

CPD QTS MATERIALS

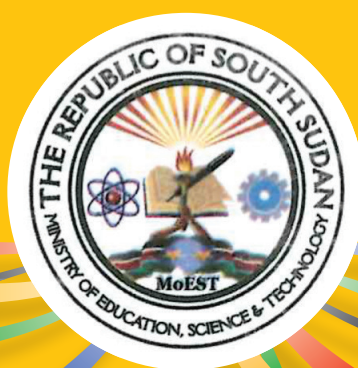
Teachers's Handbook

Part Time In-Service QTS Programme
Professional Studies

Course 8: Inclusion

(5 days, 1 Credit)

South Sudan



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Module 1:

Special Educational Needs

This module explores the variety of special needs that learners might have and how these needs might be met in the classroom.

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Learning Outcomes:

By the end of the module, teachers will be able to:

- Identify different special needs they might encounter
- Design programmes and approaches that can help address these needs

Key Concepts

Teachers are likely to encounter a range of SEND in ECD and Primary Schools.

Many learners who are not severely disabled might nevertheless have special needs.

The teacher must be aware of these needs and try to meet them through different approaches and programmes.

Design programmes to meet different special needs.

Outline

Session	Content
1	<ul style="list-style-type: none">• <i>Activity 1 – Read through the Human Rights articles in the Background Information. Select 3 or 4 articles which you think are in strong support of inclusion and equity. Write and illustrate these below.</i>
2	<ul style="list-style-type: none">• <i>Activity 2 – Create a poster which illustrates how Inclusive the school curriculum is. There should use elements from this session (the framework) and the session before break about inclusion more generally.</i>
3	<ul style="list-style-type: none">• <i>Activity 3 – Work in pairs to consider some adaptations to the way you organize lessons to cater for this range of Special Educational Needs.</i>
4	<ul style="list-style-type: none">• <i>Activity 4 – Prepare a short presentation to explain some ways in which learners with SEN can be supported in the subject you have been allocated.</i>

Background information

The Vision

A new country needs a new curriculum. In setting out this curriculum for our young people, we set out our ambitions for the nation; for peace and prosperity, for growth and development, for harmony and for justice. The education of young people of South Sudan should be firmly rooted in their rich culture and heritage and to enable them to grow into true citizens of the world.

For all countries, the 21st Century is a time of rapid technological growth and social change, and the school curriculum must ensure that young people are well prepared to meet both its challenges and its opportunities. The curriculum has to prepare young people not just for today, but for the changing life ahead.

It is no longer possible to learn enough at school to last a lifetime. The pace of change is too rapid. Young people need to grow in confidence to face the challenges ahead of them, and they need to develop a love of learning so that they can become successful lifelong learners and continue to operate effectively in a rapidly changing knowledge economy.

To achieve the ambitions of the country, we need a vibrant and dynamic curriculum; a curriculum that will provide challenge to all learners; a curriculum that can stimulate and inspire; an inclusive curriculum that provides for all learners, whatever their needs, background or ambitions; a curriculum that excites imaginations, raises aspirations and widens horizons.

A curriculum that will allow our new nation to develop in prosperity and harmony, and which will prepare our young people for the 21st Century.



Values and Principles

In order to build a modern society where young people can prosper and achieve their aspirations, the curriculum needs to be built on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their South Sudanese identity. Justice, democracy, tolerance and respect need to be more than words; they need to become an essential part of the curriculum and young people's lives.

Human rights and gender equity must become the norm.

Young people's understanding of, and commitment to, these values is essential to the country's future, and must therefore permeate the curriculum. To achieve this, the curriculum must be based on firm and shared values, and adhere to a set of clear principles.

Values

Education in South Sudan will be based on a shared commitment to:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

Principles

The South Sudan Curriculum should provide:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem solving and emotional intelligence
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

Course 8 School-based Activity

As this is the final course, there is no between-course task. The participants should submit a presentation that explains the steps a teacher and the school as a whole should take to promote gender equity. The presentation should also set out a plan for an ideal classroom that has a positive and helpful enabling environment. It should consider the possible challenges to the promotion of gender equity and the creation of positive and enabling environments and suggest solutions to those challenges. It should explain how all this relates to the guidance and theory.

Course 8 Assessment Requirements

The participant will submit a portfolio that:

- Explains the steps a teacher and the school as a whole should take to promote gender equity
- Sets out a plan for an ideal classroom that has a positive and helpful enabling environment
- Examines possible challenges and solutions
- Explains how this relates to the guidance and theory

Human Rights

My right to learn

I do not have to earn
The right to learn.
It's mine.
And if because
Of faulty laws
And errors of design
And far too many places where
Still far too many people do not care –
If because of all these things, and more,
For me, the classroom door,
With someone who can teach,
Is still beyond my reach,
Still out of sight,
Those wrongs do not remove my right.

So here I am. I too
Am one of you
And by God's grace,
And yours, I'll find my place.

We haven't met.
You do not know me yet
And so
You don't yet know
That there is much that I can give you in return.
The future is my name
And all I claim
Is this: my right to learn.

By Robert Prouty

What is the UNCRC?

The **United Nations Convention on the Rights of the Child**, or UNCRC, is the basis of all of Unicef's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).



A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org/uk/crc/op](https://www.unicef.org/uk/crc/op)

The Right to Quality Education

Obligations to ensure the right to quality education

- Develop children's personalities, talents, and mental and physical abilities to their fullest potential
- Promote respect for human rights and fundamental freedoms, and prepare children for a responsible life in a spirit of peace, tolerance, equality and friendship
- Promote respect for the child's, his or her parents' and others' cultural identity, language and values
- Promote respect for the natural environment
- Ensure the child's access to information from a diversity of sources
- Ensure that the best interests of children are a primary consideration
- Promote respect for the evolving capacities of children in the exercise of their rights
- Respect the right of children to rest, leisure, play, recreation, and participation in arts and culture

Sources: Article 26, Universal Declaration of Human Rights; articles 3, 5, 6, 12, 17, 29, 31, Convention on the Rights of the Child; article 13, International Covenant on Economic, Social and Cultural Rights; and article 24, International Convention on the Rights of Persons with Disabilities (opened for signature 30 March 2007).

What links disability, human rights and the Sustainable Development Goals?

In 2006 the United Nations Convention on the Rights of Persons with Disabilities (CRPD) came into force. The CRPD is one of nine core international human rights treaties and it includes 33 core articles covering all areas of life.

In February 2016, 161 out of 193 United Nations Member States or over **80% of countries have ratified the CRPD**. Once a country ratifies this means that the country is legally bound to implement the core 33 articles and must report on their progress in writing to the United Nations on a periodic basis.

According to the 2011 World Report on Disability by the World Health Organisation/World Bank, there are an estimated **1 billion persons with disabilities worldwide**. The same report states that **1 in 5 of the world's poorest people have disabilities**. Disability is both a cause and consequence of poverty, yet international policy-makers and stakeholders have not historically recognised or prioritised this issue within international development efforts.

After three years of intense intergovernmental negotiations United Nations Member States adopted the 2030 Agenda for Sustainable Development in September 2015. The 2030 Agenda has 17 goals for sustainable development and 169 targets. There are 11 explicit references to persons with disabilities in the 2030 Agenda, and disaggregation of data by disability is a core principle.

The 2030 Agenda and the Sustainable Development Goals (SDGs) will influence the direction of global and national policies relating to sustainable development for the next 15 years. If the 2030 Agenda is going to be successful all of the UN Member States - **193 countries - must include persons with disabilities** in their national plans for implementation and monitoring.

Cognition and Learning Difficulties

- Specific Learning Difficulties (SPLD)
- *E.G. Dyslexia, Dyscalculia,*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Inclusion and Special Educational Needs

It is essential that all young people are enabled to access education. They must all be included. This includes those with disabilities, those from minorities and those with particular learning difficulties. The curriculum will apply to all schools and learners, but the way in which it is interpreted and taught will need to be adapted to ensure that all learners are included. Schools should aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible. To do this, schools will need to consider:

- Creating effective learning environments
- Providing appropriate support to learners with special educational needs
- Providing specialist equipment or materials where appropriate
- Varying teaching approaches where necessary to ensure that all learners are learning

Learners with visual impairment should have opportunities to access and have physical contact with artefacts and materials, and, where necessary, texts in Braille. Learners with hearing impairment should have opportunity to experience sound through physical contact with musical instruments and other sources of sound. Provision should be made for these learners to learn and use sign language where necessary.

Session 1

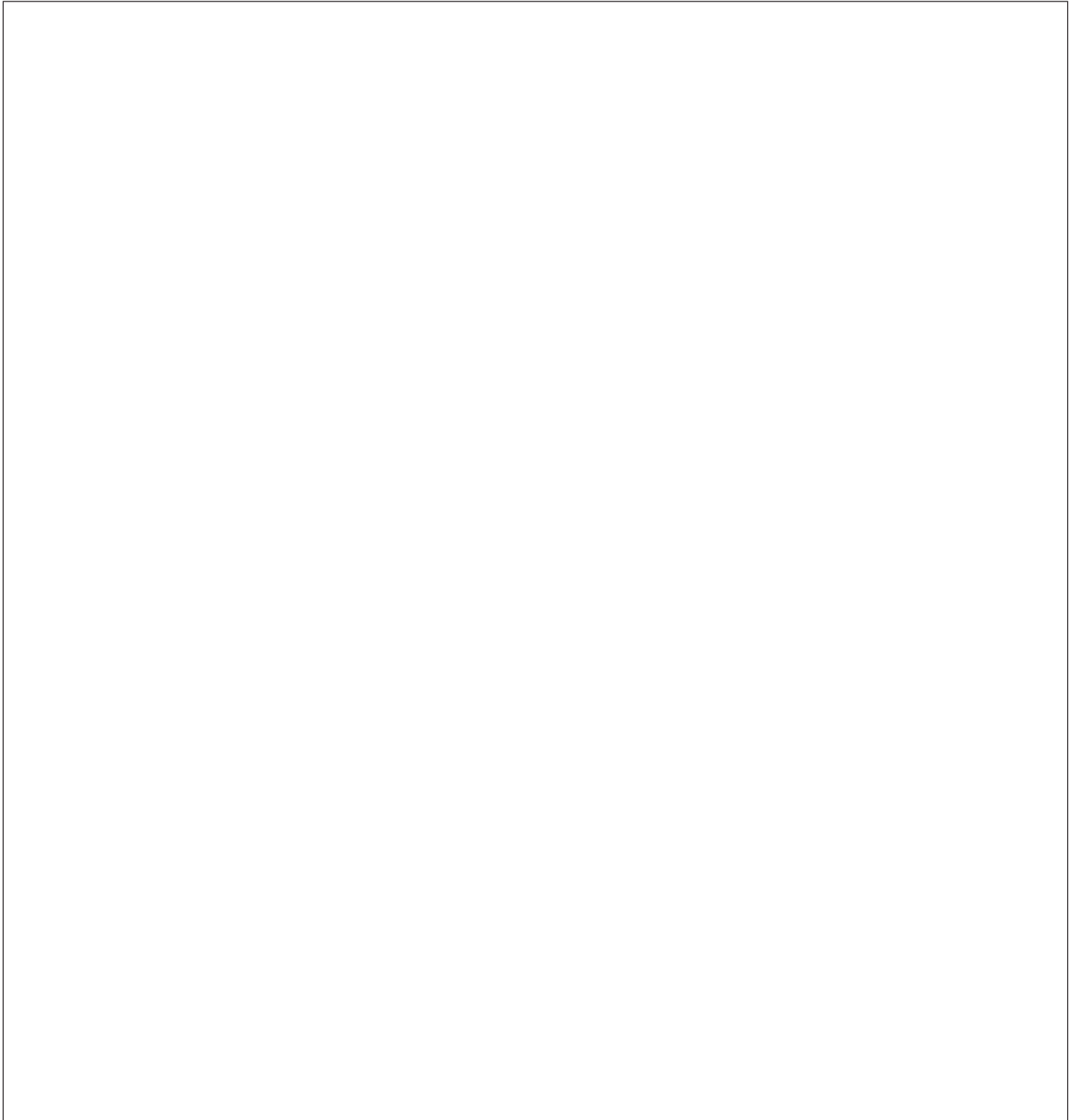
Activity 1

Read through the Human Rights articles in the Background Information. Select 3 or 4 articles which you think are in strong support of inclusion and equity. Write and illustrate these below.

Session 2

Activity 2

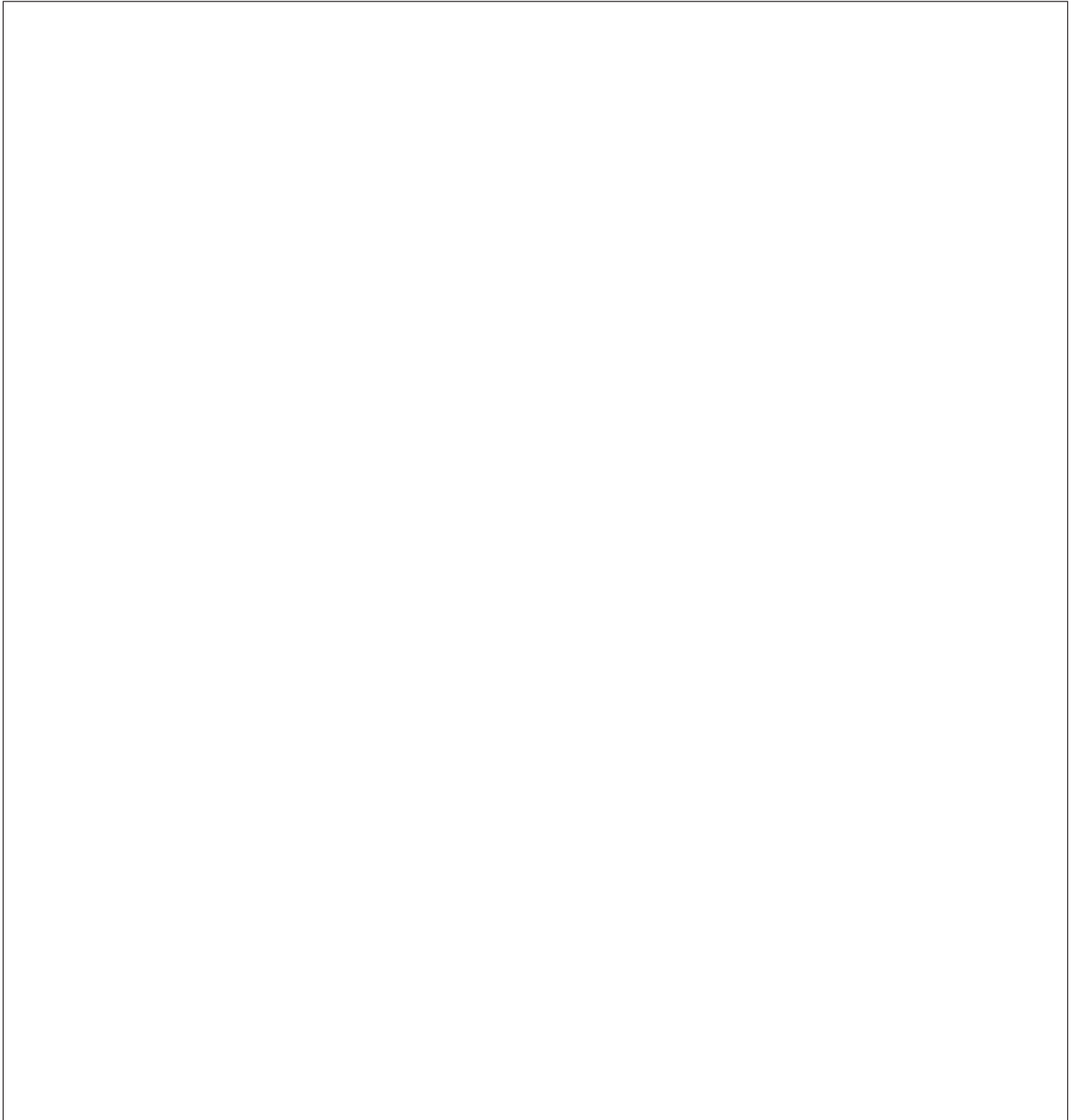
Create a poster which illustrates how Inclusive the school curriculum is. There should use elements from this session (the framework) and the session before break about inclusion more generally.

A large, empty rectangular box with a thin black border, intended for students to create a poster illustrating an inclusive school curriculum. The box occupies most of the page below the instructions.

