

Effects of teacher training for refugee women in West Africa: Fostering agents of change in schools and society?

Susan Shepler and Sharyn Routh, American University¹

In countries such as Sierra Leone and Liberia, where girls have historically had limited access to formal education, the transition from war to peace provides unique opportunities to challenge and transform the male domination of the formal education sector. As these countries recover from war, rebuild institutions, and formulate new policies, numerous possibilities arise to make the educational system, including the curricula, the student population, and the teacher corps, more gender responsive. While creating gender friendly curricula and increasing the enrollment and retention of girl students are important steps in fostering gender equity, this paper seeks to address gender issues related to the teacher corps—looking specifically at repatriating teachers who received teacher training in refugee camps and the roles they are playing in post-conflict recovery and development.

This paper draws data from an innovative research project tracing former refugee teachers who received teacher training from the International Rescue Committee (IRC) over a seventeen year long education program in refugee camps in Guinea (1991-2008). The research was conducted from January to May of 2009 by Shepler and a team of West African research assistants,² and traced repatriated refugee teachers who had returned to their homes in Sierra Leone and Liberia in an effort to determine the effects of the training they received —particularly whether they were still working as teachers in their post-repatriation lives, or whether they had made use of their training in other ways. Although the research in question focused on all of the former IRC teachers who the research team could trace, the present paper is about the female teachers and their

¹ Shepler is an Assistant Professor of International Peace and Conflict Resolution in the School of International Service at American University in Washington DC. Routh is a Ph.D. student in the School of International Service at American University in Washington DC.

² Shepler wishes to acknowledge Bidemi Carrol and the LEGACY program of IRC which proposed and funded the research on which this article is based. Thanks are also due to the research team in West Africa: David Mackieu, Wusu Kargbo, Sia Mani, Fertiku Harris, Pauline Gborlawoe, and Nathaniel Boakai, as well as the many IRC employees who assisted in the execution of the research. Thanks also to Janelle Nodthurft for research assistance.

specific situations. Focusing on the women's responses yields gender-specific conclusions about structural barriers to institutional and societal change in conflict and post-conflict settings.

To highlight the importance of training and employing female teachers, the paper will review some of the literature on the relationship between girls' educational success and the presence of female teachers. While this literature is not focused specifically on conflict or post-conflict settings, many of the social, cultural, and economic issues related to girls' education and female teachers span the continuum between emergency relief and development. Following the literature review, we provide relevant background information on IRC's refugee education program in Guinea and the tracer study on long-term effects of teacher training. We then turn to the gender analysis of the results of that study, and finally suggest some conclusions about structure and agency related to female refugees and teachers.

Literature review on girls' educational achievement and the presence of female teachers

Many studies across Africa and Asia indicate that increasing the presence of trained female teachers can help to promote gender equity in formal education settings, in which girls have been historically disadvantaged. A comparative study of the educational systems in Ghana and Botswana found positive correlations between female teachers and female student participation and achievement in formal education (Dunne & Leach 2005). Other studies in Yemen (Al-Mekhlafy 2008), Bangladesh (Tapan 2000), and India (Herz & Sperling 2004) have also linked an increased presence of female teachers with the increased enrollment of girl students. The positive correlation between female teachers and female students' increased enrollment and achievement is generally linked to three primary factors—female teachers' approachability, provision of professional female role models, and social and cultural acceptability of male/female interaction in the school environment.

Particularly for adolescent girl students, having a female teacher who is approachable and sympathetic to the physiological and social changes girls undergo during puberty is important for guiding, counseling, and supporting girl students (Acacia

Consultants 2008). Research by the Foundation for African Women Educationalists (1999) indicates that adolescent girls are more likely to stay in school if they can speak with a woman in an authority position at school and if schools address girls' reproductive health issues (as cited in Casely-Hayford 2008). A study in Bangladesh of 300 girl students found that the majority of both primary and secondary girl students felt more at ease expressing their problems to female teachers (Tapan 2000).

