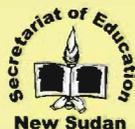


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SUDAN BASIC EDUCATION PROGRAM

Teaching career overview

Education in Southern Sudan is undergoing major changes and challenges as the climate in Sudan has changed from war to peace. These changes call for the importance of both men and women who can contribute to the future of Southern Sudan through education.

One of the challenges facing the Ministry of Education (MoE) is to address the imbalance between the number of girls and boys in schools created by history, tradition or custom, and the insecurity caused by the war. It is estimated that only 6% of the teaching force are women and in some regions, such as Upper Nile and Bahr el Ghazal, the percentage is as little as 2% and 5% respectively.

Although male teachers may encourage girls in schools, the presence of a woman teacher is particularly important. For girls who are studying in male dominated schools, the impact of this lack of women teachers is multi-faceted. Lack of female teachers in schools does not only discourage girls' enrollment, but may also influence parents' decision on whether or not to send their daughters to school.

Lack of women teachers also means there is a serious shortage of female role models in schools for both girls and boys. As for the girls, women teachers give them a sense of belonging, or inclusion to the school community. It also gives them the ambition to remain in school as they have women like themselves to emulate.



Why do we need female teachers?

- Women teachers encourage and advise girls to stay in school
- Women teachers set a good example for girls
- Women teachers advocate for girls' participation in school and in the community
- Women teachers can advise girls about menstruation and sexuality
- Women teachers share moral values and good behaviors with girls
- Women have important knowledge, ideas, and experiences to share with children
- Women teachers have a significant impact on the lives and learning of children
- A democratic education system for Southern Sudan needs to strive for gender equality at all levels - including teachers as well as students
- Becoming a teacher can give a woman greater self-confidence and self-esteem

Women teachers can:

- Advocate for girls and for gender equality within school decision-making processes
- Act as a role model to inspire and encourage girls to continue their studies
- Be particularly attune to the learning styles and needs of girls
- Be particularly aware of girls' personal safety and other needs
- Discuss personal issues such as sexuality, menstruation, or family concerns with girls
- Connect and communicate with mothers during home visits or community meetings

What does a teacher do?

Teachers are responsible for the intellectual, physical, emotional, social, and moral development of the learners. Kindergarten, primary, and secondary school teachers must teach their students the basic skills that they need across a wide array of topics such as math, English, science, history, and more. Teachers must have a great deal of patience, as well as an understanding of the child and youth development. Teachers also have a number of roles and duties. These include:

- Prepares lessons that are interesting and engaging for students
- Ensures that the learning space is safe and well organized
- Evaluates and keeps records of student work and their progress
- Monitors student attendance
- Attends parent conferences and school meetings
- Act as an advocate for children and for education within the community

What skills do I need to become a teacher?

Teaching refers to helping a person acquire knowledge and skills, either by directly passing on information or by facilitating self discovery. Effective teaching requires special knowledge, skills and attitudes that are developed through training, study, and experience. Following are the knowledge, skills, and attitudes that teachers should have to facilitate effective teaching:

1. Knowledge of the learning process
2. Attitudes that foster learning and good human relationships
3. Knowledge of the subject matter
4. Teaching skills
5. Understanding of each learner's abilities
6. Communication skills
7. Interpersonal skills

How do I become a teacher?

The Southern Sudan teacher education program allows women wanting to become teachers to select the type of delivery modes that suits their needs.

Pre-service

The pre-service program is a 2-year residential course held at the state teacher training institutes in Arapi, Aramweer, Panyagor, and Maridi National Teacher Training Institute. Pre-service is for secondary school leavers. This program lasts for two years and the course of studies includes English, Science, Math, Social Studies, Agriculture, Arts & Crafts, Business Education and other subjects taught in primary schools. A heavy emphasis is placed on Professional Teaching Studies. Students attend classes and carry out practical assignments in locations near the school. At least 3 months are spent in supervised teaching practice. Women who have finished secondary school can apply for the Pre-service program at a State Teacher Training Institute.

In-service

The In-service program is for those who have not completed secondary school but have completed primary 8 (P8). It is designed for people who are presently teaching and want to remain teaching while studying at the same time. The in-service program is also for people who would like to join teaching. This program lasts for four years. Women who have not completed secondary school, but have completed primary 8, can apply for the In-service program through a distance education system at the nearest County Education Center (CEC).

What if I haven't finished my primary school education?

Alternative Learning Program (ALP)

Women who have not completed primary 8 (P8) are encouraged to enter the Accelerated Learning Program in their county in order to complete P8 and gain eligibility to the program. Teachers who are currently teaching and had not completed their primary education are also encouraged to enroll for ALP so as to complete their primary education and then proceed to join the in-service teacher training. ALP runs at a flexible time to allow learners to study as they continue with their daily activities. English classes are offered for learners who are not familiar with the language.