Session 3

Activity 3

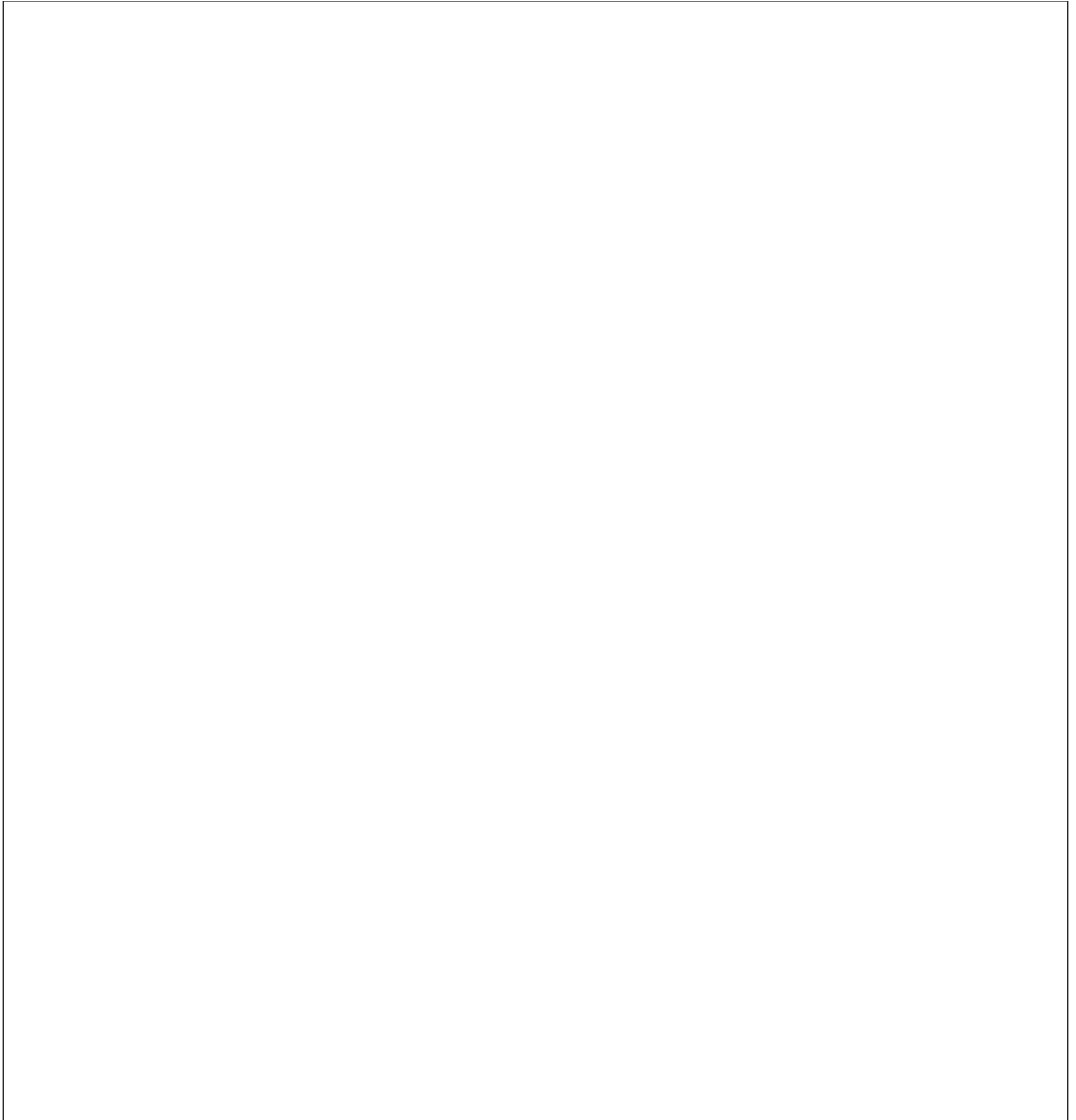
Work in pairs to consider some adaptations to the way you organize lessons to cater for this range of Special Educational Needs.



Session 4

Activity 4

Prepare a short presentation to explain some ways in which learners with SEN can be supported in the subject you have been allocated.







Module 2: Gender Equity

This module explores the importance of gender equity for schools and for the country and how schools can promote this.

Module 2: Gender Equity

This module explores the importance of gender equity for schools and for the country and how schools can promote this.

Learning Outcomes:

By the end of the module, teachers will be:

- Familiar with the issues surrounding gender equity in schools
- Aware of the programmes that exist to promote gender equity

Key Concepts

There is at present a significant issue with gender equity in education.

There are programmes to address this.

All teachers must take steps to address the issue in the classroom.

There are key factors causing the significant issue with gender equity in education.

All teachers must take steps to address the issue in the classroom.

Related Professional National Standards:

7.3 teachers have proper and professional regard for policies and practices of the school in which they teach.

Outline

Session	Content
1	• <i>Activity 1 – Write an opposite fact sheet. ‘Teachers and schools must intentionally enforce gender equity....’</i>
2	• <i>Activity 2 – Prepare some ‘True or False’ role plays that demonstrate the appropriate language to use in the classroom to promote gender equity.</i>
3	• <i>Activity 3 – Prepare three, 1 minute Radio Broadcasts to encourage communities to send girls to school. Each of the three broadcasts should contain a different theme.</i>
4	• <i>Activity 4 – Reflect independently on your practice relating to gender equity. Write a short action plan to help you plan for change in your community.</i>

Background information

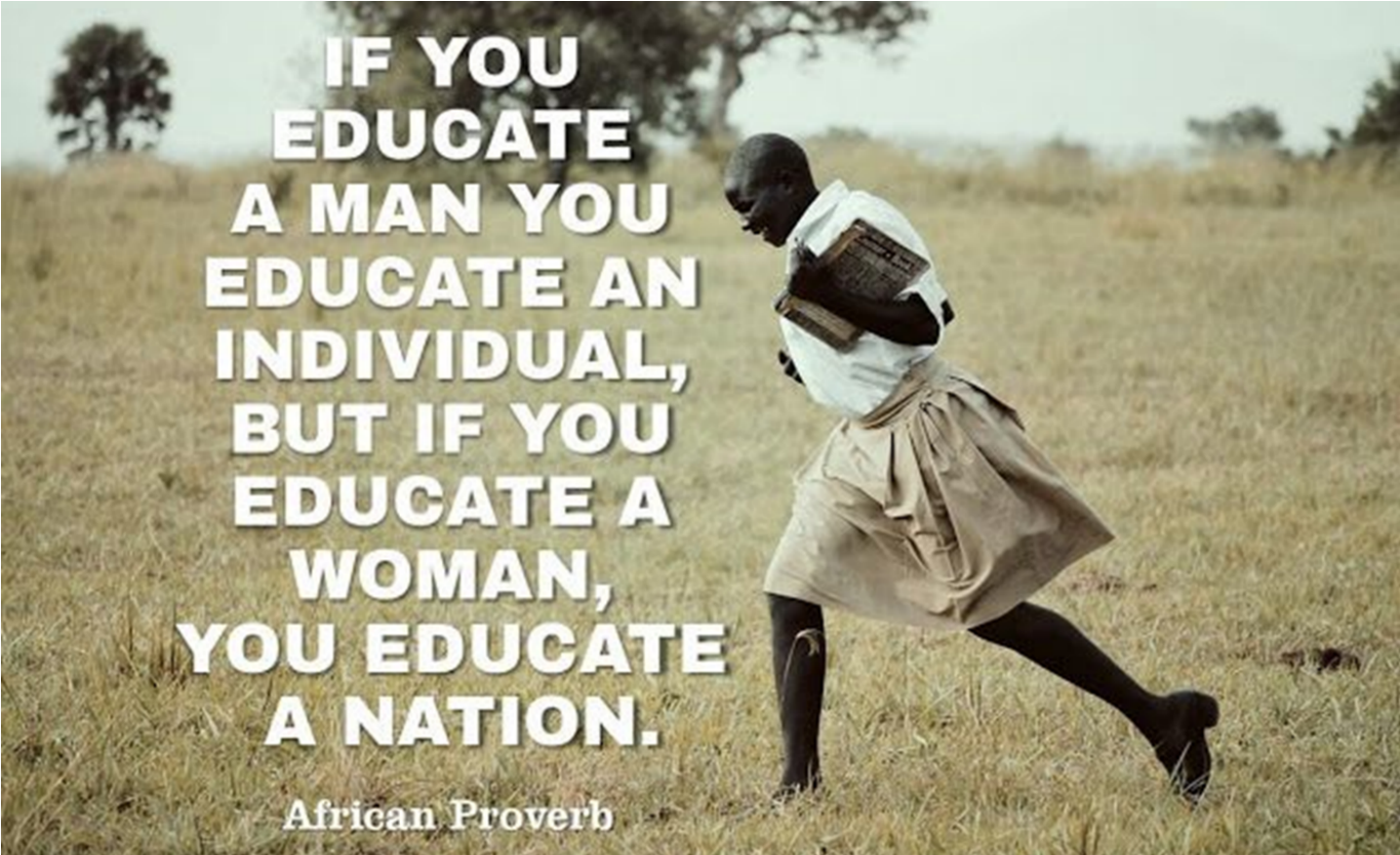
From the Curriculum Framework:

The curriculum applies equally to male and female learners. There is no subject that applies to only one gender.

Schools need to ensure that all learners have equal access to the curriculum, regardless of gender. To this they need to consider:

- Giving equal support and encouragement to girls as well as boys
- Ensuring that gender stereotypes are avoided and challenged
- Setting equally high expectations for both genders
- Making sure that the school is welcoming to both genders
- Ensuring that girls as well as boys are listened to with respect and given full opportunity to contribute to lessons
- Encouraging girls to attend and supporting them to achieve

Every encouragement needs to be given to girls to help them complete their schooling successfully.



**IF YOU
EDUCATE
A MAN YOU
EDUCATE AN
INDIVIDUAL,
BUT IF YOU
EDUCATE A
WOMAN,
YOU EDUCATE
A NATION.**

African Proverb



Educate a woman and you
educate her family. Educate a
girl and you change the future.

Queen Rania of Jordan

quotefancy

About UN Women

Work and Priorities

UN Women is the United Nations entity dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities:

- Women lead, participate in and benefit equally from governance systems
- Women have income security, decent work and economic autonomy
- All women and girls live a life free from all forms of violence
- Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action

UN Women also coordinates and promotes the UN system's work in advancing gender equality, and in all deliberations and agreements linked to the 2030 Agenda. The entity works to position gender equality as fundamental to the Sustainable Development Goals, and a more inclusive world.

Status of Women

Gender equality is not only a basic human right, but its achievement has enormous socio-economic ramifications. Empowering women fuels thriving



economies, spurring productivity and growth. Yet gender inequalities remain deeply entrenched in every society. Women lack access to decent work and face occupational segregation and gender wage gaps. They are too often denied access to basic education and health care. Women in all parts of the world suffer violence and discrimination. They are under-represented in political and economic decision-making processes.

Over many decades, the United Nations has made significant progress in advancing gender equality, including through landmark agreements such as the Beijing Declaration and Platform for Action and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Working for the empowerment and rights of women and girls globally, UN Women's main roles are:

- To support inter-governmental bodies, such as the Commission on the Status of Women, in their formulation of policies, global standards and norms.
- To help Member States implement these standards, standing ready to provide suitable technical and financial support to those countries that request it, and to forge effective partnerships with civil society.
- To lead and coordinate the UN system's work on gender equality, as well as promote accountability, including through regular monitoring of system-wide progress.



WORLD BANK GROUP

Girls' Education

- 1) Girls' education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education acquiring the knowledge and skills to compete in the labor market; learn the socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.
- 2) Girls' education is a strategic development priority. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers. They are more likely to participate in the formal labor market and earn higher incomes. All these factors combined can help lift households, communities, and countries out of poverty.
- 3) According to UNESCO estimates, around the world, 132 million girls are out of school, including 34.3 million of primary school age, 30 million of lower-secondary school age, and 67.4 million of upper-secondary school age. In countries affected by conflict, girls are more than twice as likely to be out of school than girls living in non-affected countries. And in many countries, among girls who do enter primary school, only a small portion will reach and far fewer will complete secondary school.
- 4) Poverty is one of the most important factors for determining whether a girl can access and complete her education. Studies consistently reinforce that girls who face multiple disadvantages — such as low family income, living in remote or underserved locations or who have a disability or belong to a minority ethno-linguistic group — are farthest behind in terms of access to and completion of education.
- 5) Violence also prevents girls from accessing and completing education — often girls are forced to walk long distances to school placing them at an increased risk of violence and many experience violence while at school. Most recent data estimates that approximately 60 million girls are sexually assaulted on their way to or at school every year. This often has serious consequences for their mental and physical health and overall well-being while also leading to lower attendance and higher dropout rates. An estimated 246 million children experience violence in and around school every year, ending school-related gender-based violence is critical. Adolescent pregnancies can be a result of sexual violence or sexual exploitation. Girls who become pregnant often face strong stigma, and even discrimination, from their communities. The burden of stigma, compounded by unequal gender norms, can lead girls to drop out of school early and not return.
- 6) Child marriage is also a critical challenge. Girls who marry young are much more likely to drop out of school, complete fewer years of education than their peers who marry later. They are also more likely to have children at a young age and are exposed to higher levels of violence perpetrated by their partner. In turn, this affects the education and health of their children, as well as their ability to earn a living. Indeed, girls with secondary schooling are up to six times more likely to marry as those children with little or no education. According to a recent report, more than 41,000 girls under the age of 18 marry every day. Putting an end to this practice would increase women's expected educational attainment, and with it, their potential earnings. According to the report's estimates, ending child marriage could generate more than US\$500 billion in benefits annually each year.



Guidelines for Gender-Inclusive Language in English

These Guidelines include a number of strategies to help United Nations staff use gender-inclusive language. They may be applied to any type of communication, whether it is oral or written, formal or informal, or addressed to an internal or external audience.

When deciding what strategies to use, United Nations staff should:

- Take into account the type of text/oral communication, the context, the audience and the purpose of the communication;
- Ensure that the text is readable and the text/oral communication clear, fluid and concise;
- Seek to combine different strategies throughout the text/oral communication.

Gender in English

In English, there is a difference between “grammatical gender”, “gender as a social construct” (which refers to the roles, behaviours, activities and attributes that a given society at a certain time considers appropriate for men or women) and “sex” as a biological characteristic of living beings.

English has very few gender markers: **the pronouns and possessives** (he, she, her and his); and some nouns and forms of address. Most English nouns do not have grammatical gender forms (teacher, president), whereas a few nouns are specifically masculine or feminine (actor/actress, waiter/waitress). Some nouns that once ended in -man now have neutral equivalents that are used to include both genders (police officer for policeman/policewoman, spokesperson for spokesman, chair/chairperson for chairman).

A challenge for gender-inclusive communication in English is the use of the masculine form by default. For example, “Every Permanent Representative must submit his credentials to Protocol.”

Best Practices/Strategies

A number of strategies can be applied, when speaking or writing in English, to be more gender-inclusive:

1. Use non-discriminatory language

1.1 Forms of address

When referring to or addressing specific individuals, use forms of address and pronouns that are consistent with their gender identity.

There should also be consistency in the way women and men are referred to: if one of them is addressed by their name, last name, courtesy title, or profession, the other one should be as well.

1.2 Avoid gender-biased expressions or expressions that reinforce gender stereotypes

Discriminatory examples:

- “She throws/runs/fights like a girl.”
- “In a manly way.”
- “Oh, that’s women’s work.”
- “Thank you to the ladies for making the room more beautiful.”
- “Men just don’t understand.”

2. Make gender visible when it is relevant for communication

2.1 Using feminine and masculine pronouns

“Pairing” is the use of both feminine and masculine forms (he or she; her or his). It is a strategy that may be used when the author/speaker wants to explicitly make both women and men visible. **It is advisable not to overuse this strategy in English**, however, as it may be distracting to the reader, in particular in narrative texts. It may also create inconsistencies or render the text less accurate — for example, in legal texts.

The feminine and masculine forms can be alternated throughout the text. This strategy should be used with caution, however, in particular when its use may affect the meaning of the text, cause confusion or be distracting to the reader. It may be more appropriate to alternate masculine and feminine forms by paragraph or section, rather than by sentence or phrase.

Example: “When a staff member accepts an offer of employment, **he or she** must be able to assume that the offer is duly authorized. To qualify for payment of the mobility incentive, **she or he** must have five years’ prior continuous service on a fixed-term or continuing appointment.”

2.2 Using two different words

In cases in which highlighting gender would make the sentence more inclusive, two separate words can be used. This strategy should be used only when popular beliefs or preconceptions may obscure the presence or action of either gender.