Female teachers also serve an important function as inspirational role models for girls, demonstrating the professional possibilities for females if higher education is attained (Al-Mekhlafy 2008; Casely-Hayford 2008; Mannathoko 2008; Munthali 2004). Particularly in the fields of science, math, and technology, the lack of female teacher role models can discourage girls from pursuing coursework in these disciplines (Huggins & Randall 2007; Mannathoko 2008). A study in Zambia found evidence that girl students' confidence, anxiety, enjoyment, and perception of utility related to mathematics education were related to the sex of their teacher, with girls expressing more positive attitudes toward mathematics education when taught by a female teacher (Sayers 1994).

In many settings, as girls reach adolescence, families are reluctant to send their daughters to school with a male teacher due to social and cultural norms as well as exploitative relationships that often arise between male teachers and female students (Brock & Cammish 1997; Desai, Dave & Kotak 2003; Herz & Sperling 2004). In Pakistan, the provision of female teachers has been key to increasing girls' enrollment through appeasing parental concerns of security and appearances of impropriety (Herz & Sperling 2004; Qureshi 2004).

While increasing the number of female teachers, particularly for adolescent girl students, is a promising practice for reducing gender disparities in education, implementing such a strategy poses its own challenges. Creating an adequate supply of high-quality female teachers in environments in which girls have been educationally disadvantaged requires creative initiatives. Admitting females with inferior qualifications into the teaching profession is likely to be counter productive, "perhaps lowering the quality of the teaching force and antagonizing male teachers at the same time" (Brock & Cammish 1997: 56). Furthermore, while provision of female teachers may help to reduce sexually exploitative relationships between teachers and students, other forms of

exploitative relationships may develop. In Aissatou Baldé's (2004) study of schools in Guinea, she found that female teachers contributed substantially to schoolgirls' domestic labor, requiring girls to take on household tasks in return for good grades, due to female teachers' professional obligations that limited their ability to fulfill their own domestic duties. Finally, studies have indicated that in addition to increasing the provision of female teachers, addressing families' limited economic means as well as increasing awareness about the importance of educating girls are equally necessary components of girls' education initiatives (Sutherland-Addy 2002; Tapan 2000).

IRC's refugee education program

IRC's education program in Guinea has been well documented, so it is not necessary to go into great detail here.³ It is fair to conclude that the IRC education program in Guinea is widely seen as successful, and indeed a model for education provision in other refugee situations. IRC has supported education for refugees in Guinea since 1991 when the first waves of refugees arrived from Liberia and began setting up informal schools in Guinea. Those refugees were later joined by refugees from Sierra Leone. Enrollment in the IRC education program grew from 12,000 in 1991 to 81,000 at the peak in 1999. By 2008, after seventeen years of operation, hundreds of thousands of students, teachers and administrators had passed through the IRC schools.

Although the program beneficiaries were initially understood to be the refugee men, women and children in Guinea who were students in the program, the refugee education program also provided important professional training and development opportunities for male and female teachers and other education personnel such as classroom assistants, head teachers, and education managers. The training and certification of teachers grew to be an important part of IRC's refugee education program in Guinea. IRC's focus on teacher recruitment, training, and education created a pool of qualified professionals, who could, it was hoped, contribute to the reconstruction,

³ See, for example, Deborah Jones' M.A. 2006 thesis for Tufts University, *Education in Complex Emergencies: A Case Study of the IRC Guinea Education Program*. A version of this review entitled *Starting Schools Under The Mango Trees* is soon to be released by the IRC as well. Internal IRC documents include Sasha Tenenbaum's 2004 report *History and Lessons Learned, IRC Guinea: 1991-2004* as well as Wendy Smith and Rebecca Winthrop's 2002 *Internal Evaluation of IRC Education Programs 1999-2002*. Tenenbaum provides a very useful timeline of events in the history of IRC Guinea's education program.

development, and expansion of education systems in their countries of origin once they repatriated.

In 2002, UNHCR and Save the Children released a study entitled “Sexual Violence and Exploitation: The Experience of Refugee Children in Guinea, Liberia and Sierra Leone” which revealed a disturbing pattern of sexual exploitation of refugee children by aid workers and peacekeepers in West Africa. IRC responded with the “Healing Classrooms Initiative,” and piloted a program of single sex classrooms. They also introduced the idea of female classroom assistants (CAs), young women often just out of school themselves, who assisted male teachers in the classroom and served as a support for girl students. In a book chapter on IRC’s Healing Classrooms Initiative in Guinea and Sierra Leone, Jackie Kirk and Rebecca Winthrop (2008) discuss the impacts of the initiative, including the increased protection from sexual exploitation and abuse for girl students, the creation of girl-friendly spaces in schools, and the development of conducive learning environments for girls.

