

# PCOSS EDUCATION NEWS

## PRESBYTERIAN CHURCH OF SOUTH SUDAN (PCOSS) EDUCATION DEPARTMENT

Second Quarter 2015  
Volume 1, Issue 2

### From the Director's Desk

Learning is a lifelong process. Even as educators, we must always seek to upgrade our knowledge and skills in order to better serve South Sudan's most important resource, our children. When an opportunity for training comes, it is not for us alone and should never be considered as an individual possession. New knowledge and skills gained have to be shared so that every stakeholder in the educational process is strengthened.

In this issue, we share some of the things that we are being exposed to and hope that these and other news and information will be helpful to you in your work.

As most of you are aware, the Education Department (ED) is still operating as a mobile office. Even though the PCOSS General Administration office is located to a more permanent site at the PCOSS West Nyakuron Congregation, the ED meets wherever possible - even "under the trees". Leisa and I encourage you as well to do the best that you can wherever you are. Our thoughts and prayers are with you.

**" Children look toward key adults in their lives to confirm that they deserve to be respected and honored as individuals. " -- Good School**

**"Genuine opportunities to serve do not come at convenient times."**

### Class Management

**Rules:** Establish and teach rules through demonstration.

**Routines:** Organize and establish routine within the classroom. Be consistent.

**Praise:** Reinforce positive behavior using praise and other means.

**Misbehavior:** Understand the causes of misbehavior and address them.

**Engagement:** Promote and maintain student engagement.

### Tips for Effective School Management

Rev. Stephen Nyang has begun a two year course at CORAT Africa in Nairobi, Kenya. The open distance learning program in Education Management is offered in collaboration with Daystar University. His studies will require that he attends quarterly sessions at CORAT while still continuing in his role as PCOSS Education Director.

In an effort to maximize this study opportunity, some of the content that he is being exposed to is shared below.

- Helping staff acquire the necessary skills to effectively carry out their responsibilities must be followed by placement in their areas of competence.
- A good leader seeks out the ideas and

*(Continued on page 2)*

### Inclusive Education

Fewer than 16% of South Sudanese school-age children complete primary school. If you are a child with a disability, your chance for completion is even less. In 2011, it was estimated that under 4% of the 850,000 disabled children residing in the country were in school. Often these children are hidden by their family because of shame or "invisible" to the community because they are stigmatized and thereby, limited in where and how they can participate in the larger society. With an increasing number of children impaired due to the continuing conflict and the disruption of education, the futures of differently-abled children are dimmer than ever.

As educators we have a responsibility to help secure their basic right to education, a key toward leading an independent life in the future. We can lobby for services to accommodate their basic needs, ensure physically accessible environments where they can fully participate, encourage parents to provide the best chances possible for their children, raise an awareness of inclusivity within the community and call upon the government to enact an inclusive education policy. The most important role with the greatest impact that an

*(Continued on page 2)*

### IN PARTNERSHIP

Companionship, sharing, collaboration, cooperation, teamwork, and sharing are all terms that help to define the relationship existing between the PCOSS Education Department (ED) and its partners around the world. 2015 saw an expression of true partnership as the PCOSS and PCOSS ED received partners from the PC(USA), Church of Scotland and Mission 21.

One hundred and thirteen years since its first mission workers arrived in the Upper Nile State, US Presbyterians are still committed to supporting the various ministries of the PCOSS, including the 1991 establishment of its basic schools. The PC(USA) delegation included the Africa Area Coordinator, Rev. Debbie Braaksma; Moderator, Dr. Heath Rada; Rev. Dr. J. Herbert Nelson III, Director, Office of Public Witness in Washington; Rev. Michael Weller, Regional Liaison for South Sudan, Christi Boyd, Facilitator for Women's and Children's Interests, and Dr. Mac Brown.

The purpose of the mission trip was to meet with PCOSS and SSPEC leadership in Juba to learn about each ministry in "the general context, the challenges faced, and hopes for the future." Areas of focus included primary and secondary education, community health evangelism, women's ministries, trauma healing, peace, justice, and reconciliation. The group travelled to Pochalla to experience firsthand the mobilization of the community for new school development and Pibor to encourage continuing peace and reconciliation.

The ED Director shared the department's vision with Mrs. Carol Finlay, Acting Africa and Caribbean Secretary, Church of Scotland during her visit along with Rt. Rev. John Chalmers, former Moderator. Discussions centered on ways to strengthen relationships. The Church of Scotland also pledged to construct two toilets at the Girls School in Kosti, Sudan, home to many South Sudanese refugees.

Ms. Chantal Wullmann, representing Mission 21's partnership, spent two weeks in country networking with the different departments of the church, including education. Much time was spent in discussing future activities as well as budgeting and reporting.