Examples:

- “Boys and girls should attend the first cooking class with their parents.”
- “All of the soldiers, both men and women, responded negatively to question 5 in the survey.”

3. Do not make gender visible when it is not relevant for communication

3.1 Use gender-neutral words

Less inclusive	More inclusive
“Mankind”	→ “Humankind”; “humanity”; “human race”
“Plans to outsource some 19 services have not proceeded at the anticipated pace, as there are significant manpower shortages.”	→ “Plans to outsource some 19 services have not proceeded at the anticipated pace, as there are significant staffing shortages.”
“Man-made”	→ “Artificial”; “human-caused”

3.2 Using plural pronouns/adjectives

In informal writing, such as emails, plural pronouns may be used as a shortcut to ensure gender inclusiveness. Such strategies are not recommended in formal writing.

Example: “Before submitting your document, send it to the focal point for **their** review; **they** will return it to you with comments.”

3.3 Use the pronoun one

Less inclusive	More inclusive
“A staff member in Antarctica earns less than he would in New York.”	→ “A staff member in Antarctica earns less than one in New York.”

3.4 Use the relative pronoun who

Less inclusive	More inclusive
“If a complainant is not satisfied with the board’s decision, he can ask for a rehearing.”	→ “A complainant who is not satisfied with the board’s decision can ask for a rehearing.”

3.5 Use a plural antecedent

When referring to generic subjects, plural antecedents may be used in order to avoid gendered pronouns.

Less inclusive	More inclusive
“A substitute judge must certify that he has familiarized himself with the record of the proceedings.”	“Substitute judges must certify that they have familiarized themselves with the record of the proceedings.”

3.6 Omit the gendered word

Less inclusive	More inclusive
“Requests the Emergency Relief Coordinator to continue his/her efforts to strengthen the coordination of humanitarian assistance.”	“Requests the Emergency Relief Coordinator to continue efforts to strengthen the coordination of humanitarian assistance.”
“A person must reside continuously in the Territory for 20 years before he may apply for permanent residence.”	“A person must reside continuously in the Territory for 20 years before applying for permanent residence.”

3.7 Use the passive voice

The passive voice is not an appropriate option for all sentences in English, as employing the passive voice often changes the emphasis of the sentence. However, it does offer an option for avoiding gendered constructions.

Less inclusive	More inclusive
“The author of a communication must have direct and reliable evidence of the situation he is describing.”	“The author of a communication must have direct and reliable evidence of the situation being described.”

Benefits of Investing in Girls' Education

The yields from investing in girls' education are substantial. An educated girl is likely to increase her personal earning potential, as well as reduce poverty in her community. According to the World Bank, the return on one year of secondary education for a girl correlates with as high as a 25% increase in wages later in life. The effects carry from one generation to the next: educated girls have fewer, healthier and better educated children. For each additional year of a mother's education, the average child attains an extra 0.32 years, and for girls the benefit is slightly larger.

Improved literacy can have a remarkable effect on women's earnings. As stipulated in the 2013/4 Education for All Global Monitoring Report, in Pakistan, working women with high levels of literacy skills earned 95% more than women with weak or no literacy skills, whereas the differential was only

33 % among men. Educated women are empowered to take a greater economic role in their families and communities, and they tend to reinvest 90% of what they earn into their families.

Investing in girls' education also helps delay early marriage and parenthood. In fact, if all girls had secondary education in sub-Saharan Africa and South and West Asia, child marriage would fall by 64%, from almost 2.9 million to just over 1 million.

At the wider societal level, more educated girls lead to an increase in female leaders, lower levels of population growth and the subsequent reduction of pressures related to climate change. The power of girls' education on national economic growth is undeniable: a one percentage point increase in female education raises the average gross domestic product (GDP) by 0.3 percentage points and raises annual GDP growth rates by 0.2 percentage points.

Table 31: Selected Potential Benefits from Ensuring a Secondary Education for Girls

Domain	Estimated Potential impacts
Earnings and standards of living	Expected earnings in adulthood more than doubled Increase in labor force participation or working full time by up to one tenth Gain in perceptions of standards of living of up to one tenth
Child marriage and early childbearing	Virtual elimination of child marriage Reduction in early childbearing by up to three fourths
Fertility and population growth	Reduction in total fertility by about one third Increase in contraceptive use by a third from base Reduction in population growth by 0.6 percentage point
Health, nutrition and well-being	Increase in women's knowledge of HIV/AIDS by one tenth Increase in women's decision-making ability for health by more than a fourth Increase in women's psychological well-being Reduction in under-five mortality rate by up a fifth Reduction in under-five stunting rate by almost half
Agency and decision-making	Women more likely to exercise decision-making in the household Women possibly more likely to better assess quality of basic services Increase in likelihood of birth registration by one third
Social capital and institutions	Women more likely to report altruistic behaviors Women more likely to report ability to rely on friends when in need Women possibly more likely to better assess institutions and leaders
Potential economic costs from <u>child marriage</u>	Loss in human capital wealth from US\$ 63 billion for 13 countries Benefit from lower population growth through higher total wealth per capita of US\$ 26 billion in first year for 13 countries, cumulative over time

Source: THE COST OF NOT EDUCATING GIRLS EDUCATING GIRLS AND ENDING CHILD MARRIAGE: A PRIORITY FOR AFRICA 2018 Wodon et al. World Bank.

WHEN WE *successfully* INVEST IN GIRLS' EDUCATION

WOMEN'S EDUCATION HAS PREVENTED **4 MILLION** CHILD DEATHS IN THE PAST **40 YEARS**⁴

LIFE EXPECTANCY INCREASES



A CHILD WHOSE MOTHER CAN READ IS

50% MORE LIKELY TO LIVE PAST **AGE 5**⁵

WOMEN EARN MORE

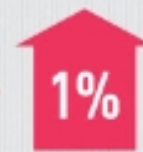
ONE ADDITIONAL **SCHOOL YEAR CAN INCREASE**



A WOMAN'S EARNINGS BY **10% TO 20%**⁵

INVESTING IN **GIRLS' EDUCATION** COULD BOOST AGRICULTURAL OUTPUT IN SUB-SAHARAN AFRICA BY **25%**⁶

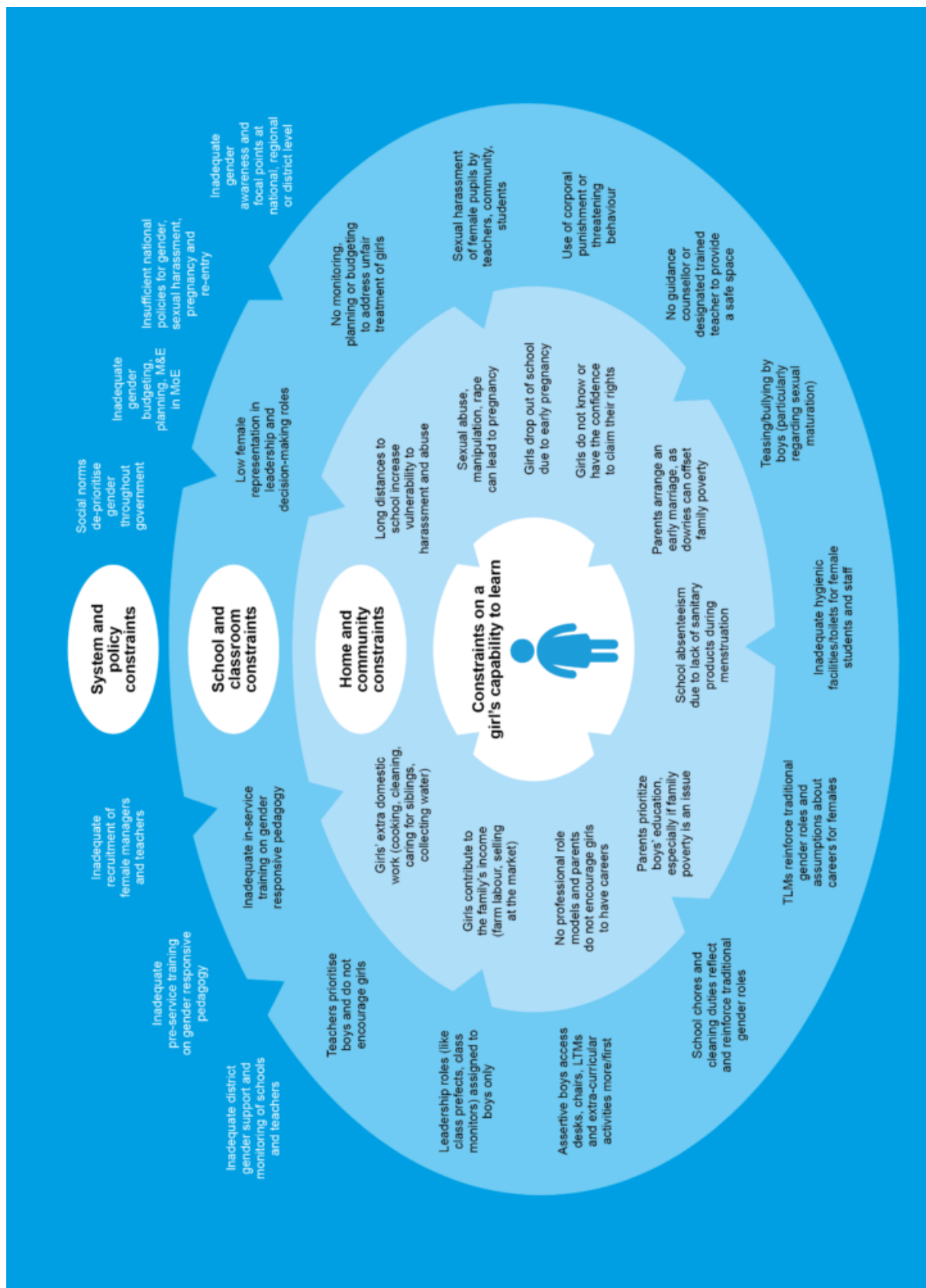
ECONOMIES PROSPER



1% INCREASE IN WOMEN WITH A SECONDARY EDUCATION RAISES A NATION'S ANNUAL PER CAPITA ECONOMIC **GROWTH BY 0.3%**⁷



Source: Global Partnership for Education



Source: UNICEF

Activity 1

Activity 1 Text:

Teachers and schools may unintentionally reinforce gender stereotypes.

We may:

- call on boys to answer questions more often than we call on girls;
- assign housekeeping tasks to girls and tool-using tasks to boys;
- reward boys for right answers and withhold praise from girls;
- criticize girls for wrong answers;
- give more responsibilities to boys than girls (such as being the head of the class or head of a group);
- make use of textbooks and other learning materials that reinforce harmful gender stereotypes.

Activity 4

Reflective Questions:

Take a moment to consider the following questions as you reflect on your own classroom and gender equity:

1. Do any texts I use omit girls and/or women? How are boys and/or men stereotyped?
2. Are females or males presented in stereotypically gendered roles in any texts I have selected? How might I teach students to be critical of the limitations in the gender roles presented in these texts?
3. Do I encourage empowering and non-sexist behaviors among my students? Do I discourage both female and male gender stereotypes?
4. In what ways do I encourage gender equity of voice and participation?
5. Do I ask girls as well as boys complicated questions? During discussions, do I inquire as diligently and deeply with female students as I do with male students?

Session 1

Activity 1

Write an opposite fact sheet. 'Teachers and schools must intentionally enforce gender equity...'

Session 2

Activity 2

Prepare some 'True or False' role plays that demonstrate the appropriate language to use in the classroom to promote gender equity.

Session 3

Activity 3

Prepare three, 1 minute Radio Broadcasts to encourage communities to send girls to school. Each of the three broadcasts should contain a different theme.