The Guinea Tracer Study

In early 2009, IRC sponsored a research project to trace the former refugee teachers who had been trained in refugee camps in Guinea and interview them about the influence the trainings had on their post-repatriation lives, and to find out whether they were contributing to the reconstruction of the post-war education systems in their home countries. The aim was to discover, from the perspective of these teachers, the long-term effects of their training as well as the challenges they faced in their repatriation and reintegration.

The most challenging aspect of the research was tracing the 2000 to 4000 former teachers across Sierra Leone and Liberia. There were very few written records of their whereabouts and it was assumed that the former teachers had resettled widely. A seven-person research team from Sierra Leone and Liberia used snowball sampling, informal networks, and mobile phones to collect 640 interviews over a several month long period. The interviews resulted in a set of individual life narratives rather than a collection of numerical choices in response to predetermined survey questions. It was hoped that their

stories would teach us how better to support teachers, and therefore how to support quality education systems in postwar countries.

The final report will be released by IRC soon, but some preliminary findings are presented below. About two thirds of the sample are still working as teachers. Those who have stayed in the teaching field describe their motivations for remaining in the teaching profession, such as their love of the work, desire to contribute to the development of their communities and nation, and sometimes simply a lack of other options. Some have found better paying work with NGOs or are working in other professions by choice. Overall, the individuals interviewed in the tracer study appreciated the training they received from IRC in Guinea, and pointed to multiple ways in which they made use of the trainings after their repatriation. The unfortunate news is that some have left the teaching field in disgust. They describe the low pay and poor conditions of service, but also complain about the difficulty of getting onto the teaching payrolls, even with the right certification and in the face of supposed teacher shortages.

Gender specific findings of the Guinea Tracer Study

Did the positive effects of female teachers and CAs described by Kirk and Winthrop (2008) in the IRC run schools in Guinea carry over to schools in Liberian and Sierra Leone after those female teachers and CAs repatriated? Below we present some of the gender specific results of the wider research.

Females made up 18% of the study sample, a figure roughly equal to their proportion of the IRC refugee teaching corps in Guinea. It is clear from Table 1 that the women in the sample had less training before their employment with IRC in Guinea, fewer of them went on to receive the B certificate (the formal certificate offered at the end of teacher training for refugees),⁴ and fewer are currently working as teachers.

⁴ See the forthcoming report from IRC for more on the negotiations over cross border certification for refugee teachers, and the effects on teachers' employment post-repatriation. In particular, MoE Liberia decided to equate the B Certificate issued by IRC to the C Certificate the MoE issues in Liberia. This would allow refugee teachers to use their training to gain jobs in the Liberian education system. Sierra Leone's MoE had no such agreement.

Table 1: Certain results disaggregated by sex

SEX	N	Percent	No training before IRC	Received B cert	Teacher now
Male	526	82%	62%	67%	64%
Female	114	18%	72%	63%	54%
Total	640	100%	63%	66%	63%

Some of the differential may be explained by the presence of 21 classroom assistants out of the 114 total females in the sample, since the classroom assistants were all female and had significantly less training than the general teacher population. While the relatively small number of classroom assistants in the sample prevents making any serious conclusions about outcomes for this population, out of the 21 classroom assistants, only one had any teacher training before she came to Guinea. Ten received the B (or C) certificate from IRC in Guinea, none pursued any further teacher training after their return to their countries of origin, and only seven are now employed as teachers. If we remove the classroom assistants from the sample (that is, calculate the same percentages for women who were teachers, but not classroom assistants) we find the results listed in Table 2.

