2009-2011 Countries of Assignment and Priority Areas

The IFESH International Educators for Africa Program* is recruiting volunteers for **Benin, Côte d'Ivoire, Djibouti, Ethiopia, Ghana, Guinea, Kenya, Liberia, Malawi, Nigeria and Senegal**. Priority areas of need for these countries are described below; however, institutions in these countries often request experts in other academic areas, so applicants with other backgrounds and experiences should not be deterred from applying.

Educators with experience in Teaching English as a Second Language and teaching educators of English, as well as applicants with backgrounds in public health are in considerable demand and are encouraged to apply. French speaking applicants are strongly encouraged to apply for programs in Côte d'Ivoire, Djibouti, Guinea and Senegal.

Selection and placement are based upon skills and experience commensurate with the needs of each country. IFESH encourages applicants to remain open for placement in any of the countries listed below. All volunteer program applicants are given full and equal consideration. Minorities, retired educators, and faculty members on sabbatical or leave of absence are strongly encouraged to apply. Educators who have had teacher-training experience or tutoring in urban settings are strongly encouraged to apply.

Benin (Minimum Qualifications: Bachelor's degree and Fluency in French):

The focus of the program in Benin is to ensure that a quality basic education is more widely available on an equitable and sustainable basis. Educators with expertise in early childhood education and primary education, teacher training and professional development are given priority. Also important are Teaching of English as a Second Language, child-centered curriculum development, public health, gender equity, and computer science. Educators will establish and/or maintain teacher resource centers (TRCs) in teacher-training colleges and universities. The purpose of the TRC is to increase the access of pre- and in-service teachers, school administrators, students and other members of the neighboring communities to relevant information and communication technologies, computer literacy, modern teaching and learning materials development, reading and reference materials to enhance teaching and learning outcomes. The TRC will also bring training to the workplace of the teachers, as program volunteers will conduct periodic special training sessions and workshops in the TRCs.



Côte d'Ivoire (Minimum Qualifications: Bachelor's degree, Fluency in French):

The focus of the program in Côte d'Ivoire is teacher training and functional literacy. Educators with backgrounds in computer skills, curriculum development, Teaching English as a Second Language, health, small-scale business development, early childhood development and adult education are desirable. Educators will establish and/or maintain teacher resource centers (TRCs) at the community level, in teacher-training colleges in cocoa-growing areas of the country. The purpose of the TRC is to increase the access of pre- and in-service teachers, school administrators, students and other members of the neighboring communities to relevant information and communication technologies, computer literacy, modern teaching and learning materials development, reading and reference materials to enhance teaching and learning outcomes. The TRC will also bring training to the workplace of the teachers as program volunteers will conduct periodic special training sessions in the TRCs. In addition, educators will serve as the primary facilitator for training local tutors in the delivery of a functional literacy-training project serving cocoa farmers.

Djibouti (Minimum Qualifications: Bachelor's degree and Fluency in French):

The focus of the program in Djibouti is on expanding access, especially for girls, and improving the quality of schooling (with the focus on improving teacher effectiveness and providing classroom material). Educators with backgrounds in curriculum design, teaching and learning materials development, English language instruction, classroom management, continuous assessment, information technology and the integration of HIV/AIDS prevention and promotion of gender equity into primary and secondary education curricula and pedagogy are in high demand. Educators may be placed with the Ministry of Education, Ministry of Women's Affairs and Social Promotion, the University of Djibouti, and will conduct periodic special training sessions for in-service teachers in rural areas.

Ethiopia (Minimum Qualifications: Master's degree):

The focus of the program in Ethiopia is on improving the quality and equity of primary education by training teachers and administrators; strengthening planning, management, and monitoring and evaluation systems; and fostering community partnerships and school governance by building the capacity of parent-teacher associations and school grant management. Educators and professors with experience in teacher-training, sociology, methodology, integration of health education, HIV/AIDS prevention, promotion of gender equity at the university level, computer skills, basic education, curriculum development, public health, and textbook writing are needed at the tertiary level. Educational administrators with experience in establishing new departments and training faculty heads are needed for the 21 newly established universities.

Ghana (Minimum Qualifications: Bachelor's degree):

The focus of the program in Ghana is on improving access to quality basic education, particularly for girls, improving reading and numeracy skills, increasing teacher accountability, increasing community participation in schools, and preventing the spread of HIV/AIDS in the education system. Educators with experience in Teaching



of English as a Second Language, methodology, curriculum development, design and use of teaching/learning materials, and managing teaching materials in resource laboratories are in high demand. Degrees in Education, Early Childhood Education, Computer Science, or Education Technology are preferred. Educators with Master's qualifications and three years teaching experience are needed at the tertiary level in mathematics, sciences, statistics, computer science, architecture, engineering (all aspects – practical experience desirable), agriculture (emphasis on crop science, soil science and crop protection), sociology, finance and business management.