Broadcast 1

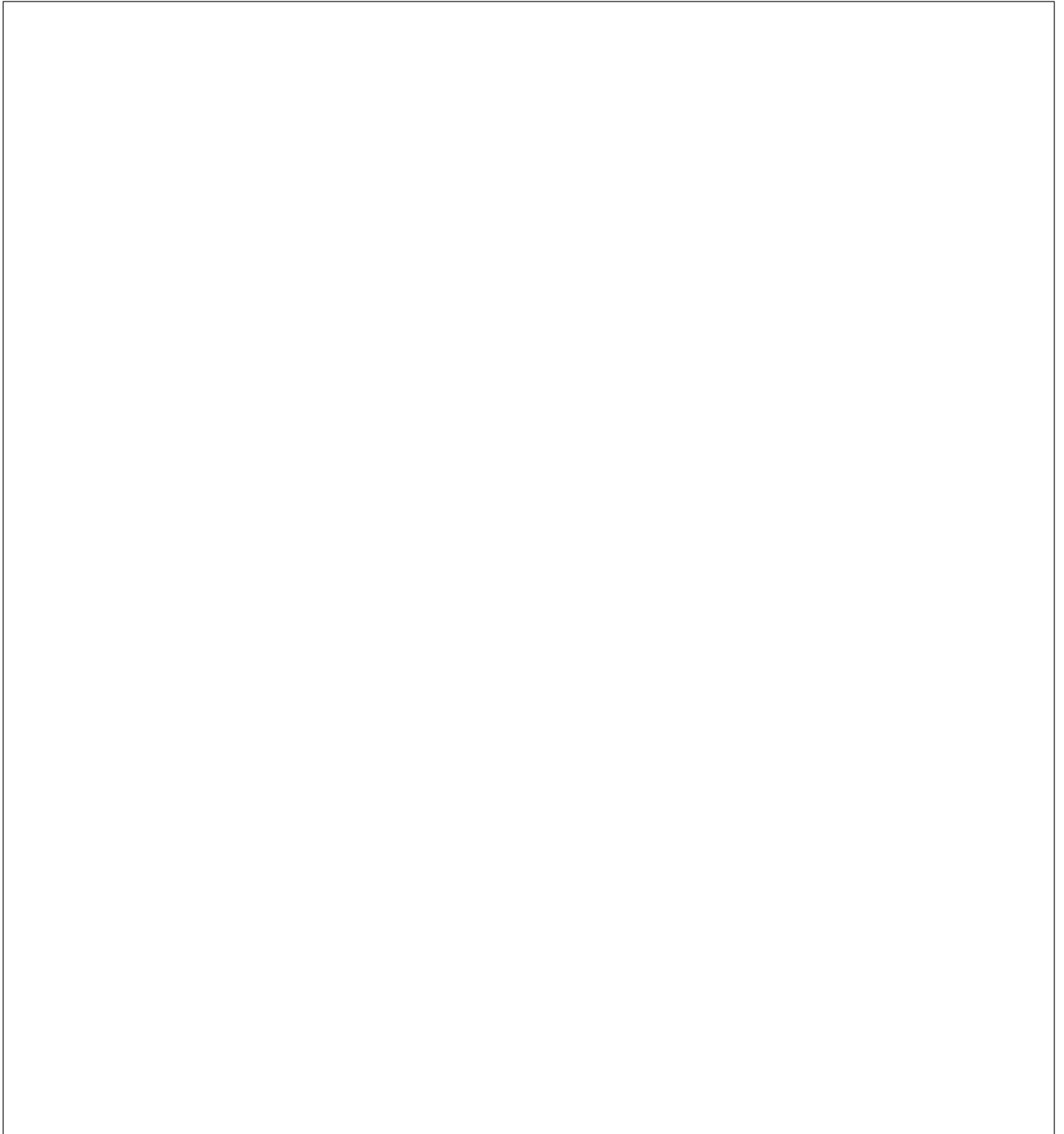
Broadcast 2

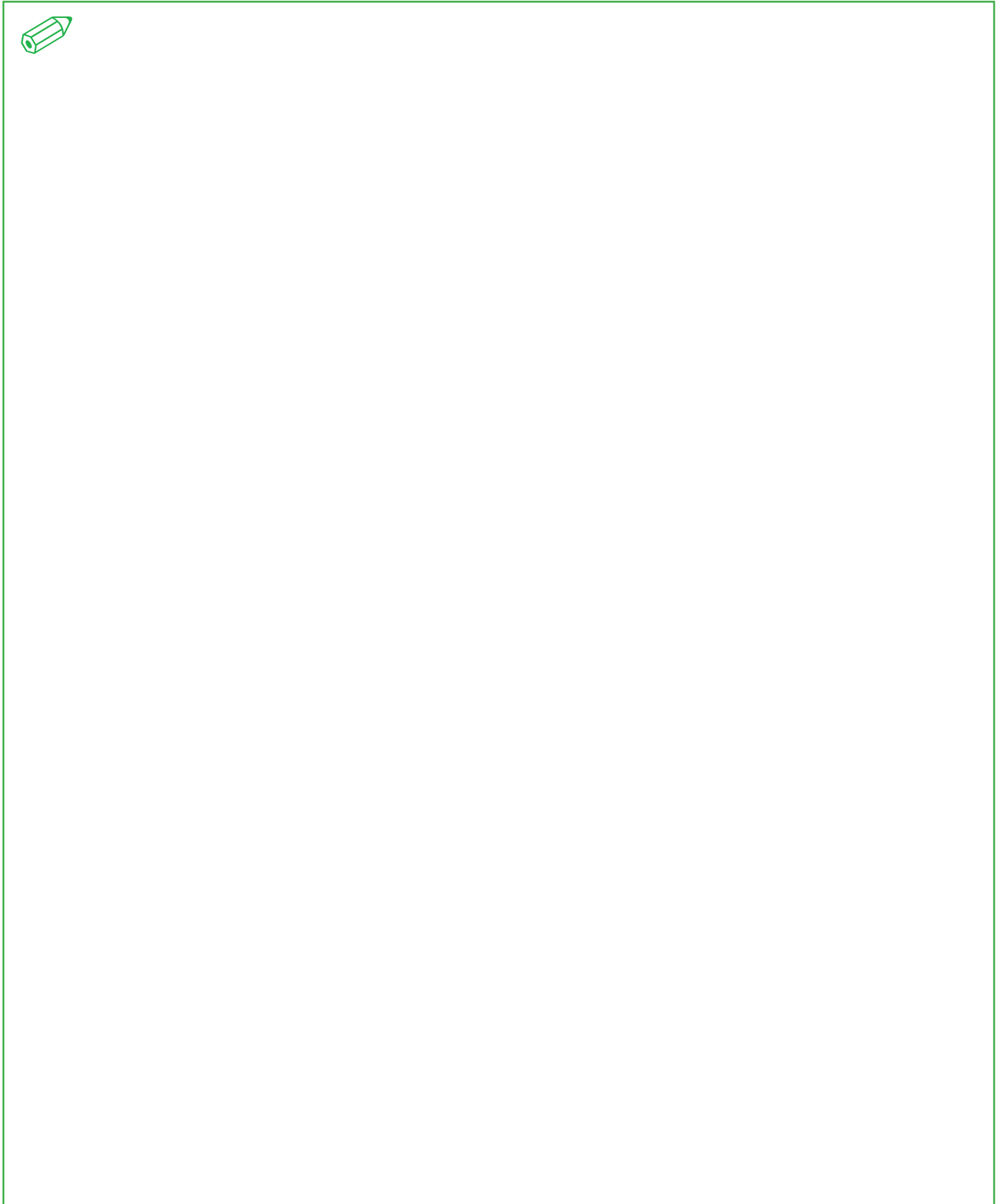
Broadcast 3

Session 4

Activity 4

Reflective Questions





Module 3: Creating Inclusive Environments

This module explores the importance of creating an inclusive environment in the school and classroom.

Module 3: Creating Inclusive Environments

This module explores the importance of creating an inclusive environment in the school and classroom.

Learning Outcomes

By the end of the module, teachers will:

- Understand the key features and importance of an inclusive environment
- Be able to create an enabling environment in the classroom.

Key Concepts

The key features of inclusive environments are set out in the Curriculum Framework

It is the responsibility of all teachers to create these environments

Related Professional National Standards:

5.1 Teachers treat all learners fairly and establish an environment that is respectful, supportive and caring to include differences in gender, ethnicity, language, culture, religion and ability.

Outline

Session	Content
1	<ul style="list-style-type: none">• <i>Activity 1 – Write a list of things you could/should do to make your classroom environment more inclusive.</i>
2	<ul style="list-style-type: none">• <i>Activity 2 – Prepare an inspection report that describes an ‘excellent’ inclusive school.</i>
3	<ul style="list-style-type: none">• <i>Activity 3 – Plan and prepare a training session about Inclusion for teachers in your school. Sub-headings for the training session could include: Introduction; Definition of Inclusive Schools; Different aspect of inclusion; SEN; Gender Equity; Inclusive Environments; Human Rights; Supporting Agencies.</i>
4	<ul style="list-style-type: none">• <i>Activity 4 – Presentations.</i>

Background information

From the Curriculum Framework:

Enabling Learning Environments

In order to achieve the wider aims, the context and environment of learning need to be enabling. This means that the physical environment should be interesting and should stimulate learners' imaginations. It should encourage girls to participate and succeed. It should take account of learners with special educational needs. It should allow independent and practical learning to take place. The social environment should be encouraging and take account of different needs and concerns. Expectations should be high, and there should be personal support for all learners to meet the expectations.

Child Friendly School - UNICEF

In a child-friendly school, the style of teaching and learning will be centred on what is best for the learner. It will be geared towards bringing out the best in each learner as he or she strives to master the prescribed knowledge, skills and attitudes in the curriculum. Child-friendly schools will encourage the use of different teaching and learning methods appropriate for the children and the subject matter. This promotes multiple paths to knowledge and skills acquisition.

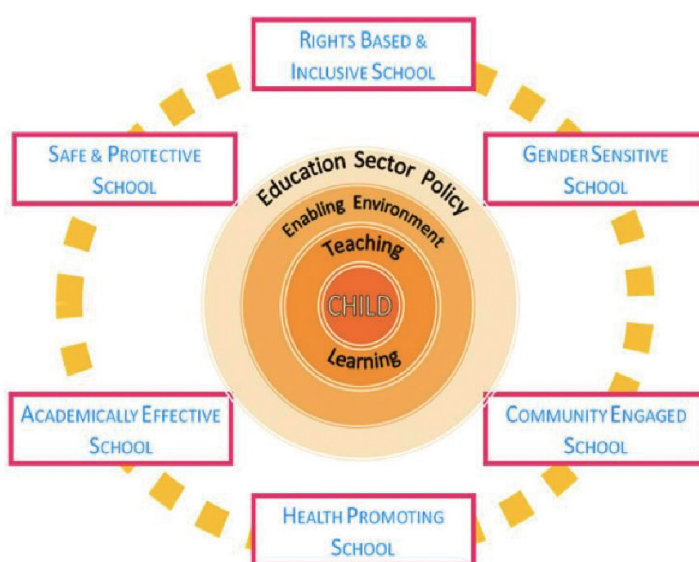
To facilitate multiple learning pathways, teachers will need to be reflective practitioners who:

- Strive to understand why some children do not do as well as others;
- Use different techniques and strategies to get children to learn and succeed;
- Operate on the basis that children can follow different learning paths to achieve success.

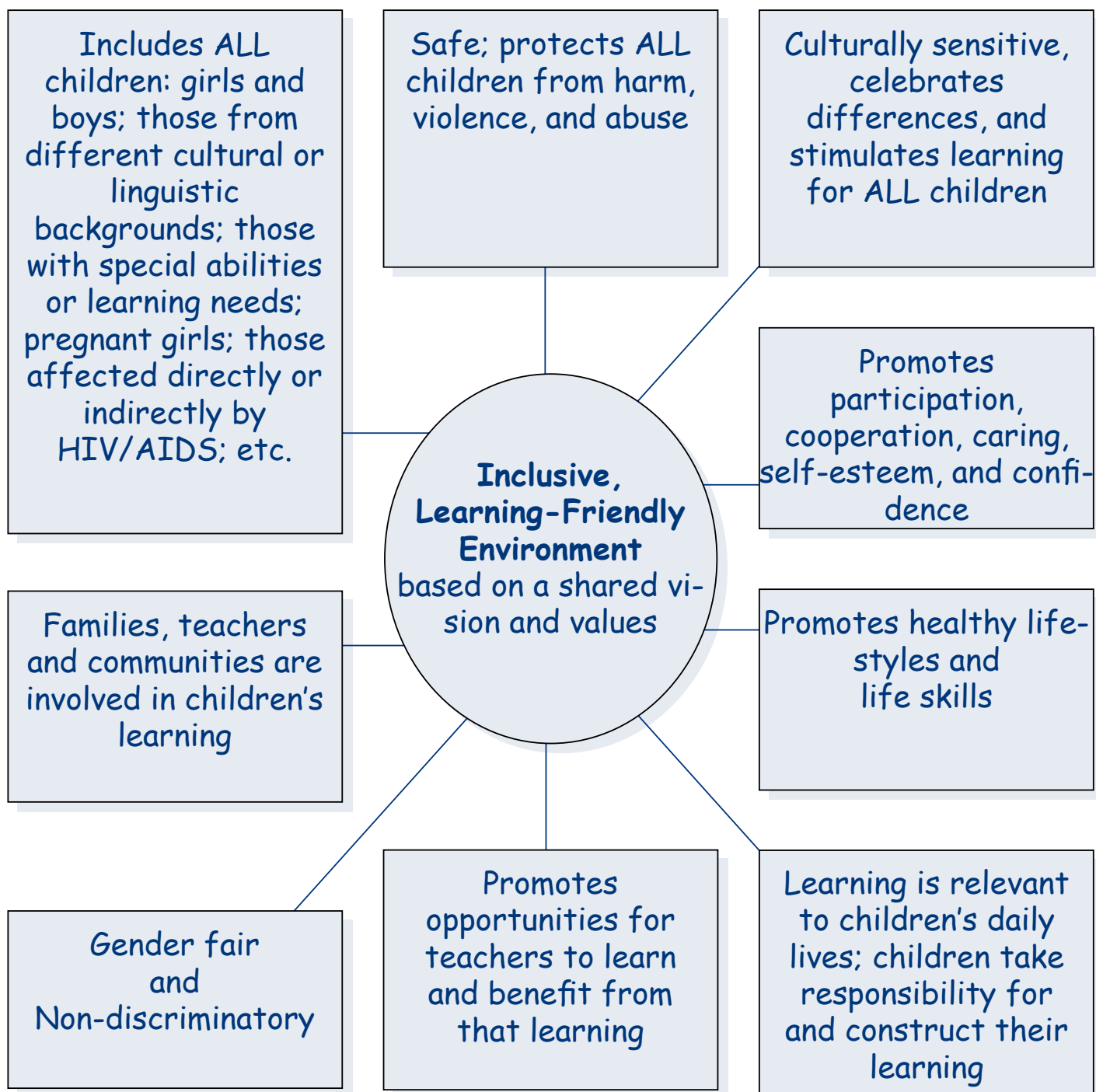
Teachers need training and support to accomplish this. Teachers as reflective practitioners are troubled when only half the class gets test questions right after a lesson, so they explore alternative teaching methods to help the failing half of the class raise their scores. As such, pedagogy in a child-friendly school will be based on such facts as:

- Children learn by exploring and expressing opinions just as much as they do by memorizing facts and following set rules;
- Children need to challenge other opinions in the process of learning just as much as they need to take certain facts on trust from those who know better;
- Children need the freedom to use their inner resources to solve problems just as much as they need guidance in making the best use of their natural talents as learners.

Models of Inclusive Environments



Anjali Shakya, 2017



Remember: Changing from a traditional school or classroom to one that is inclusive and learning-friendly is a process, not an event. It does not happen overnight. It takes time and teamwork. Yet, it can yield many benefits for us professionally and most importantly for our children, their families, and their communities.

Source: *Toolkit for Creating Inclusive, Learning-Friendly Environments*, UNESCO. 2015.



Phil Dexter, 2020

School Inspection Framework for South Sudan

Child Friendly Schools

The Ministry of General Education and Instruction of the Republic of South Sudan has adopted the Child-Friendly Schools (CFS) approach. This recognizes that each child is a vital member of society, and that every child's education is important to the nation's development. The Ministry has set out six key features that should characterise schools in South Sudan. These are as follows:

1. **Rights-based:** remembering that children's rights are also human rights.
2. **Effectiveness:** achieved where teachers are consistently present and girls and boys achieve meaningful learning outcomes.
3. **Equity and equality:** a CFS promotes equity and equality, especially gender equality.
4. **A protective environment:** a CFS shelters and protects its learners, providing them with a safe space in which to learn, grow and develop.
5. **Health promoting and health seeking:** a CFS is a 'talking school' that communicates important messages to learners, teachers and the surrounding community. Not least of these concerns health related knowledge and life skills. The CFS is a vibrant centre for dialogue, enabling learning to take place through interactions between teachers, learners, parents/carers and members of the community.
6. **Active community partnerships:** a CFS school establishes a special working relationship with the community in which it is located and with the parents of the girls and boys attending the school.

Framework Requirements: Section 7

Area 3: Teaching and Learning

When evaluating the quality of teaching and learning, inspectors will base their judgements on the extent to which:

- A supportive physical and social learning environment is established that encourages the co-operation and participation of all groups learners (girls, boys, and those with special education needs or disabilities)
- Clear learning objectives are set from the syllabus for lessons so that all learners understand what to do
- Effective learning activities are planned, based on the competencies, that enable all learners to attain the objective
- Necessary teaching and learning aids are prepared and there are enhancing experiences to help learners attain the objective, deepen learning and engage learners' interest
- Learners are given clear explanations and guidance that support their understanding and enables them to participate in their own learning
- A variety of methods are used appropriate to the intended learning that maintains learners' interest and involvement
- Teachers maintain a good pace to learning through using informal assessment and feedback and ensuring that learning is moving along
- Teachers recognise when groups and individuals need support and ensure that all learners, including those with special needs or disabilities, fulfil their potential
- Teachers use the assessment methods of the Assessment Guidance booklet to make end-of-unit assessments

Excellent

There is a very supportive physical and social learning environment that encourages the co-operation and participation of all learners (including girls, boys, and those with special education needs or disabilities). Teachers fully understand the new curriculum and its associated booklets of guidance. They set very clear learning objectives for lessons that are drawn from the syllabus, and ensures that these are understood by all learners.

Teachers use a good variety of methods appropriate to the intended learning that maintains learners' interest and involvement. The key learning activities are based on the competencies, and enable all learners to attain the objective. Textbooks are enhanced by a wide range of resources and experiences that deepen learning and engage learners' interest.

Teachers give very clear explanations and helpful guidance that supports learners' understanding and enables them to participate in their own learning. A very good pace to learning is maintained through using informal assessment and feedback that enables learners to make progress. Teachers recognise when groups and individuals need support and ensures that no one is left behind. End-of-unit assessments are made according to the Assessment Guidance booklet.

Lesson Observation Form

Learning environment	Ex	G	S	NS
There is a supportive learning environment				
The arrangement of classroom furniture allows movement, group work and learner-centred activities				
The environment is enhanced with stimulating displays				
Learners are encouraged to ask questions and express opinions				
Mistakes and “wrong answers’ are dealt with encouragingly				
Teaching and learning methods	Ex	G	S	NS
All learners are helped to understand the lesson objectives at the start of the lesson				
Learning activities are effective in promoting the lesson objectives				
The teacher asks questions that encourage learners to think critically and suggest ideas.				
All learners (girls, boys and those with special needs or disabilities) are encouraged by the teacher to be engaged in the lesson				
Textbook activities are used well and enhanced by teaching aids				
Curriculum Competencies: the lesson promotes:	Ex	G	S	NS
Critical and Creative thinking.				
Communication.				
Co-operation.				
Culture and Identity.				
Assessment and support	Ex	G	S	NS
The teacher uses a range of informal assessment methods (observation, conversation & product) to find out how well learners are progressing				
Learners are given feedback that enables them to understand what to do next				
Teacher maintains good pace to the lesson by monitoring progress				
Overall judgement for Teaching and Learning				

Attitudes and behaviour	Ex	G	S	NS
Learners engage positively in the lesson and behave well				
Learners work independently and also co-operate well in groups and pairs, showing respect for others				
Class rules and code of conduct are understood and followed by learners				
Overall judgement for Attitudes and behaviour				

Framework Requirements: Section 7

Area 4: Care and Conduct of the Learners

When evaluating the quality of care and the conduct of the learners, inspectors should consider the extent to which:

- The school meets the criteria for a Child Friendly School
- Lessons are encouraging and relationships with learners are positive
- The school listens to learners' concerns and gives effective support to all groups
- The school actively promotes equal opportunity and tackles discrimination
- Learners have positive attitudes to learning
- Learners respond well to the school's expectation of behaviour
- Learners respect each other and co-operate well with those from other groups and backgrounds
- The school promotes good attendance and punctuality

Excellent

The school meets all the criteria for a Child Friendly School. All lessons are encouraging and relationships with all learners are very positive. The school has very good systems for listening to learners' concerns and gives very effective support to all groups. The school is very effective in promoting equal opportunity and tackling discrimination.