Table 2: Certain results for classroom assistants and other females

	N	Percent of females	No training before	Received B cert	Teacher training after	Teacher now
Classroom assistants	21	18%	95%	48%	0%	33%
Not classroom assistants	93	82%	68%	67%	22%	55%
Total female	114	100%	72%	63%	18%	54%
Sample total	640	--	63%	66%	18%	63%

It is not surprising that the classroom assistants, who started out with a lower educational standard, are not currently teaching at similar percentages as the general sample. It is interesting to note, however, that the female former IRC teachers who were

not classroom assistants had less training before displacement than the average (68% without teacher training compared to 63% in the total sample), yet they received more training after repatriation than the general sample (22% who pursued further teacher training compared to 18% in the total sample). Despite that fact, fewer of them are now working as teachers than the average (55% compared to 63% in the total sample). One possible implication of this finding is that while the IRC experience pushed female teachers to pursue further education, they are still experiencing greater barriers to employment in teaching than their male counterparts.

If only 54% of the females in the sample are currently teaching, in what kinds of employment are the other females engaged? Table 3 illustrates that while females are less likely to be currently working as teachers than the sample average, they are slightly more likely to be working for an NGO and more likely to be unemployed. However, some of those who report themselves to be unemployed may be jobless by choice, staying home with their families.

Table 3: Current work percentages for females and total sample

Current work	Teacher	Volunteer teacher	Student	NGO worker	Other	Unemployed
Female	54%	5%	5%	14%	4%	18%
Total	63%	5%	5%	11%	5%	12%

Barriers to female employment in teaching

As part of our team approach to data collection and analysis, our gender expert David Mackieu⁵ took on the task of coding the interview scripts for statements related to gender. What emerges from this qualitative analysis is that sexual harassment related to getting and keeping a teaching job is a major issue. Below are excerpts from interviews with

⁵ David is the founder of Men’s Association for Gender Equality (MAGE), and organization started in the refugee camps in Guinea and now operating in Sierra Leone, headquartered in Kailahun. David’s work was recognized by UNHCR, and he has traveled to South Africa at their behest to participate in a conference on men’s advocacy for gender equality.

women that highlight the problems of sexual harassment in the work environment, at times even among IRC staff.⁶

- ❖ “Yes, it is hard for some of us as women to get help because those in top offices in these days look for those they can sexually use when they want or give them lump sum of money or family relatives or else, you don’t get the job. It was my former IRC principal who helped me here, otherwise it would have been difficult. This is the position of most women after the war in Sierra Leone.” (DM 98)⁷
- ❖ “Yes, I still want to learn but it is just that there is no one to help me as a woman. When you ask for a favour except you give up yourself for sex before one can help you. So it is not easy for me and my children to survive.” (DM 08)
- ❖ Regarding the functioning of the IRC program in Guinea, one said: “Another thing that was disturbing was the attitude of the coordinators/supervisors. A notorious one was (name removed) who had a girlfriend in almost every school. He demanded monies from teachers and had ghost teachers in almost all the schools. Later he was exposed and dismissed from the program.” (WK 45)
- ❖ “There was nobody to help me as a woman when we returned to SL. Help was only given to girlfriends and close family friends. For outsiders, only God can help us. Maybe in the future (I would return to the teaching field) – yes – if someone can help me freely without pre-condition of any sexual relationship or commission of salary which is the order of the day now in SL.” (DM 104)

Women’s motivations to continue teaching

Despite widespread sexual harassment in the educational system and difficulties getting onto the teacher payrolls, women cited several reasons they continued to teach. A former Classroom Assistant, now working as an elementary school teacher in Liberia said:

- ❖ “I love children. I’m not shy and like to be with people. Moreover, teaching is an interesting job because it makes you to learn new things every day.” (PG-55)

⁶ It is interesting to note that in these responses, sexual harassment seems to be understood primarily as a form of corruption rather than a violation of women’s rights.

⁷ Throughout, the numbers appearing after direct quotes refer to the tracking number of the interview. The letters are the initials of the interviewer and the number is the sequence in which the interviews were conducted. In this case, (DM 98) refers to the 98th interview conducted by David Mackieue.

Another woman spoke about her sense of obligation to continue teaching, despite the hardships she faced in the profession.

