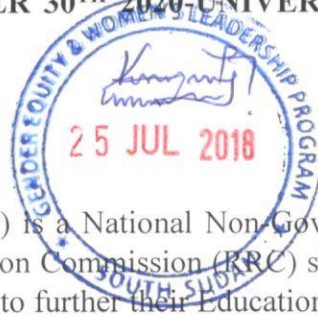


TERMS OF REFERENCE FOR TEACHERS TO UNDERTAKE ENGLISH ACCESS TRAINING FOR LEARNERS BETWEEN THE AGE OF 12-20 AT THE AMERICAN CORNER FROM SEPTEMBER 1ST 2018 TO OCTOBER 30TH 2020 UNIVERSITY OF JUBA



1.0 BACKGROUND

Gender Equity and Women's Leadership Program (GEWLP) is a National Non-Governmental Organization (NNGO) registered with Relief and Rehabilitation Commission (RRC) since 2013. The focus of GEWLP is to empower South Sudanese women to further their Education. GEWLP has graduated first batch of 14 women under South Sudan Higher Education Initiative for Equity and Leadership Development (SSHEILD) at Indiana University-USA in 2015 and the second batch has just completed their studies at the end of September 2017; comprising of 12 women and 7 men in the Masters in Education Project (MEP), at the University of Juba.

1.1 OVERALL GOAL AND OBJECTIVES OF GEWLP

The goal is to create a local, sustainable model that will enhance higher education institutions to advance women's leadership in science and research.

1.2 GEWLP OBJECTIVES

- 1- To improve and strengthen students' English skills and expand their education.
- 2- To explore and expand youth cross-cultural understanding and build social cohesion nationally and internationally.
- 3- To play a proactive role in strengthening the leadership and interpersonal skills of young people and to increase understanding of democratic ideas in South Sudan.

1.3 BENEFICIARIES OF GEWLP

The primary beneficiary of the project is South Sudanese Citizens, particularly secondary school girls and boys between the ages of 12-20. The program focus on access in English language proficiency through offering the English Access Program training for this target group. This arrangement is in line with provisions of the Transitional Constitution of South Sudan 2011, National Gender Policy, Economic Development and Poverty Reduction Strategy Paper and Vision 2040.

2.0 PURPOSE OF THE TRAINING

The purpose of the training is to improve the English Language proficiency of pupils/learners to better prepare them for higher institutions of learning that can complement their academic and communication skills.