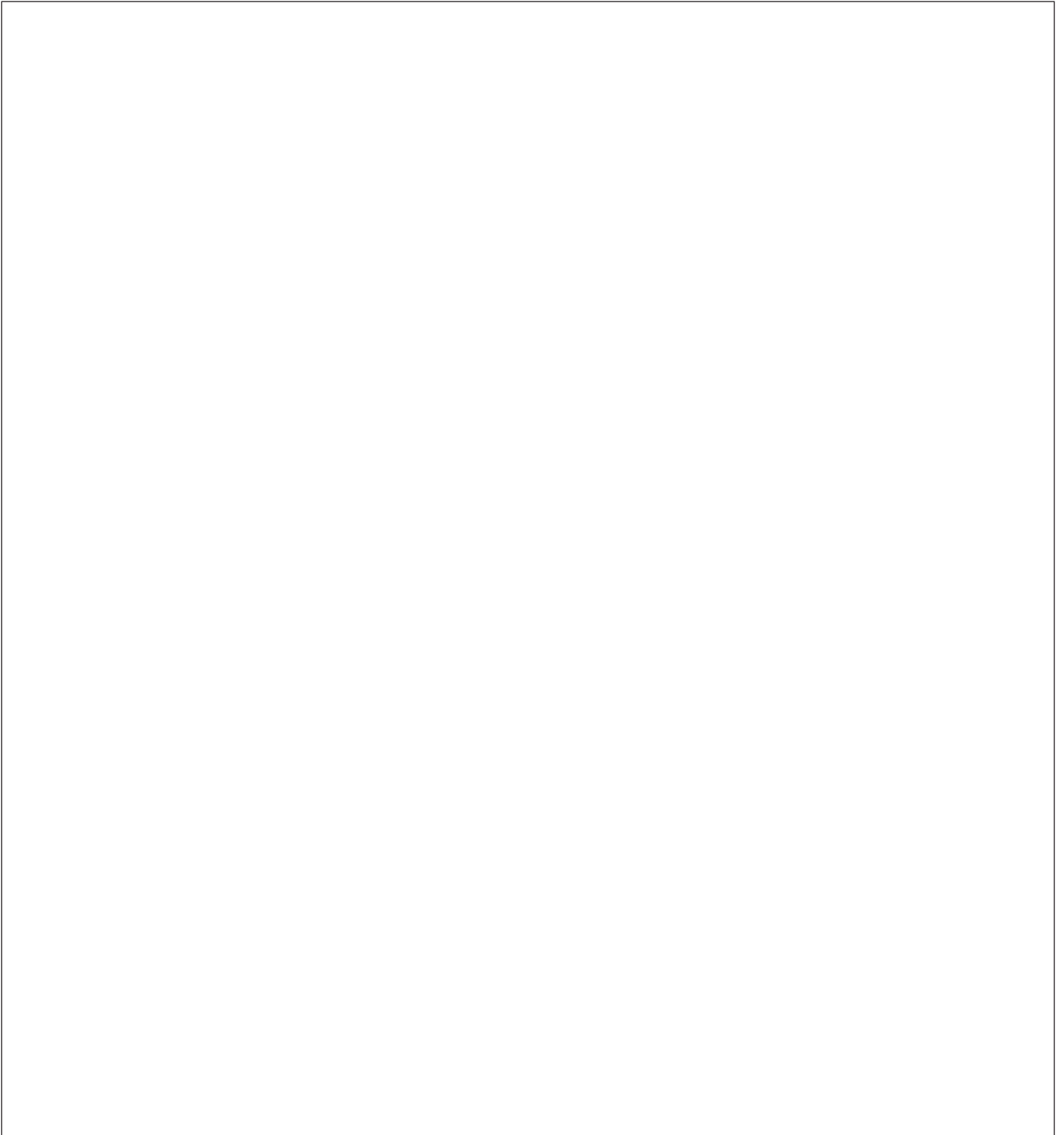
Learners have very positive attitudes to learning and work enthusiastically in lessons. They respond very well to the school's expectation of behaviour. They respect each other and co-operate very well with those from other groups and backgrounds.

The school is very successful in promoting good attendance and punctuality.

Session 1

Activity 1

Write a list of things you could/should do to make your classroom environment more inclusive.

A large, empty rectangular box with a thin black border, intended for the student to write their list of ideas for making the classroom environment more inclusive.

Session 2

Activity 2

Prepare an inspection report that describes an 'excellent' inclusive school.

Session 3

Activity 3

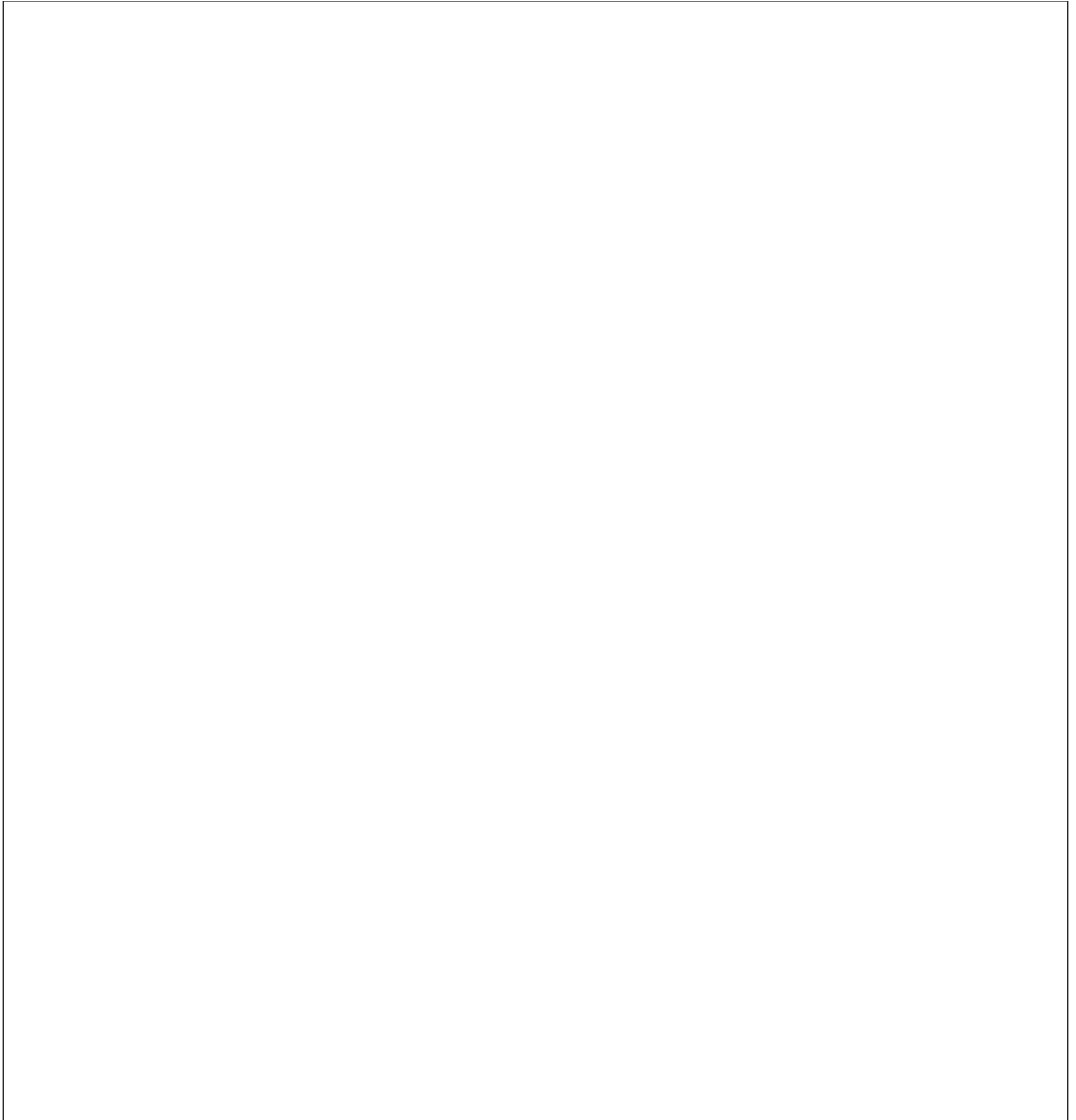
Plan and prepare a training session about Inclusion for teachers in your school.

Sub-headings for the training session could include: Introduction; Definition of Inclusive Schools; Different aspect of inclusion; SEN; Gender Equity; Inclusive Environments; Human Rights; Supporting Agencies.

Session 4

Activity 4

Presentations. Use this space to write notes about what you liked in the presentations from other teachers.







Module 4: AES Programmes

This module explores the nature of AES Programmes and their importance in including all young people in education.

Course 8: Inclusion

Module 4: AES Programmes

This module explores the nature of AES Programmes and their importance in including all young people in education.

Learning Outcomes:

By the end of the module, teachers will:

- Understand the nature of the Programmes and their importance in including all young people in education

Key Concepts

The Accelerated Learning Programme (ALP)

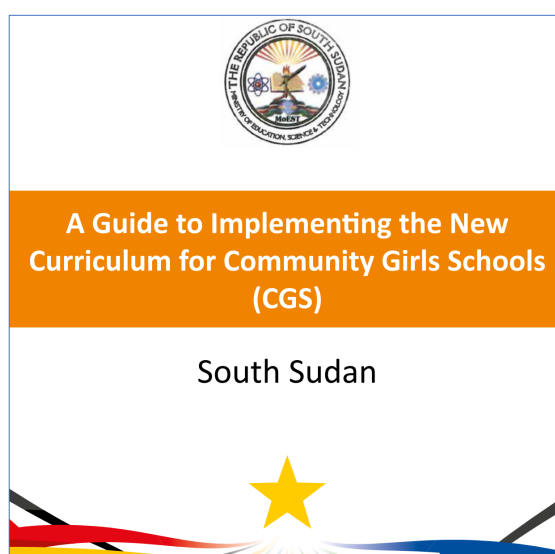
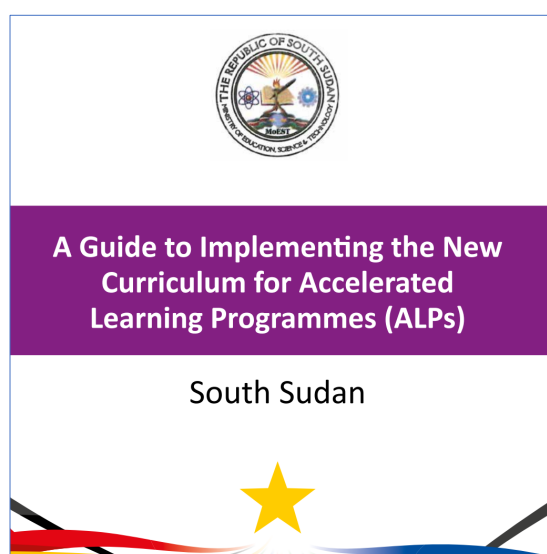
The Community Girls Schools Programme (CGS)

Related Professional National Standards:

5.1 Teachers treat all learners fairly and establish an environment that is respectful, supportive and caring to include differences in gender, ethnicity, language, culture, religion and ability.

Resources

For this module it would be useful to have copies of the Guidance Document for ALP and CGS as well as the Subject Overviews.



Outline

Session	Content
1	<ul style="list-style-type: none">• <i>Activity 1 – Ask teachers to consider how teaching and learning in ALPs is similar and different to teaching and learning in Primary Schools. They should write a description as if it is a guide for teachers new to ALP.</i>
2	<ul style="list-style-type: none">• <i>Activity 2 – This is a similar question to Activity 1, but a focus should be on the challenges of promoting gender equity within a school for girls only.</i>
3	<ul style="list-style-type: none">• <i>Activity 3 – Write a script to help teachers adopt this approach to feedback during another science lesson.</i>
4	<ul style="list-style-type: none">• <i>Activity 4 – Design a learning activity (and related learning outcome) that is suitable for CGS or ALP. Build a sequence of learning towards it and beyond it.</i>

Background information

Accelerated Learning Programme (ALP)

Subject Content and ‘Condensing’

As ALP learners are older than Primary-School pupils, the content of some of the primary syllabus units has been adapted to reflect their greater life experiences. A few of the primary syllabus units are still relevant, but most have been altered to include more mature subject matter. This is described in the ‘Learn About’ section of each syllabus unit.

As ALPs are delivered over four years, rather than the standard eight years of primary education, the syllabus has had to be condensed. For each subject of the primary curriculum that is to be taught in ALPs, a number of considerations were taken into account in the condensing process, as outlined below.

Maths and Science

These are content-based syllabuses and the syllabus units set out this content. Because there are relatively few Maths and Science syllabus units in the primary curriculum (between three and six per year), they can all be covered within the reduced time of ALPs. It is important that they are all covered, to ensure that key content is not missed.

Social Studies

Although there are a few more primary Social Studies syllabus units (seven per year), it is mostly possible to cover them all in a shorter time. Some units have been combined by looking for similarities between the two years that form an ALP level. The higher-level learning expectations are maintained in the ALP units, so that learners are able to reach the aims of the curriculum. New contexts have been written for most ALP units. These are outlined in each ‘Learn About’ section.

English and National Languages

Although English and National Languages have far more primary syllabus units, covering them more quickly than in formal schools does not pose a major problem. This is because the learning outcomes are more important than the syllabus unit contexts. It is important to maintain the range of units, however, to ensure width of vocabulary. The range of literature in the higher grades has been maintained, but the syllabus has been reduced by providing fewer examples of each genre. Drama has not been omitted as it provides an engaging and effective strategy for developing language. In many cases the ALP units have a new context for learning, to reflect the age of learners. This is described in the ‘Learn About’ section.

Here is an example of how primary English syllabus units have been combined and condensed to create ALP English units.

Unit	Primary English 1
1	Greetings
2	Myself
3	Our house
4	Our school
5	Our environment
6	Transport and travel
7	Accidents and safety
8	Health and hygiene
9	Nutrition
10	Weather
11	Occupations
12	Games and sports
13	Telling time
14	Peace
15	Technology

Unit	Primary English 2
1	Politeness
2	Myself
3	Our school
4	Our home
5	Economic activities
6	Health and hygiene
7	Nutrition
8	Our environment
9	Sports and games
10	Accidents and safety
11	Children's rights
12	Peace and security
13	Social events
14	Technology

ALP Level 1					
New Unit	Title	Learning Outcomes	Old Unit Contexts		Cross-cutting Issues
			P1	P2	
1	Polite greetings	P1	1	1	PE & LS
2	Introducing myself	P1	2	2	LS
3	House and home	P1	3 & 4	3 & 4	LS
4	Transport and travel	P1	6		E & S
5	Our environment	P1	5	8	E & S
6	Health and hygiene	P1	8	6	LS
7	Food and drink	P1	9	7	LS
8	Weather	P2	10		E & S
9	Economic activities	P2	11	5	LS
10	Sports and games	P2	12	9	
11	Peace, security and human rights	P2	14	11 & 12	PE
12	Technology	P2	15	14	

The Language of Instruction during ALP

In ALP Level 1 and Level 2, the language of instruction needs to be chosen by school leaders. If it is necessary for it to be a National Language, this language should be selected by the school to fit local needs and circumstances. At this early stage of their formal education, learners are likely to be developing basic literacy and numeracy skills, so they need

practical experiences and concrete examples. As shown in the table below, English will also be taught from Level 1. The balance of National Language and English Instruction should be selected by the school. The table below shows an example if circumstances mean that a National Language should form a strong part of teaching from the beginning.

ALP			
Level 1	National Language	1st half	All learning in national language (ABC; simple texts)
		2nd half	Increasingly complex texts in national languages
	English	1st half	All oral language
		2nd half	Almost all oral with some ABC and decodable text
Level 2	National Language	1st half	All learning in national language (more complex texts)
		2nd half	A transition to English as the language of instruction
	English	1st half	Learned as a subject - simple texts, grammatical features
		2nd half	Transition to this as language of instruction

Section 4: Inclusion, Special Educational Needs and Gender Equity

It is essential that all young people are able to access education. This includes those with disabilities, those from minority groups and those with particular learning difficulties. The curriculum applies to both male and female learners. There is no subject that applies only to one gender.

To ensure that the curriculum provides opportunities for every student to experience success in learning and to achieve the highest possible standard, ALP centres should:

- Create effective learning programmes
- Provide appropriate support to learners with special educational needs
- Provide specialist equipment or materials where appropriate
- Vary teaching approaches where necessary to ensure that all learners are achieving
- Give equal support to both male and female learners and have equally high expectations for both genders
- Ensure that gender stereotypes are avoided and challenged
- Make sure that ALP centres are equally welcoming to all learners
- Ensure that all learners are listened to with respect and given full opportunities to contribute to lessons
- Encourage girls to attend and support them to achieve.