- ❖ “When I came, I suffered for food – up to now I don’t have a house. I don’t have money to pay my children’s school fees. From 2007 up to now I have gained employment. Sometimes I feel like leaving the classroom because of these (issues), but when I think ‘who will stay and teach my children when nearly all of us, the (former) IRC teachers, are not on payroll?’ I can take courage and continue to teach. But things are not just easy. A mother with five children with no paid job to support her children – a difficult time.” (FH 51).

Other women described gender-specific reasons to remain in the teaching profession, citing the flexibility of the job as a motivating factor, finding that they could spend more time with their families while working as a teacher than with other jobs.

- ❖ “I feel that it will be a waste of experience if I quit teaching. Besides, I have time with my home as a teacher.” (SM 13)
- ❖ “There is no other job for me now as a woman.” (DM 65)

An IRC Teacher’s Encounter with Liberian Local Officials

I am a Liberian by nationality, a twenty eight year old woman. I come from the ____ District, and I am one of the trained IRC teachers in Guinea. I came back to my home in Liberia in 2006.

Upon my arrival in May, I reported to the IRC office in _____ and was onward referred to the District Education Officer (DEO) for employment. Immediately after that I was assigned to teach in _____ Public School at the Junior High Level to do social studies. I taught as a volunteer teacher throughout 2006 up until March 2009 when I received my first Ministry of Education (MoE) salary check. From the onset of my employment up till March 2009 it has been very difficult for me to get on the government payroll.

Sometime in 2007, I was invited through the DEO to attend a training workshop in _____ for a week. During this time, MoE checks were ready, and so the various pay masters went out in the field to pay. I and my friend happened to lodge in the same house with the paymaster and the DEO. The pay master took three days to distribute the salary checks to teachers and other civil servants who were on payroll. At the end, there was a balance of forty checks that didn’t have owners (“ghost checks”). The pay master reported all of the left over checks to the DEO and asked him what they would do. After some discussions, they (DEO and paymaster) called my friend and me and asked us to use various signatures to sign those ghost checks. This was a shock, for over the past

years we have not received payment. Why this many left over checks? Well, we, without further comment, patiently sat and signed up the checks as they wished.

After the signing, the paymaster asked the DEO, “Are these your teachers?” He answered “Yes.” Further the paymaster continued, “Why have you not placed them on some of these ghost checks or directly on payroll?” “Okay,” he continued, “I (paymaster) will try to put them on the payroll. So, girls, don’t worry.”

Immediately after that month, our names were placed on the payroll (I came to know late in May 2007). When I asked the DEO whether I could receive my salary check as promised by the paymaster, he told me that was only possible upon the completion of his house. And so it happened. I only started to receive my salary check in March 2009.

By Fertiku Harris

Empowerment through education

While nearly half of the women in the sample did not continue teaching after they repatriated, some women described the empowering effects of the trainings they received from IRC to in their professional and personal lives. They were particularly grateful for the way the workshops were organized – with equal participation for all. This process, more so than the content of the trainings, made them feel bold to speak in a group, even among men and people older or better trained than themselves. The following quotes make it clear how much the IRC training meant to these women at a difficult point in their lives:

- ❖ “My husband died in the war. I’m now a single parent. We even had trouble finding a place to stay. When I was working for the Unaccompanied Minors Project of IRC, I was also separated from my children, so the work helped me also to deal with my own stress. I saw others were going through the same thing. It gave me hope, a reason to live. They made me into a better person, a qualified woman.” (SS 76)
- ❖ “(The training) was challenging, because I did not know how to go about to teach or even stand before a group to talk. But IRC made me to be very bold.” (PG 2)
- ❖ “In my community we have an organization which I am chairing. In this organization I sometimes give awareness on GBV and even on HIV/AIDS. I also give awareness on GBV and HIV/AIDS in my family.” (PG 2)
- ❖ “Yes, IRC work was very good for us women because had it been that things were rough so much that some of us would have ended up in commercial sex just to

survive, but that did not happen, thank God, IRC came and helped us to work and earn.” (DM 54).

IRC Teacher starts a women’s empowerment NGO in Guinea

Emily Sloboh was living in Yekepa, Nimba County, Liberia in 1990. She was doing business and was a second year accounting student. When the war came to Liberia, she fled to Guinea and was living in Lola in 1990 when some parents came together to organize a school. In those days she says, even those without any teacher training could teach. (Those who were highly educated didn’t want the low salary). She worked as a kindergarten teacher and treasurer for the PTA. Eventually she was promoted to headmistress of the lower elementary school. In addition to the teacher trainings provided by IRC, she also took advantage of courses offered at the vocational school studying tailoring and computers.