What if I have limited English language skills?

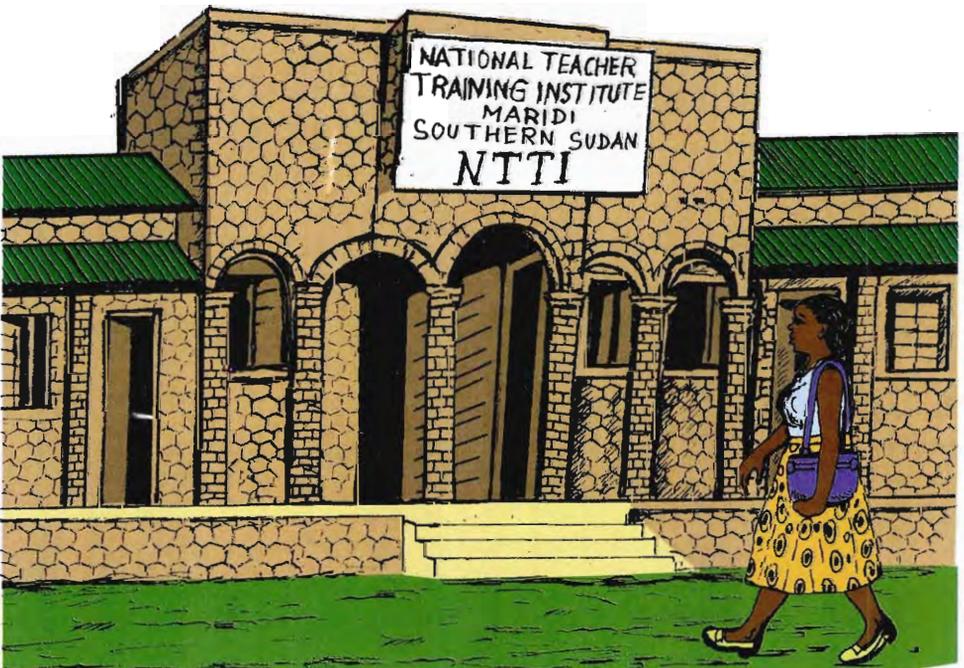
Intensive English Language program (IELC)

IELC provides a six month intensive English course especially for Arabic speaking teachers and those who have completed their secondary or primary education in languages other than English. Teachers with English difficulties are also encouraged to apply. The overall goal of the program is to improve the English language skills of primary school teachers in Southern Sudan to enable them to teach the primary school curriculum and improve their teaching skills through in-service courses and teacher training institutes. Women are encouraged to attend.

Assessment and Certification

Students in both the Pre-service and In-service programs will be assessed throughout their course of studies. There will be on-going assessment of student teacher work by tutors including end of year examinations. Student teachers will also be assessed on their teaching practice.

Students who successfully complete their studies will receive the Southern Sudan General Primary Teacher's Certificate.



Where do I go for training?

County Education Centers (CECs)

CEC's offer in-service training for primary 8 graduates. A few are listed below.

CEC	State
Kajokeji Teachers Training College	Bahr el Jebel
Yei Teachers Training College	Bahr el Jebel
Maridi	Central Equatoria
Rumbek	Lakes
Ikotos	Eastern Equatoria
Ler	Liech (Unity)

State Teacher Training Institutes (STTI's)

STTI's offer pre-service training. A few are listed below.

STTI	State
Arapi	Eastern Equatoria
Aramweer	Lakes
George Kori	Nuba Mountains
Yusuf Kuwa	Nuba Mountains

National Teacher Training Institute (s) (NTTI)

You can also go for training at the National Teacher Training Institute in Maridi County, Western Equatoria.

Note: For more information about the Southern Sudan Teacher Education Program, contact your county education office, an NGO working in education in your area, or the Ministry of Education office near you.

But I cannot afford the school fees!

The Ministry of Education (MoE) recognizes the urgent need to increase the number of women teachers in Southern Sudan. MoE wants more girls to become teachers and more adult women to be trained as teachers. To accomplish these goals, the MoE has developed the Gender Equity Support Program (GESP) to provide a fee subsidy for interested individuals. For more information on the GESP please contact SBEP in Maridi.

Job satisfaction

- Helping to re-build Southern Sudan
- Helping young people to become happy and productive citizens
- Ability to work with PTAs and community members on the importance of education, especially for girls, e.g., being an important member of the community
- Satisfaction of helping all young people, but especially encouraging girls to remain in school and be successful students
- A satisfying professional career with an income to help support oneself or a family