Community Girls Schools (CGS)

Target Audience and Purpose

The AES (Alternative Education Systems) Implementation Guide (2013) states:

This (CGS) programme provides quality basic education for girls aged 8-12 in villages that have no schools. It covers the lower cycle of primary education in three years and prepares girls to enrol in primary 5 in nearby primary schools. Although priority is given to girls, boys can make up 30% of the classes.”

CGS is characterized by:

- a condensed syllabus
- a faster learning process
- targeting marginalised female learners
- flexibility in the learning process and calendar

In addition to the aims of the new National Curriculum as set out in the Curriculum Framework and quoted above, CGS have the following specific aims as directed by the AES Implementation Guide:

The main objectives for CGS in South Sudan are:

- Increasing girls’ access to education in rural areas where there is little or no education opportunity for the girl-child.
- Increased access to quality primary education for poor and marginalized girls and boys in South Sudan.
- Creating learning opportunities for girls with physical disability.
- Advocates for marginalised girls and boys to enrol in CGS classes as a transitional process for children to join formal education at primary 5.
- Provide learners with opportunities to acquire desirable knowledge, skills, values and attitudes.
- Create a learning environment that will encourage learners to develop logical thought and critical judgment.
- Promote self-expression, self-discipline and self-reliance.

- Encourage parents and communities to support and participate in the provision of basic education.
- Poor and marginalized girls and boys who complete primary 1-4 of quality education, are more equipped to access and continue the upper grades of government primary education
- Local women are recruited, trained and are continuously developing their skills as para professional teachers, benefiting financially, and developing increasing influence and status in communities.

In order for all learners to prosper and achieve in a modern society, the curriculum is built on a clear set of values that permeate learning. These values have shaped the planning of the CGS syllabus and should become embedded in a young persons’ approach to life. These values explain that education in South Sudan will be based upon a shared commitment to:

- Human rights and gender equity * Respect and integrity
- Peace and tolerance * Compassion and social justice
- Democracy and national pride

In order for these values to permeate the curriculum, the curriculum must adhere to a set of clear principles. These principles explain that the South Sudan Curriculum should provide:

A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness

- An environment of empowerment that promotes independence, individual learning, critical thinking, problem solving and emotional intelligence
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

CGS teachers should reflect frequently upon these values and principles due to their significance in relation to the future of the country. Teachers should consider the effectiveness of their own teaching in ensuring that these values and principles are becoming an essential part of the curriculum and of young people's lives.

Learners in CGS work towards the aims of the National Curriculum in order to become:

- Good citizens of South Sudan
- Successful life-long learners
- Creative and productive individuals
- Environmentally responsible members of society.

Subject Content and 'Condensing'

As CGS learners are generally a little older than Primary-School pupils, the content of some of the primary syllabus units have been adapted to reflect their greater life experiences and the fact that most of them are girls. Some of the primary syllabus units are still relevant, but most have been altered to include more mature subject matter. All primary syllabus units promote gender equity, peace, respect and human rights as demonstrated through the values base that the curriculum is founded upon. This means that syllabus units should not therefore need adjusting in order to include gender equity to support CGS. It is recognised however that at the time of writing, there is a national (and international) need to promote gender equity. This means that the content of many syllabus units for CGS include more opportunities to explore issues relating to gender equity such as stereotyping, forced marriage and healthy relationships. This is described in the 'Learn About' section of each syllabus unit.

As CGS are three year programme across P1 – 4 rather than the standard four years in primary education, the syllabus has had to be condensed. For each subject of the primary curriculum that is to be taught in CGS, a number of considerations were taken into account in the condensing process, as outlined below.

Maths and Science

These are content-based syllabuses and the syllabus units set out this content. Because there are relatively few Maths and Science syllabus units in the primary curriculum (between three and six per year), they can all be covered within the reduced time of CGS. It is important that they are all covered, to ensure that key content is not missed.

Social Studies

Although there are a few more primary Social Studies syllabus units (seven per year), it is mostly possible to cover them all in a shorter time. Some units have

been combined by looking for similarities between the two years that form a CGS Grade. The higher-level learning expectations are maintained in the CGS units, so that learners are able to reach the aims of the curriculum. New contexts have been written for some CGS units as discussed in the previous section in response to the older age range. These are outlined in each 'Learn About' section.

English

Although English has far more primary syllabus units, covering them more quickly than in formal schools does not pose a major problem. This is because the learning outcomes are more important than the syllabus unit contexts. It is important to maintain the range of units, however, to ensure width of vocabulary.

The range of literature in the higher grades has been maintained, but the syllabus has been reduced by providing fewer examples of each genre. In many cases, CGS units have a new context for learning, to reflect the age and gender of learners. This is described in the 'Learn About' section.

Here is an example of how primary English syllabus units have been combined and condensed to create ALP English units.

The Arts, Physical Education and Religious Education

These subjects have been condensed in a similar way to the Social Studies syllabus. In some cases contexts have been adapted to reflect a school of predominantly older girls but the amount of content has not been reduced dramatically as the number of syllabus units can still reasonably be studied in the time period.



Primary 2		
Unit	Title	Links
1	Politeness	Life Skills
2	Myself	
3	Our school	
4	Our home	Life Skills
5	Economic activities	Life Skills
6	Health and hygiene	Life Skills
7	Nutrition	Life Skills
8	Our environment	Environment and sustainability
9	Sports and games	
10	Accidents and safety	Life Skills
11	Children's rights	Peace Education
12	Peace and security	Peace Education
13	Social events	Life Skills
14	Technology	

Primary 2		
Unit	Title	Links
1	Commands and instructions	Life Skills
2	Myself	Life Skills
3	Our Payam	Life Skills
4	Economic activities in our Payam	Life Skills
5	Our environment	Environment and sustainability
6	Climate and disasters	Environment and sustainability
7	Sports	
8	Physical features	
9	Peace and security	Peace education
10	Transport and travel	Life Skills
11	Accidents and safety	Life Skills
12	Health and hygiene	Life Skills
13	Occupations	Life Skills
14	Children's rights	Peace education
15	Technology	

Grade 2					
New Unit	Title	Learning Outcomes	Old Unit contexts		Cross-cutting Issues
			P2	P3	
1	Our school	P2	1		
2	Economic activities	P2	11	5	LS
3	Sports and games	P2	12	9	
4	Peace and security	P2	14	12	PE
5	Technology	P2	15	14	
6	Human rights	P2		11	PE
7	Local economic activities	P3		4&13	LS
8	The environment	P3		5	E&S
9	Health and hygiene	P3		12	LS
10	Keeping safe	P3	10	11	LS
11	Children's rights	P3		14	PE
12	Climate change	P3		3	E&S

The Language of Instruction

CGS			
Grade 1	National Language	1st half	All learning in national language (Oral focus and ABC, simple texts).
		2nd half	Increasingly complex texts in national languages.
	English	1st half	Learned as a language/subject. All oral language.
		2nd half	Almost all oral with some ABC and decodable text.
Grade 2	National Language	1st half	All learning in national language (more complex texts and some simple written work)
		2nd half	A transition to English as the language of instruction but NL continued as a subject.
	English	1st half	Learned as a subject - simple texts, grammatical features.
		2nd half	Transition to this as language of instruction but still studied as a subject also
Grade 3	National Language	1st half	Learned as a subject with longer passages and more complex texts.
		2nd half	Learned as a subject with including exploring unfamiliar materials.
	English	1st half	Learned as a subject and a move towards more complex texts and some written work.
		2nd half	Learned as a subject with longer passages.

Section 4: Teaching Approaches for CGS

As learners who enrol in CGS are a little older than the related Primary age range, teaching methods need to be adjusted to their needs and interests. There will be a range of reasons for learners enrolling in CGS and it is important that teachers get to know their learners so they are able to understand any particular challenges that they face. These challenges may include: lack of family support; lack of confidence in the education system; lack of money for school resources, uniform etc; a long journey to school.

To address each of these challenges, teachers should think about how learning activities can provide an opportunity for learners to overcome their barriers to success. Teachers should consider, for example, how to structure learning sequences so that learners do not feel threatened by too much 'new' knowledge.

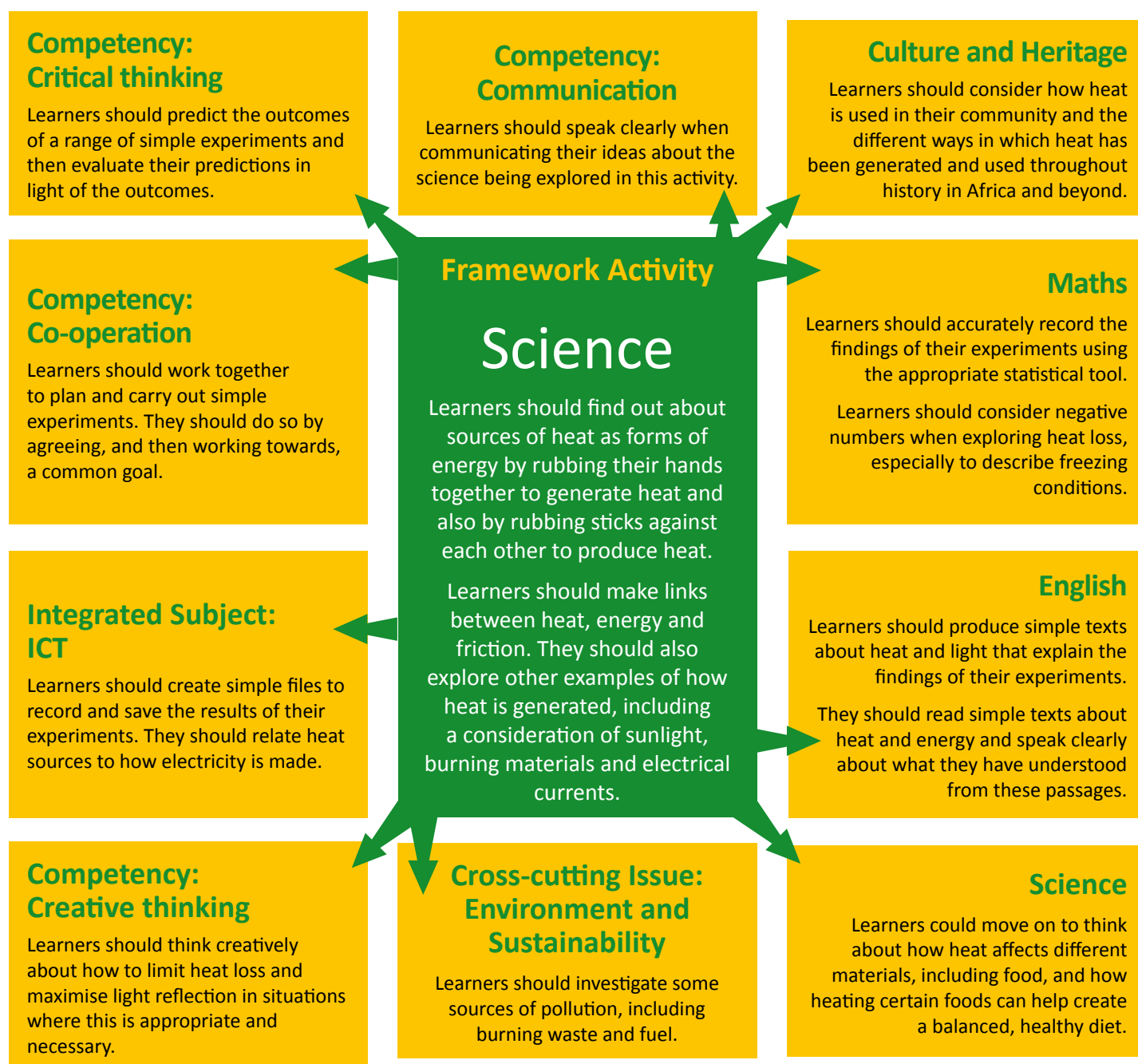
Equally, however, sequences should also offer a level of challenge that motivates learners to explore and investigate new ideas, thus building a thirst for learning.

To achieve the broader aims of the curriculum, in line with the Curriculum Framework, learning strategies need to be:

- Centred on the learners rather than on the teacher
- Interactive, and give learners the opportunity to engage actively with their learning
- Rooted firmly in learners' experiences, culture and environment, so that they can make sense of their learning in their own terms.

Science ALP Level 2, Unit 4: Heat and Light

Principle 1: One learning activity leads to many learning outcomes.



Physical Education CGS Grade 1, Unit 2: Dance – Patterns of Movement

Principle 2: One learning outcome requires more than one learning activity.



Science ALP Level 3, Unit 6: Earth and Space

Principle 3: Learning activities are part of a sequence of progressive learning.

To begin...

Learners should consider their prior knowledge about the shape of the earth and the sun, and about the duration and causes of day and night. They should work together to create some questions about the sky, weather and other planets.

In groups, learners should create a sphere to represent planet earth. They should make this using any available materials and then stick on some shapes or make some rough drawings to represent Africa and some other continents. As they are doing this they should talk with each other about the weather where they live and what might create the seasons.

Learners should watch a short video clip, if possible, about the rotation of the earth around the sun and the way that the earth spins on its axis. They should consider the way that the earth is tilted on its axis and how this affects the position of South Sudan in relation to the sun.

FEATURE ACTIVITY

Learners should know about the rotation of the earth around the sun and how the earth's spin on its axis creates seasons. Learners should discuss how the weather changes through the year in South Sudan and how this might be different in places like Spain or another northern hemisphere country. Learners should consider how and why night and day take place and how the duration of day and night might differ in other countries.

Learners should create a living model of the earth and sun using a table or chair as the sun and the model they made earlier to represent the earth. They should move the 'earth' around the 'sun', stopping at every quarter to explain the weather or season at that point, as well as to talk about the length of day and night.

To conclude...

Learners should create a short article suitable for a science magazine for younger learners. The article should describe the rotation of the earth and its impact on the seasons and the length of day and night. Learners should include a short quiz and some diagrams to enhance their descriptions and explanations.

Social Studies CGS Grade 2, Unit 4: Environmental Pollution

Principle 3: Learning activities are part of a sequence of progressive learning.

To begin...

Learners should work in groups to investigate what kinds of pollution are evident near where they live. They should begin to write a list of areas of pollution explaining what they believe the sources of pollution might be. Learners should discuss how they think they might contribute to pollution and consider to what extent their school compound is litter free.

Having listed types of pollution that they are aware of, learners should read further about pollution in order to establish if there are any other forms of pollution that they were not aware present in their Payam or locality.

In small groups, learners should explore ways to prevent such pollution. They should explore local and national solutions as well as new, related innovations from Africa and beyond. They should critically evaluate issues associated with pollution near where they live, and establish which of their researched solutions would promote environmental sustainability, reduce pollution and limit the damaging effects from existing pollution.

FEATURE ACTIVITY

Learners should work together to build a simple strategy to prevent pollution in their locality. They should plan to share and present their strategy with their school or wider community in order to encourage behaviour, systematic and structural changes necessary to reduce pollution. Learners should plan to gather feedback during their presentations about their ideas and suggested strategy to reduce pollution and be prepared to answer any questions.

Learners should work together to explore any feedback from their presentation and coordinate a strategy that takes into account the views of people in their community. They should discuss who their strategy should be presented to and plan to communicate accordingly.

To conclude...

Learners should build on their strategy to reduce pollution in their locality by exploring pollution issues across the whole of South Sudan. They should compose a short piece of writing to describe opportunities to reduce pollution based on their experiences and research.

Physical Education CGS Grade 1, Unit 2 : Dance – Patterns of Movement

Principle 2: One learning outcome requires more than one learning activity.



Session 1

Activity 1

How is teaching and learning in ALPs is similar and different to teaching and learning in a Primary School? Write a description as if it is a guide for a teacher new to ALP.

Session 2

Activity 2

How is teaching and learning in CGSs is similar and different to teaching and learning in a Primary School? Write a description as if it is a guide for a teacher new to CGS.

Session 3

Activity 3

Write a script to help teachers adopt this approach to feedback during another science lesson.