She explained, “My training helped me mobilize the women into a self help club where we started with low-rate loans. Some girls were into the sex trade and didn’t know about STIs and GBV. There was a lot of violence. The way IRC built my capacity, I counseled these women. I used the skills I received from IRC to talk to the women about the dignity of a woman. I called my fellow teachers to talk to the sex trade women. We started going from house to house to counsel them. They said, ‘Well, we’re not educated. It’s the only way we can survive.’ So I saw that if we taught them how to sew or bake they could improve their lives.”

Today’s Women International Network (TWIN) was founded in 2000 with Emily as the Executive Director (although she kept teaching with IRC until 2001.) She started looking for donors for the vocational trainings and TWIN has continued to develop, partnering with several international organizations. The network now employs several other former IRC teachers. In 2007, Emily Sloboh won the “Voices of Courage” award from the Women’s Commission for Refugee Women and Children. (See more at the organization’s website <http://www.twetwork.org/>).

Emily concluded, “I’m proud. From IRC I have decided to make use of what they taught me to create an organization that’s benefitting thousands today. Otherwise, I don’t know what I’d be today. A refugee saying, ‘If the UN doesn’t feed me, I won’t eat.’ I was just in South Africa for a women’s NGO meeting. I also went to Uganda for a reproductive health conference – all through IRC.”

Discussion

The good news is that women in the sample are pursuing further training at a rate higher than men, partly because they started out less well trained than men and partly because they felt empowered by the training they received by IRC. Perhaps due to the hiring policies of NGOs, we find higher rates of women engaged by NGOs. We also find a higher number of women describing themselves as “unemployed,” often choosing to

work at home or as petty traders. The bad news is that they describe ongoing sexual harassment in the workplace, claiming that they are often expected to trade sex for employment. In response to the systematic culture of sexual discrimination, we find a lower percentage of women than equally trained men working as teachers.

Nelly Stromquist's (1995) model of four dimensions of empowerment is useful to consider when thinking about the effects of the refugee teacher training on women and their pre- and post-repatriation lives. She proposes that a complete definition of empowerment must take into account four equally important components-- the psychological component (e.g. self confidence), the cognitive component (emancipatory knowledge), the economic component (generating and controlling resources), and the political component (participation in relations of power). When we apply this framework to women's experiences in this study, we can better understand that when we talk about the empowerment effects of the teacher training content and process, that empowerment is not necessarily universally experienced, but rather enhances different components of empowerment for individual women depending on their context.

In looking at the context of many women returning home to Sierra Leone and Liberia, faced with expectations of sexual exploitation and harassment to receive and maintain a paying job as a teacher, we must also question what low rates of participation in the teacher corps actually means. If the teacher training truly did empower women on psychological, cognitive, economic, and political levels, as interviews with some women indicated, then not participating in the education sector as a teacher may not be an indication of weak long term effects of the training, but rather an indication that women have an increased ability to choose not to participate in exploitative structures for their livelihood. Instead, women may be deliberately choosing to go to alternative structures (e.g., NGOs) outside of the formal education system to cultivate and activate their agency to rebuild and develop their societies once they repatriate. While sexual harassment is prevalent outside of the educational system as well, women may feel that there is more compliance with sexual harassment policies in NGOs and more recourse when it does happen. Among those women who have continued to teach in schools after repatriation, there are also likely some who are exercising their agency against the oppressive

normative order of the education system, albeit in more subversive ways than circumventing teaching altogether (Stacki 2008).

In summary, gender is a very salient issue in the West African context. We heard several stories of the barriers that women face to employment and full participation in the reconstruction of their societies. Most troubling were the reports of ongoing sexual harassment in various areas of their lives, conveyed with a lack of surprise that it should be this way. Addressing gender discrimination in West Africa is a long-term project and there is still a long way to go. Teacher training can only do so much to address the issue. Yet given the barriers that women face, it is hopeful to see the progress made. Women pursued further training at higher rates than men, and women spoke of learning how to stand up for themselves and be self-reliant. There was definitely empowerment and enthusiasm among the trainees, but still obvious barriers to success. Perhaps we should use these results to rethink the model of change that posits that structural change will come through training and empowering individual agents. These women have shown that they used the training they received, but not always in the ways imagined by the program designers.