Guinea (Minimum Qualifications: Bachelor's degree and Fluency in French):

The focus of the program in Guinea is on strengthening basic education through the training of pre- and in-service teachers and Teaching of English as a Second Language. Educators with experience in primary education, basic education and gender equity are desirable, as well as those with graduate degrees in counseling or public health. Educators will assist the Government of Guinea in conducting its Primary Education Sector Reform. Educators, professors and administrators will work in the development of audio-visual materials, educational radio programs, curriculum development, counseling at the secondary level (working with both students and counselors) and teacher-training (primary and secondary level teachers). Vocational training instructors to train high school graduates and upgrade the skills of instructors at skills training centers in mining areas are also needed. Volunteer instructors will train students in courses such as maintenance and repair of automobiles, carpentry, construction, hydraulics, electrical installations and heavy equipment operation to move earth. The focus of this training is to provide skills for technicians/junior engineers for working in the mining industry.

Kenya (Minimum requirement: Master's degree):

The focus of the program in Kenya is on increasing access to basic education, improving quality of education, improving the enrollment rates of children from marginalized areas in the northeastern and coastal parts of the country, improving teacher-training practices, and providing professional development for teachers and administrators. Educators with expertise in curriculum development and design with specialization in digital animation and implementation are desirable. Educators should demonstrate an ability to work well in a large bureaucracy, and/or with diverse international populations, have five or more years of experience as a teacher-trainer or computer science trainer, have research and communication skills, as well as the capacity to be an innovative and critical thinker.

Liberia (Minimum Qualifications: Master's Degree):

The focus of the program in Liberia is to expand informal, accelerated learning opportunities for ex-combatant and noncombatant youth and young adults. The program also works to increase school enrollment, to improve the quality of education through sector planning and restructuring, to train teachers, to strengthen universities to help them become more effective learning institutions, and to support adult vocational training. Educators will be placed within the 15 teacher training colleges and are required to have teacher-training experience. Educators will provide



continuous professional development of teachers conducting in-service teacher training workshops. Backgrounds in sociology, methodology, computer skills, curriculum development, public health and information technology, Health and HIV/AIDS education are preferred.

Malawi (Minimum Requirements: Bachelor's Degree or higher):

The focus of the program in Malawi is on building and reinforcing education professional development skills and capacity; providing technical assistance to help streamline and strengthen education management information systems; and promoting the role of communities and their abilities to mobilize resources for improvement. Educators will be placed within colleges of education to teach in one or more subject areas, including teacher training, curriculum development, methodology, pedagogy, education theory and practice, physical education instructors, English, sciences, mathematics, engineering, and computer science. Educators are also needed with a Masters Degree or higher in adult education and computer science. Educators with backgrounds in special education, specifically for vision and hearing impaired students, and students with learning disability are in high demand. Speech, language and communication therapists, educational psychologists are also preferred. Experienced surgical physicians with knowledge of preventative medicine to work in hospitals are preferred.

Nigeria (Minimum Qualifications: Master's Degree of higher):

The focus of the program in Nigeria is on strengthening basic education. Educators with experience in one or more of the following: early childhood education, primary education, adult non-formal education, health and HIV/AIDS gender equity in education delivery, special education, technical and vocational education, with expertise with the design, implementation, monitoring and evaluation of curriculum are desirable. Candidates should demonstrate an ability to work well in a large bureaucracy, and/or with diverse international populations, have five or more years of experience as a teacher-trainer or computer science trainer, have research and communication skills, as well as the capacity to be an innovative and critical thinker. A doctoral degree is required in the appropriate discipline.

Senegal (Minimum Qualifications: Master's degree and Fluency in French):

The focus of the program in Senegal is on strengthening the quality of primary and secondary education and broadening accessibility, especially for girls. The focus is training of trainers in middle schools in mathematics, science, English, and integration of health and HIV/AIDS into the curriculum. The educator will focus on professional development in all regions in Senegal. Candidate should have five or more years of experience as a teacher-trainer or computer science trainer, have research and communication skills, as well as the capacity to be an innovative and critical thinker. A doctoral degree is required in the appropriate discipline.



“Apply for the International Educators for Africa Program today. You can make a real difference in supporting the education of Africa’s children and young adults!”

Our Mission

The mission of IFESH is to support African nations in their efforts to eradicate poverty, disease and inequity through self-help partnership programs.

Our Vision

Our vision is an Africa where everyone reaches their full potential through access to quality education, health and good governance.