Encouraging:

Specific:

Immediate:

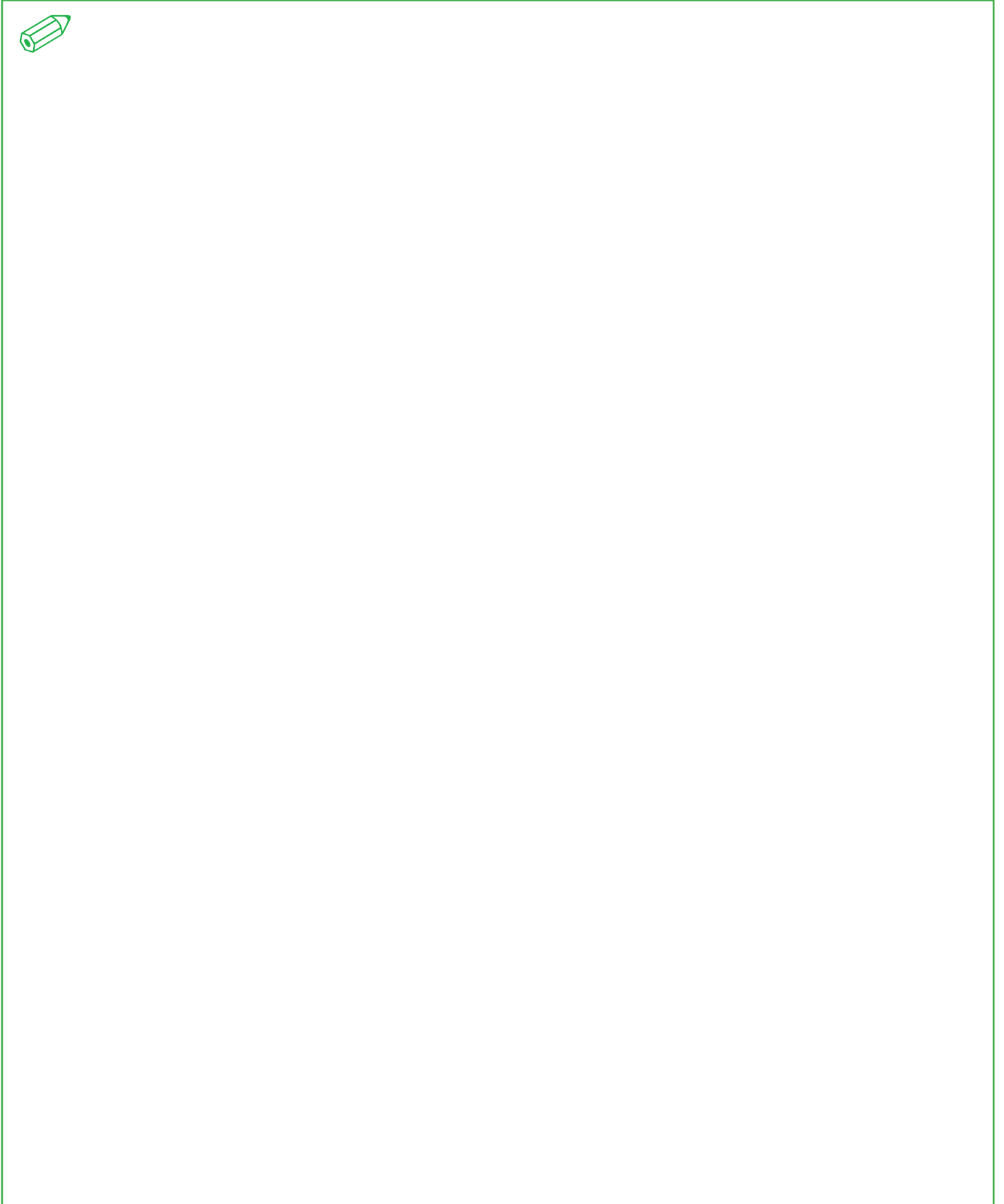
Honest:

Actionable:

Session 4

Activity 4

Design a learning activity (and related learning outcome) that is suitable for CGS or ALP.
Build a sequence of learning towards it and beyond it.





Module 5: Course Review

The purpose of this module is to review and conclude the Professional Studies element of the Part Time QTS Certificate Programme.

The purpose of this module is to review and conclude the Professional Studies element of the Part Time QTS Certificate Programme.

Today there will be four activities:

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• <i>Activity 1 – Teachers present their own summaries of learning based on the slides provided.</i> |
| <ul style="list-style-type: none">• <i>Activity 2 – Teachers complete a self-review of their accomplishments by exploring in detail the Professional Standards.</i> |
| <ul style="list-style-type: none">• <i>Activity 3 – Teachers Present a summary of their key successes using their Course Portfolio to illustrate their work.</i> |
| <ul style="list-style-type: none">• <i>Activity 4 – Teachers are congratulated for their participation in the Professional Studies Course. A presentation of Awards and/or Closing Ceremony should be arranged if possible.</i> |

Timetable for the day

The slides are organized as they have been for previous modules but a flexible approach should be adopted to respond to what teachers would like to contribute to this day. The first session might for example run over and past the first break.

Part Time QTS Programme

Course Structure

There will be a three-part route to QTS for unqualified serving teachers who have passed the access threshold for proficiency in English and basic subject knowledge.

Part 1	Professional Studies	40 Days (8 x 5 days)	8 Credits
Part 2	Specialist subject study	10 Days (5 days taught plus 5 days personal study)	2 Credits
Part 3	Classroom practice	10 Days (equivalent)	2 Credits

- **The Professional Studies Course** will cover the key parts of the Pre-Service Certificate Course. This will be divided into a number of modules. Each module will give the teachers something to implement in the classroom and evaluate before the next module is started.
- **The Specialist subject study** will enable the teacher to develop a specialism in a subject area or in the ECD. It will equate to the 'Personal Study' element of the Full-Time Certificate Course.
- **The Classroom practice** element will involve the teacher in planning, preparing, implementing and evaluating an aspect of the course in their classroom or school. This will give the opportunity for their teaching to be assessed, and this is a key factor in awarding QTS.

Course Outline

Proposed Professional Studies Course

1. How children learn	2. Curriculum expectations	3. Teaching and learning	4. Language development
5 days	5 days	5 days	5 days
1 Credit	1 Credit	1 Credit	1 Credit
Theory of learning – with a focus on young children – in the context of the curriculum	What are the key features of the SS School and ECD curriculum?	The art and science of teaching (pedagogy)	How do young children learn to speak, listen, read, and write?
a) Course introduction 1. Curriculum Framework and syllabuses 2. Learning theories 3. Knowledge, Skills and Understanding 4. Higher-Order Thinking Skills	1. The four Competencies 2. Syllabus format 3. Cross-cutting Issues and school programmes 4. Textbooks 5. First-hand experiences and active learning	1. The 3 principles of planning 2. Creating learning opportunities in an enabling environment 3. Encouraging creativity & independence 4. Questioning 5. A repertoire of strategies	1. Theory background & the importance of talk 2. Learning in a national language & the transition to English 3. Pre-reading & Pre-writing 4. Developing reading 5. Developing writing

5. Learning Areas and Subjects (1)	6. Learning Areas and Subjects (2)	7. Assessment	8. Inclusion
5 days	5 days	5 days	5 days
1 Credit	1 Credit	1 Credit	1 Credit
The background and key approaches to the language subjects and Learning Areas	The background and key approaches to the other primary subjects	How do we find out if learners have achieved the learning outcomes?	A focus on inclusion, special educational needs, and gender equity
<ol style="list-style-type: none"> 1. ECD Areas 2. English P1-3 3. English P4-5 4. National Language 5. Religious Education 	<ol style="list-style-type: none"> 1. Maths 2. Science 3. Social Studies 4. Arts 5. PE 	<ol style="list-style-type: none"> 1. Principles of assessment 2. Assessment methods (including examinations) 3. Using assessment to improve learning 4. Keeping and analysing assessment records 	<ol style="list-style-type: none"> 1. Special educational needs and disabilities (SEND) 2. Gender equity 3. Creating inclusive environments 4. AES programmes

Professional Studies Outline

Course 1: How children learn	Course 2: Curriculum expectations	Course 3: Teaching and learning
<ul style="list-style-type: none"> • Understand the implications of the four aims for teaching and learning • Understand how the Curriculum Framework puts the subjects into a broader context • Understand how the Subject Overviews and Syllabus units set out the expected learning • Understand how ECD Curriculum and Guidance sets out learning for PP1 & PP2 • Understand the three key theories of learning • Understand how the theories underpin what happens in the classroom • Understand the nature of Knowledge, Understanding and Skills and the differences between them • Understand how each of these needs to be taught and learned, and plan learning activities appropriate to each • Understand why critical thinking and problem solving are key parts of the SS curriculum and to the learning process • Identify opportunities for critical thinking and problem solving in the syllabuses • Plan learning activities that promote critical thinking and problem solving 	<ul style="list-style-type: none"> • Understand the four competencies and why they are in the ECD and Primary curriculum • Design learning activities that will promote the competencies in a range of Learning Areas and subjects • Understand how the subject syllabuses have been planned to identify key learning each year, and provide progress from P1 to S4 • Understand the importance of the three Cross-cutting Issues and how these relate to the subjects • Understand the reason for and scope of school programmes • Promote a school programme within a school • Understand the layout and design of the South Sudan textbooks and Teacher Guides • Relate the textbooks to the syllabus units and learning outcomes • Design lessons that include use of textbooks • Design some activities that extend learning beyond the textbooks • Understand why first-hand experiences and active learning are important within the SS curriculum • Design some learning activities that involve first-hand experiences and active learning 	<ul style="list-style-type: none"> • Understand, apply, and design learning activities the three principles of planning • Understand the nature of learning opportunities for different forms of learning and the range that can be created • Create appropriate learning opportunities within the SS curriculum • Understand what is meant by creativity, and design some learning activities that promote creativity • Understand why it is important for learners to have some independence in their learning, and why the SS Curriculum Framework requires this • Design some learning activities that promote independent learning • Understand the importance of questioning and relate this to the theories of learning in Course 1 • Understand that there are different sorts of questions (open, closed etc.) • Devise some questions that promote the higher levels of learning in a range of situations • Understand why different strategies are needed for different situations • Identify the approaches needed for some different situations and parts of the curriculum • Design some strategies to address different needs

Course 4: Language development	Course 5: Learning Areas and Subjects (1)	Course 6: Learning Areas and Subjects (2)
<ul style="list-style-type: none"> • Be aware of the four key theories of language development, and understand why the semantic-cognitive theory is now most widely accepted • Be able to relate the theory to promoting language development in the classroom • Understand the reasons for learning to read and write in a national language before transitioning to English • Understand the key teaching and learning approaches for learning in a national language • Understand challenges facing young people in the transition to English and the language of instruction and how to support them • Understand the principles of pre-writing and pre-writing activities, and the advice given for these activities in the South Sudan ECD curriculum guidance • Understand that children of any age need these activities before they can learn to read and write • Plan pre-writing and pre-writing activities • Understand what is involved in the development of early writing skills and the requirements of the SS curriculum in terms of early writing • Plan some learning activities that will promote early writing skills • Make use of the SS textbooks to promote writing 	<ul style="list-style-type: none"> • Be familiar with the seven ECD Learning Areas and the key approaches to each Area • Be able to design some activities within some of the Areas • Understand the key approaches and requirements of the teaching and learning of English in P1-3, and be familiar with the textbooks for the subject • Be able to design learning activities for reading, writing, speaking and listening in P1-3 • Understand the key approaches and requirements of the teaching and learning of English in P4-8 • Be familiar with the textbooks for the subject • Be able to design learning activities for reading, writing, speaking and listening in P4-8 • Understand the key approaches and requirements of the teaching and learning of a National Language • Be familiar with the textbooks for the subject • Be aware of the implications for other subjects • Understand the key approaches and requirements of the teaching and learning of Religious Education • Be aware of the implications for teaching and learning 	<ul style="list-style-type: none"> • Understand the key approaches and requirements of the teaching and learning of Mathematics • Be familiar with the textbooks for the subject • Be able to design learning activities for Maths • Understand the key approaches and requirements of the teaching and learning of Science • Be familiar with the textbooks for the subject • Be able to design learning activities for Science • Understand the key approaches and requirements of the teaching and learning of Social Studies • Be familiar with the textbooks for the subject • Be able to design learning activities for Social Studies • Understand the key approaches and requirements of the teaching and learning of The Arts • Be able to design learning activities for the subject • Understand the key approaches and requirements of the teaching and learning of PE • Be able to design learning activities for the subject

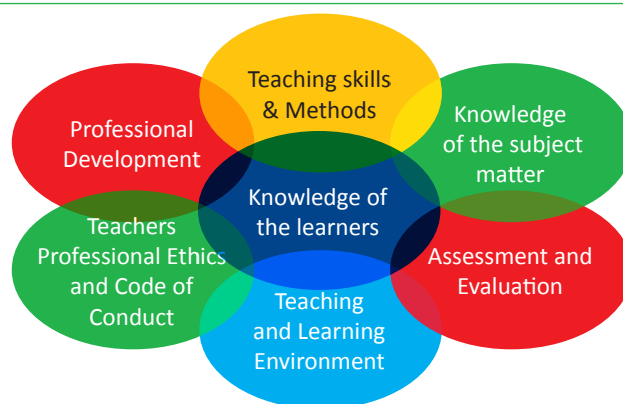
Course 7: Assessment	Course 8: Inclusion
<ul style="list-style-type: none"> • Understand the different forms of learning and their implications for assessment • Be aware of the different purposes and types of assessment • Be aware of approaches such as “Authentic Assessment” and “Assessment for Learning” • Be able to apply the methods explained in the South Sudan Assessment Guidance booklet • Relate the methods to a range of Learning Outcomes in the Upper Primary syllabuses • Understand how examination papers are developed and the demands of the questions • Recognise where learning needs to be improved • Be able to give encouraging and effective feedback so that learners know what to do to improve • Design support to meet identified learning needs • Understand the requirements for keeping assessment records • Be able to analyse patterns in assessment records 	<ul style="list-style-type: none"> • Identify different special needs they might encounter • Design programmes and approaches that can help address these needs • Be familiar with the issues surrounding gender equity in schools • Be aware of the programmes that exist to promote gender equity • Understand the key features and importance of an inclusive environment • Be able to create an enabling environment in the classroom. • Understand the nature of the Programmes and their importance in including all young people in education

National Professional Standards for Teachers in South Sudan (September 2012)

Introduction

These standards describe expectations for effective teachers in South Sudan. The term 'teacher' as used in this document means 'effective teacher' inclusive of the seven domains of the professional standards.

The standards are not intended to show isolated knowledge or skills and are not presented in order of importance. Teacher's knowledge and skills in each standard area will impact their ability to perform effectively in the other standard areas. Each of these standards is important for effective teaching.



Teaching and Learning

Standard 1: Knowledge of the learners and how they learn

Teachers should have a knowledge of the learners they teach: their growth and development, learning processes and use of this knowledge in planning lessons and facilitating their learning processes.

Description

Teachers must demonstrate a good understanding of learning processes, theories and principles and their application in the classroom. This enables them to design appropriate teaching and learning activities that are learner-centred. Teachers must connect their teaching to the learners' prior knowledge, needs and interests.

Application

- 1.1 Teachers must be knowledgeable of the development needs of the learner including physical, psychological, socio-economic and intellectual development
- 1.2 Teachers use knowledge of learning processes, theories and principles to plan and deliver lessons
- 1.3 Teachers demonstrate knowledge that learners have different learning capacities and use different learning methods to meet the diverse needs of learners in the classroom
- 1.4 Teachers demonstrate respect for learners' diverse cultures, religion, languages and experiences
- 1.5 Teachers know that all learners can achieve their full potential and guide plans of instruction towards this goal
- 1.6 Teachers treat learners with dignity; build good relationships and support their academic achievement.

Standards 2: Knowledge of the subject being taught

Teachers have mastery of the subject for which they have teaching responsibility.

Description

Effective teachers have a deep understanding of the subject matter and have confidence in communicating it to the learners. Teachers make content of the subject matter meaningful, relevant and applicable to real life experiences of learners.

Application

- 2.1 Teachers know the content they teach and use their knowledge of subject specific concepts, assumptions and skills to plan teaching and learning
- 2.2 Teachers understand and use a variety of teaching strategies to effectively teach the central concepts and skills of the discipline
- 2.3 Teachers have a good understanding of the national curriculum goals, priorities and subject standards.
- 2.4 Teachers demonstrate good knowledge about relationships among subjects
- 2.5 Teacher connect subject content to relevant life experiences (and career opportunities).

Standard 3: Teaching Methods

Teachers plan and deliver effective teaching that engages and advances the learning of the individual learner and the community. They apply appropriate teaching methods to different groups of learners.

Description

Teacher have high expectations for all learners, therefore, use a variety of teaching strategies that actively engage them and promote a love of learning. Teachers reflect on their teaching and learners' outcomes to make appropriate decisions which result in increased academic achievement. Teachers correctly design a logical scope and sequence for learning.

