



**Job Vacancy**

50-H-3  
Approved by Senior Inspectors



**Job Title: Tutor**

**Project: The English Access Microscholarship Program**

**Positions: 2**

**Job Location: American Corner, University of Juba**

**Positing Date: October 10, 2022**

**Closing Date: November 10, 2022**

**1.0 BACKGROUND**

Access is a student-centered program sponsored by the U.S. Department of State and U.S. Embassies that provides English language skills to underserved students (primarily 13-20 years old) worldwide through extracurricular classes and activities.

Access provides participants with a foundation of English language, leadership and professional skills, and exposure to U.S. culture and democratic values that may lead to better jobs and educational prospects, including future exchanges and study in the United States. The global Access Program has provided scholarships to more than 200,000 students in over 80 countries since its inception in 2004. United States Embassy South Sudan Juba has selected GEWLP as its Implementing partner to implement the Access Program.

Gender Equity and Women's Leadership Program (GEWLP) has been selected to implement the English Access Microscholarship Program at the American Corner at University of Juba. 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) 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).





## **1.1 OVERALL GOAL AND OBJECTIVES OF ACCESS PROGRAM**

### **1.2 GOAL**

The goal of the Access Program is to provide participants with improved English skills that may lead to better jobs and educational prospects, including future exchanges and study in the United States.

### **1.3 ACCESS OBJECTIVES**

1. The objectives of the Access Program are to equip students with effective English language communication and critical thinking skills through meaningful interaction, cooperative and student-centered learning strategies, interest and age appropriate activities, and real-life application.
2. The service learning component of the Access Program increases the students' awareness of issues facing their respective communities, while also giving them an understanding of the ways they can positively contribute to civil society.

### **1.4 BENEFICIARIES OF ACCESS PROGRAM**

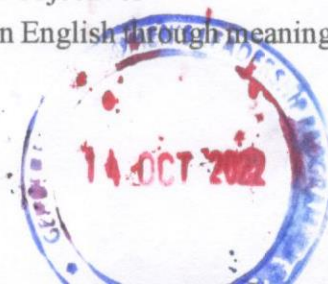
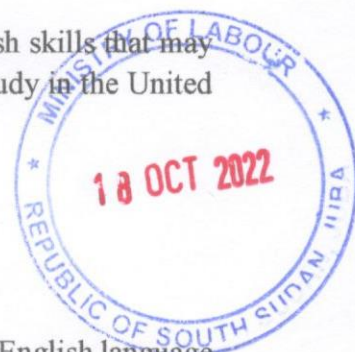
The primary beneficiary of the project is South Sudanese Citizens, particularly secondary school girls and boys between the age of 13-20. The program focusses on access in English language proficiency through offering the English access program training for this target group. This arrangement is in line with provisions of the Transitional Constitution of South Sudan 2011, National Gender Policy, Economic Development and poverty Reduction Strategy Paper and Vision 2020.

### **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 that can complement their academic and communication skills. Gain an appreciation for U.S. culture and democratic values, develop digital literacy skills, in addition to learning general computer skills, using and understanding a wider variety of informational technologies has become essential to a young person's personal and academic future. Providing Access Program participants with these tools for an ever-changing digital. Participate in personal development activities, by building balanced intellectual and emotional capabilities to better prepare them for future academic and professional endeavors. and take part in Service Learning activities that combines specific learning objectives with service to the community to provide a learning experience in which students develop new skills and a deeper understanding of their community.

### **2.1 ROLES OF THE TEACHERS/TRAINERS**

- Select appropriate American English language materials and design and implement quality instruction and assessments according to the Access Program objectives
- Create opportunities for students to authentically use and learn English through meaningful activities using a student-centered, communicative approach





- Plan and facilitate Enhancement Activities and Intensive Sessions that provide hands-on and interactive opportunities that satisfy the Access curriculum and the Program's objectives
- Monitor student attendance and provide support for continued student engagement and learning
- Development of training Curriculum and materials to be used during the training, on days selected for teaching. The program will include; normal classes twice a week for two hours on selected days, intensive, enhancement activities and after school activities.
- Train participants on communicative approach which seeks to improve students' conversational and communication skills. In addition, presentations that introduce participants to American culture, community service and career enhancement resources will be part of the roles to the teachers.
- To adopt classroom discussions and collaborative small group work as viable teaching strategies to create meaningful social learning contexts where students could scaffold each other and support their learning. Student-centered instead of teacher-centered approach will be encouraged to create less threatening learning environment with less use of the textbook.
- Practically involve all trainees in the communication exercises through telephone conversations, cultural heritage activities, poems, stories, music, dance and drama, etc.
- To do such other things as may be necessary for the fulfillment of the purpose and objectives identified
- Submission of quarterly, mid and end of assignment report
- Monitor the participants progress in English Access Program.

## **2.2 MONITORING AND PROGRESS CONTROL**

The teachers(s)/trainers will work under the overall supervision of the Project Coordinator and day to day activity management.

## **3.0 TEACHERS/TRAINERS' FEES AND PAYMENTS**

The training is planned for 2 years which includes; three weeks of preparation of the materials, development of course curriculum for both intensive and normal classes. Each Class will have a lesson plan for both intensive and normal classes and other co-curricular enhancement activities before each lesson is being taught, this is to control the quality. There will be 360 hours of actual training. The trainers are part time employees of Gender Equity and Women's Leadership Program and shall be paid on monthly basis as agreed in the contract during the lifespan of the project. Each month the teachers will submit complete time sheets and lessons plans for what they have taught before payment is done. This is a part time job, neither insurance nor per diems will be provided.

## **4.0 QUALIFICATIONS AND EXPERIENCE OF THE TEACHERS**

- Must have a University degree in English Language & Literature;
- At least 5 years' progressive experience on professional English Language teaching in any of the recognized secondary schools and communication skills training;
- Knowledge of American English and its culture;
- Proven record of being a good teacher/trainer;





- Self-motivated and able to work with a minimum guidance in a difficult environment;
- Excellent written, spoken, analytic, and presentation skills;
- Must be creative, innovative, flexible and able to engage students in the classroom;
- Knowledge of the use of computer applications will be an added advantage.

### **5.0 EXPRESSION OF INTEREST**

Interested teachers are requested to submit their expression of interest including technical proposal which shall include the ToR interpretation, training program and methodology to be used in teaching a secondary school. The resume/CVs of the teachers(s) must be attached.

**Application submission should not be later than November 10, 2022.**

Female candidates are highly encouraged to apply for this.

Kindly send your submissions to the Project Coordinator, GEWLP, College of Education, University of Juba-South Sudan; or electronically at [info@gewip.org](mailto:info@gewip.org); **The above envelop or email subject line must clearly be marked "Submission for The English Access Microscholarship Program "Training Tutor".**