Addressing and ameliorating issues of gender inequity requires deep, structural changes in society, transforming not only institutions such as the educational system, but also the norms, values, and beliefs about the gendered roles of women and men in society. Increasing the number of female teachers and female students will not, by itself, alleviate the disparities in formal education between girls and boys. However, it may be a stepping stone to the larger, transformational changes that are needed to foster gender equitable societies.

Works Cited

- Acacia Consultants Limited. (2008). *A report of the study on socio-economic and cultural barriers to schooling in southern Sudan*. UNICEF. Retrieved October 27, 2009 from: [www.unicef.org/sudan/SOCIO-ECONOMIC AND CULTURAL BARRIERS TO SCHOOLING IN SOUTH ERN SUDAN.pdf](http://www.unicef.org/sudan/SOCIO-ECONOMIC_AND_CULTURAL_BARRIERS_TO_SCHOOLING_IN_SOUTH_ERN_SUDAN.pdf)
- Al-Mekhlafy, T. (2008). Strategies for gender equality in basic and secondary education: A comprehensive and integrated approach in the Republic of Yemen. In Tembon, M. and Fort, L. (Eds.) *Girls' education in the 21st century: Gender equality, empowerment, and economic growth* (pp. 269-277). Washington, DC: World Bank.
- Baldé, A. (2004). *The schooling experiences of Fulani Muslim girls in the Fouta Djallon region of Guinea: Forces influencing their retention in a rural secondary school of Dalaba* (Doctoral dissertation, Ohio University). Retrieved October 27, 2009 from: http://etd.ohiolink.edu/send-pdf.cgi/Balde%20Aissatou%20MBambe.pdf?acc_num=ohiou1103142410
- Brock, C. & Cammish, N. (1997). *Factors affecting female participation in education in seven developing countries*. Second edition. DfID. Retrieved October 27, 2009 from: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/f5/8e.pdf
- Casely-Hayford, L. (2008). Gendered experiences of teaching in poor rural areas of Ghana. In S. Fennell & M. Arnot (Eds.), *Gender education and equality in a global context: Conceptual frameworks and policy perspectives* (pp. 146-161). New York: Routledge.
- Desai, R., Dave, A. & Kotak, R. (2003). Why do girls drop-out from primary/elementary education? A case study of Sayla Taluka in Gujarat. In N. Sood (Ed.), *Management of school education in India* (pp. 107-115). New Delhi: APH Publishing.
- Dunne, M. & Leach, F. (2005). *Gendered school experiences: The impact on retention and achievement in Botswana and Ghana*. DfID. Retrieved October 27, 2009 from: <http://www.eldis.org/vfile/upload/1/document/0708/DOC17761.pdf>
- Huggins, A. & Randell, S. (2007). *Gender equality in secondary and tertiary education: What's happening to our girls? The experience of Rwanda*. Paper presented at South African Association of Women Graduates conference on "Drop-outs from school and tertiary studies: What is happening to our girls?" Capetown, South Africa. Retrieved October 27, 2009 from: www.ifuw.org/rwanda/media/art-education.pdf