Application

- 3.1 Teachers develop teaching objectives and activities that are in line with national education principles.
- 3.2 Teachers create and select activities designed to develop learners as independent learners and problem solvers and adapt their teaching to respond to learners' strengths and needs.
- 3.3 Teachers use relevant and appropriate teaching and learning materials from locally available resources effectively and make use of available technologies to enhance learning
- 3.4 Teachers use participatory teaching and learning activities relevant and meaningful to learners and relate them to everyday lives by using real life stories, local examples and materials

Standard 4: Assessment and Evaluation Methods

Teachers understand and use varied assessment tools to evaluate learners and use results to improve instruction.

Description

Teacher understand the meaning and purpose of assessment and use multiple assessment methods to learn about their learners, to evaluate learning and to plan and adjust instruction. They use formal and informal assessment to gauge learning and determined the academic progress of learners. They keep accurate records of learners' assessment results. Teachers report assessment results to parents, head teachers and other educational administrators.

Application

- 4.1 Teachers are able to design valid and reliable assessment instruments
- 4.2 Teachers use different assessment methods, and use the data generated from the assessment to improve teaching and learning.
- 4.3 Teachers apply (formal and) informal assessment in their lessons to gauge learners' progress on a regular basis.
- 4.4 Teachers keep accurate records and analyse the data to make decisions on learners' progress, to plan, to differentiate and to modify instruction accordingly.
- 4.5 teachers collaborate and communicate assessment results to learners, parents, their peers and school officials, school supervisors and inspectors.

Standard 5: Learning Environment

Teachers use the existing conditions to create child-friendly learning environments that are conducive to learning.

Description

Teachers treat all learners fairly and establish an environment that is respectfully, supportive, caring, and physically and emotionally safe. They create learning situations in which learners work independently, collaboratively or as a whole class, and motivate the learners to work productively and assume responsibility for the own learning. They maintain an environment that is conducive to learning for all learners.

Application

- 5.1 Teachers treat all learners fairly and establish an environment that is respectful, supportive and caring to include differences in gender, ethnicity, language, culture, religion and ability.
- 5.2 Teachers create learning environments that are physically and emotionally safe.
- 5.3 Teachers create learning situations in which learners work independently, collaboratively or as a whole class
- 5.4 Teachers maintain an environment that is conducive to learning for all learners including those with special needs
- 5.5 Teachers ensure disruptive behaviours and indiscipline are discouraged and managed.

Teaching as a Profession

Standard 6: Professional Responsibility and Growth

Teachers assume responsibility for their own professional growth as individuals and as members of a learning community.

Description

Teachers are professionals who must understand that they are in a unique and powerful position to influence the future of their learners and the communities. Teachers are continuously engaged in their own professional development and contribute to the teaching profession. Teachers serve their school and surrounding communities in various leadership roles. They ensure the transmission of cultural heritage, values, customs and tradition of their immediate community and of South Sudan as a whole. Teachers foster ongoing collaboration with their peers and serve as change agents in the learning communities.

Application

- 6.1 Teachers are continuously engaged in their own professional development at various levels.
- 6.2 Teachers contribute to ongoing collaboration with their peers and to the teaching profession.
- 6.3 Teachers are exemplary and service a model of good citizenship for their learners and the community.
- 6.4 Teachers seek knowledge about and contribute to the heritage, values, customs and traditions of South Sudanese society
- 6.5 Teachers are aware of the importance of psychological issues such as child abuse, forced labour at home, rights of learners, and take account of these in teaching
- 6.6 Teachers have a basic knowledge of the educational goals, as contributing factors to quality education in the context of national policies in South Sudan

Standard 7: Teachers' Code of Conduct and Professional Ethics

Teachers are aware of the South Sudan Professional Code of Conduct and exhibit high standards of personal integrity and professional ethics.

Description

Teachers shall all carry out responsibilities with a high degree of professionalism that promotes a high standard of learning; thus contributing towards achievement of the strategic goal of building an educated and informed nation. They must observe the standards of behaviour and conduct as established in the Ministry's Teachers' Code of Conduct. As role models in society, teachers must practice the highest standards of integrity, fairness and honesty.

Application

- 7.1 Teachers apply the rules and policies of the Ministry of General Education and Instruction.
- 7.2 Teachers have regard for the need to safeguard for the policies and practices of the school in which they teach
- 7.3 Teachers have proper and professional regard for policies and practices of the school in which they teach
- 7.4 Teachers promote and maintain effective relationships with parents, members of the school community, as well as persons and bodies outside the school that may have a stake or interest in the school
- 7.5 Teachers practice the highest standards of integrity, honesty, fairness and maintain high standards in their own attendance and punctuality
- 7.6 Teachers plan and execute duties with diligence, commitment, dedication, fairness and at all times observe proper boundaries appropriate to a teacher's professional position.

Professional Studies Assessment

Section 1: Background

Assessment of the Professional Studies element will be based on the school-based activities that participants will carry out between each course. Each 5-day course will have an assessment activity.

The focus of the QTS Programme (like the school curriculum itself) is on enabling participants to **apply** their learning in the school situation. Assessment will therefore focus on the ability to apply, rather than on being able to remember, aspects of the course.

During the final day of each course, time will be given to preparing the school-based activity and ensuring that participants understand the assessment requirements.

Evidence for the assessment will come from a **portfolio** or presentation that participants will submit that shows how they have applied particular parts of the course in school. The portfolios can be written or electronic, and can contain a range of relevant materials such as photographs, examples of learners' work, lesson plans, etc.

The requirements and grade descriptions for each assessment activity are set out below. These will be made available to all participants at the beginning of the course.

There will be three assessment classifications:

- **Distinction** – The portfolio covers each of the requirements very effectively and shows very good ability to apply the course in the school.
- **Credit** – The portfolio covers each of the requirements sufficiently and shows ability to apply the course in the school.
- **Re-submit** – The portfolio does not cover the requirements and gives insufficient evidence of ability to apply the course in the school.

The grade will be awarded on the basis of **best fit** with the criteria set for each course.

Each portfolio will be assessed by a tutor other than the one who has run the course, and assessment will be moderated by a lead tutor. Accreditation for each stage of QTS will be ratified by the Ministry of General Education and Instruction. Participants will be given written and oral feedback on their portfolios

Participants will be encouraged to work with their headteacher or other colleagues in preparing the portfolio. It should not be seen as traditional examination but as an opportunity for the participants to show how well they can apply their learning in the school situation.

Being asked to re-submit will not prevent a participant from taking part in the next course.

The Assessment Activities

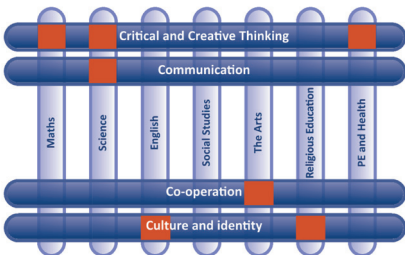
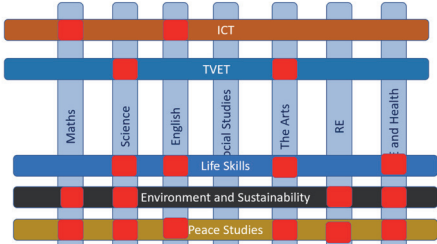
Course	Assessment Activity
1. How children learn	Simple written task. Select at least four syllabus units and identify where there are opportunities for critical and creative thinking and relate these to the learning theories that have been studied.
2. Curriculum expectations	Plan and implement learning activities to promote student competencies in one or more subjects or Areas of Learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activity, specifying the learning outcomes sought, relating it to the learning theory, and taking account of what the challenges are in relation to implementation and what solutions can be developed.
3. Teaching and learning	Plan, implement and evaluate some learning activities that promote independent learning. The implementation could be in one lesson or in a series of lessons across a syllabus unit. They should plan the activity, specifying the learning outcomes sought, relating it to the learning theory, and taking account of what the challenges are in relation to implementation and what solutions they have developed.
4. Language development	Either: Plan, implement and evaluate a series of pre-reading and pre-writing activities Or Plan, implement and evaluate a series of activities that will promote early reading and writing skills
5. Learning Areas and Subjects (1)	Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 5
6. Learning Areas and Subjects (2)	Plan, implement and evaluate a series of learning activities that take learning beyond the textbooks for one subject from Course 6
7. Assessment	Plan and implement assessment activities and give feedback to learners according to the South Sudan Guidance. Present a portfolio that explains the process, illustrate it with learners' work where appropriate, relate it to the theory and identify the challenges faced.
8. Inclusion	As this is the final course, there is no between-course task. The assessment will be based on a portfolio that: <ul style="list-style-type: none"> explains the steps a teacher and the school as a whole should take to promote gender equity. sets out a plan for an ideal classroom that has a positive and helpful enabling environment, and explains how this relates to the guidance and theory. Considers the challenges and solutions and relates this to the guidance and theory



The education system in the Republic of South Sudan shall be directed towards meeting the following goals:

- a) Eradicate illiteracy, improve employability of young people and adults and promote lifelong learning for all citizens;
- b) Provide equitable access to learning opportunities for all citizens to redress the past inequalities in education provision;
- c) Achieve equity and promote gender equality and the advancement of the status of women;
- d) Contribute to the personal development of each learner and to the moral, social, cultural, political and economic development of the nation;
- e) Promote national unity and cohesion;
- f) Enhance the quality of education and encourage a culture of innovation and continuous school improvement and effectiveness; and
- g) Develop and promote a general scientific approach in education.

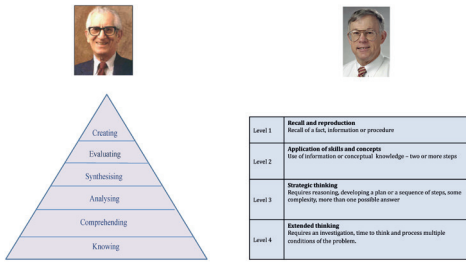
General Education Act, 2012

10	 <p>The diagram for level 10 features seven vertical subject pillars: Maths, Science, English, Social Studies, The Arts, Religious Education, and PE and Health. Four horizontal bars represent cross-cutting themes: Critical and Creative Thinking (top), Communication, Co-operation, and Culture and Identity (bottom). Each bar has red segments at its ends, indicating integration with the subject pillars.</p>																																		
11	 <p>The diagram for level 11 features seven vertical subject pillars: Maths, Science, English, Social Studies, The Arts, RE, and PE and Health. Five horizontal bars represent cross-cutting themes: ICT (top, orange), TVET (blue), Life Skills (blue), Environment and Sustainability (black), and Peace Studies (bottom, olive green). Each bar has red segments at its ends, indicating integration with the subject pillars.</p>																																		
12	<table border="0"> <thead> <tr> <th style="text-align: left;">Old</th> <th style="text-align: center;">→</th> <th style="text-align: left;">New</th> </tr> </thead> <tbody> <tr> <td>Teacher-centred</td> <td style="text-align: center;">→</td> <td>Learner-centred</td> </tr> <tr> <td>Knowledge-based</td> <td style="text-align: center;">→</td> <td>Competency-based</td> </tr> <tr> <td>Passive learning</td> <td style="text-align: center;">→</td> <td>Active learning</td> </tr> <tr> <td>Dependent</td> <td style="text-align: center;">→</td> <td>Independent</td> </tr> <tr> <td>Learning for exams</td> <td style="text-align: center;">→</td> <td>Learning for life</td> </tr> <tr> <td>Memorisation</td> <td style="text-align: center;">→</td> <td>Understanding</td> </tr> <tr> <td>Shallow learning</td> <td style="text-align: center;">→</td> <td>Deep learning</td> </tr> <tr> <td>Diverse Subjects</td> <td style="text-align: center;">→</td> <td>Connected learning</td> </tr> <tr> <td>'Alien' knowledge</td> <td style="text-align: center;">→</td> <td>Relevant learning</td> </tr> <tr> <td>Subject learning</td> <td style="text-align: center;">→</td> <td>All key learning</td> </tr> </tbody> </table>	Old	→	New	Teacher-centred	→	Learner-centred	Knowledge-based	→	Competency-based	Passive learning	→	Active learning	Dependent	→	Independent	Learning for exams	→	Learning for life	Memorisation	→	Understanding	Shallow learning	→	Deep learning	Diverse Subjects	→	Connected learning	'Alien' knowledge	→	Relevant learning	Subject learning	→	All key learning	
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There are two main theories of learning:

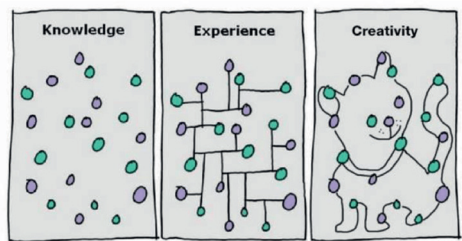
Constructivist

When people learn, they need to make sense of new information (construct meaning)

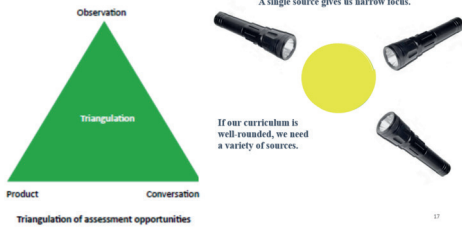
Behaviourist

People learn by responding to a stimulus and getting a 'reward'.

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The root of the word “assessment” is from the Latin *assidere*, which means to *sit beside*.



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- The Subject Records can be averaged on an Overall Record as below (see English).
- If the subject totals are aggregated, the range will be 0-24 for these eight subjects.
- If end-of-year summative assessments are being used to decide whether or not students should progress to the next grade, then a “pass” mark can be fixed at an agreed level.


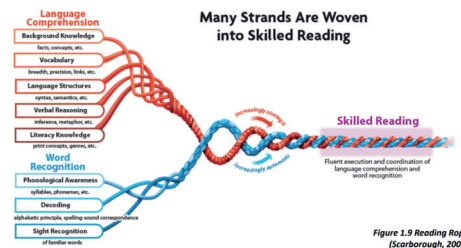
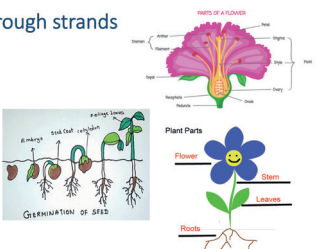
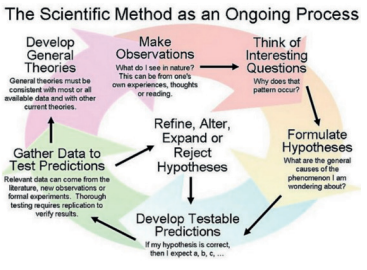
Class List	Overall Record								Total
	English	Net Lang	Maths	Science	Social Studies	PE	The Arts	PE	
Student A	2.8								
Student B	2.3								
Student C	1.8								
Student D	1.3								
Student E	0.8								
Student F	0.3								

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Looking beyond the Textbooks

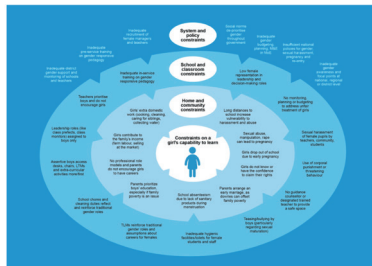
21	 <p>Language is the key to communication. It can provide bridges for new opportunities, or build barriers to equality. It connects and disconnects. It creates unity and can cause conflict. Language is many things, but it is rarely simple.</p> <ol style="list-style-type: none"> 1. People learn best when you start with what is KNOWN and then teach what is UNKNOWN. 2. Learners start to value their language and their culture 3. Learner's confidence and self-esteem are boosted when they are using their mother tongue to learn. 4. Research shows starting literacy in the mother tongue is best 	
22	<h3>Languages and Learning</h3>  <p>National Language ("Mother Tongue")</p> <p>ENGLISH</p>	
23	 <p>WARSHADDA BIYAHA JUBA PURE ORIGINAL WATER</p> <p>JUBA MONITOR</p>	
24	<p>Early childhood should be a time of joy, of fascination, of stimulation, of excitement and of rich learning.</p> 	

25		
26	<p style="text-align: center;">Many Strands Are Woven into Skilled Reading</p>  <p style="text-align: right;"><i>Figure 1.9 Reading Rope (Scarborough, 2001)</i></p>	
27	<p style="text-align: center;">Progression through strands</p> <p>Take one aspect of one strand and illustrate it for 3 years. For example, can you order these pictures to reflect the progression learning about plants?</p> 	
28	<p style="text-align: center;">The Scientific Method as an Ongoing Process</p> 	

<p>29</p>	<p>The process is:</p> <ul style="list-style-type: none"> • Investigate - find out about how similar artistic works were done • Design - develop their own ideas and try them out • Create - produce their own artistic work • Evaluate - think critically about the effectiveness of their work 	
<p>30</p>		
<p>31</p>		
<p>32</p>		



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