- Herz, B. & Sperling, G. (2004). *What works in girls' education: Evidence and policies from the developing world*. Council on Foreign Relations. Retrieved October 27, 2009 from:
www.cfr.org/content/publications/attachments/Girls_Education_full.pdf
- Jones, D. (2006). *Education in Complex Emergencies: A Case Study of the IRC Guinea Education Program*. M.A. Thesis, Tufts University.
- Kirk, J. & Winthrop, R. (2008). Female classroom assistants: Agents of change in refugee classrooms in West Africa? In Maslak, M. (Ed.) (2008). *The structure and agency of women's education* (pp. 161-178). Albany: State University of New York Press.
- Mannathoko, C. (2008). Promoting education quality through gender-friendly schools. In Tembon, M. and Fort, L. (Eds.) (2008). *Girls' education in the 21st century: Gender equality, empowerment, and economic growth* (pp. 127-142). Washington, DC: World Bank.
- Munthali, J. (2004). The education of girls in Malawi: Access and retention. *Scottish Educational Review*, 36(1).
- Qureshi, S. (2004). Pakistan: Education and gender policy girl's education: A lifeline to development. Center for Policy Studies, Central European University. Retrieved October 27, 2009 from:
<http://snap.archivum.ws/dspace/bitstream/10039/11590/1/qureshi.pdf>
- Sayers, R. (1994). Gender differences in mathematics education in Zambia. *Educational Studies in Mathematics*, 26(4), 389-403.
- Smith, W. & Winthrop, R. (2002). Internal Evaluation of IRC Education Programs 1999-2002. International Rescue Committee, New York.
- Stacki, S. (2008). Structure and agency in India's teacher education policy: Women teachers' progress through a critical feminist lens. In Maslak, M. (Ed.) (2008). *The structure and agency of women's education* (pp. 49-66). Albany: State University of New York Press.
- Stromquist, N. (1995). The theoretical and practical bases of empowerment. In Medel-Anonuevo, C. (Ed.) *Women, education and empowerment: Pathways towards autonomy* (pp. 13-22). UNESCO. Retrieved November 11, 2009 from:
http://www.unesco.org/education/pdf/283_102.pdf
- Tapan, S. (2000). *A study of the increase of number of female teachers on the girl's enrollment in rural schools of Bangladesh*. UNESCO. Retrieved October 27, 2009 from: <http://unesdoc.unesco.org/images/0012/001251/125178EB.pdf>

Tembon, M. (2008). Overview. In Tembon, M. and Fort, L. (Eds.) *Girls' education in the 21st century: Gender equality, empowerment, and economic growth* (pp. 3-21). Washington, DC: World Bank.

Tenenbaum, S. (2004). *History and Lessons Learned, IRC Guinea: 1991-2004*. International Rescue Committee, New York.

Supporting teachers' training about the use of digital resources for pedagogical practice and promoting teaching practices adapted to this context is key to ensure that ICT is leveraged effectively. According to data from UNESCO, the peak in school closures was registered at the beginning of April 2020, when around 1.6 billion learners were affected across 194 countries, accounting for more than 90% of total enrolled learners (UNESCO, 2020[1]). In presence instruction, as teachers, students and schools all had to unexpectedly adjust to a novel situation. Such negative or negligible effects have been mainly attributed to uses of ICT that substitute for more innovation in Teacher Training in Sub-Saharan Africa. By Dr. Zacarias Alexandre Ombe, Mr. Jaime Alipio and Mr. Arnaldo Nhavoto (Pedagogical University of Mozambique).

I. INTRODUCTION

Training of teachers in Africa (Mozambique team) This paper takes the following priorities into consideration: development of national policies in the field of teacher training; promotion of a teaching system centred on the student; development of the qualities of initiative and autonomy; Introduction. 3. technologies; the practice of inter-disciplinarity; training of teachers as national development agents; and South-South and North-South co-operation in the field of teacher training. Additionally, refugees and immigrants are easy victims for discrimination and exploitation in the workplace. Some employers recognize the sense of urgency and desperation among these groups to keep their jobs, so they will have them take the less desirable and even dangerous roles. He accompanied the woman to and from the IRC for her first appointment, but assumed she would be fine on her own from then on. The next week, he received a call from her, crying and terrified. Most of them had such basic desires: to have their children succeed in school and to be able to put a roof over their heads. After everything they had already been through, they were doing all that they could to keep their families afloat in this new, scary place. Curious what you can do? Teaching is one of the most important professions in today's world. Why are teachers important? Find out their influence on individuals and society. Teachers are arguably the most important members of our society. They give children purpose, set them up for success as citizens of our world, and inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow, and teachers are that critical point that makes a child ready for their future. Why are teachers important? Let's count the ways! Photo by Nicole Honeywill on Unsplash. Why Teachers Are Important in Society. Reasons Why Teachers Matter. Children carry what they are taught at a young age throughout the rest of their lives. They will use what the