The department is strengthened in its resolve to work as hard as possible.

## Reading is FUNDamental

Dr. Mac Henry Brown of the Trinity Presbytery in South Carolina, USA has a passion for teaching early literacy. After years of being involved at all levels of education, he has engaged in a ministry of helping children acquire solid reading skills: a necessary foundation for future success in life. Through his work, schools around the globe receive the Big Books storybooks and teachers are taught the methods for a thriving literacy program. Steps include letting the children handle the book and turn its pages, discussing the book's cover, and reading the story repeatedly using lots of expression so that every child memorizes the story and can tell it using the book. This will lead to learning names and sounds of the alphabet, basic words, punctuation, and order of events. The director and education facilitator received training during Dr. Brown's visit as well as received some Big Books to use during workshops and school visits.

Big Books will be part of upcoming onsite pedagogic guidance days for teachers and "Let Us Read" periods for pupils.

## We are all handicapped in some way!

## "Chalk and Talk" education fuels the cycle of poverty.



2015 SSEPP Scholarship Recipients to Yei Teacher Training College (Y.T.T.C.)

(Inclusive Education - Continued from page 1) educator can play is to model acceptance towards those seen as different, for children do not see differences as greatly as adults. They begin to see them as bad or good through observation and imitation of how grownups treat these challenged individuals. However, "sensitization at the younger ages lessens the stigmatization and is a natural progression to embracing diversity." If there are "handicapped" children in your community, our office may be able to connect you with adapted learning/teaching resources and training.

(Effective School Management-Continued from page 1) opinions of his/her staff before making final decisions. Cultivating an atmosphere of "we, us and ours" is important to the school's overall success.

- Rewarding good work encourages self-esteem, discipline and greater commitment to work.
- Corporal punishment ("Beating") is not a strategy for classroom management.
- Promote gender equality by extending opportunities to all; encourage girls to take leadership roles and boys to perform non-traditional tasks.
- Teach respect by showing respect.
- A favorable atmosphere for learning includes a clean, safe and challenging place to study.



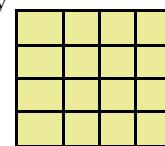
Pochalla: A Community Partnering in Education (Clockwise: Clearing the new school site; Promoting environmental awareness & self-sufficiency; Digging of pit latrines)



**Brain Teasers** are a great way to stimulate the thinking of your pupils and students, make the lessons more interesting, and strengthen problem-solving skills. The simpler teasers are more suitable for younger learners while the more difficult ones will challenge those at the higher levels. Grouping learners into pairs or small groups can help build leadership and social competence as well as promote cooperative and competitive work in a safe environment. And the best part of all, learning becomes fun. See if you, the teacher, can solve the following logic questions, riddles and puzzles!

- You are distributing 21 containers of vegetable oil. Seven containers are full, seven are half empty and seven are empty. The oil has to be distributed among three people. How will you distribute so that each person gets an equal number of containers and the same quantity of oil?
- If you have 5 mangos and 2 bananas in one hand and 2 mangos and 4 bananas in the other hand, what would you have?
- If I have it, I don't share it. If I share it, I don't have it. What is it?
- John, Omot, Rachel, Paska, and James play on the same football team. Each player's shirt has a different number on it. What is each footballer's shirt number? Rachel said, "My number is the same as the number of fingers on my 2 hands." Paska said, "My number is 4 less than Rachel's." John said, "Add Rachel's number to Paska's number to get my number." Omot said, "Double Paska's number to get my number. My number is a double fact." James said, "My number is 3 times greater than John's less than Omot's."
- How many squares are in the figure at right?
- The pastor and her twins, Dan and Ann, want to cross from the east side of the Nile River to the west side in a canoe. But the canoe can hold no more than 120 kilos. Pastor weighs 65 kilos, and Dan and Ann weigh 50 kilos each. How can all three of them reach the other side of the river using the canoe? —

Check the answers here after you have tried your best: 1st Person: 3 full containers, 1 half empty container and 3 empty containers. 2nd Person: 3 full containers, 1 half empty container and 3 empty containers. 3rd Person: 1 full container, 5 half empty containers and 1 empty container. Very large hands. A secret. John (16), Omot (12), Rachel (10), Paska (6), James (36). At least 30 squares. First the twins paddle to the west side of the river. One stays on the west side, and the other comes back. Pastor rows alone to the west side, leaving a twin on the east side. Finally, that twin comes back and together, they paddle to the west side of the river.



The new South Sudan Primary School Curriculum is available in soft copy from our office!

PRESBYTERIAN CHURCH OF SOUTH SUDAN (PCOSS) EDUCATION DEPARTMENT  
Rev. Stephen Nyang, PCOSS Education Director  
Leisa Wagstaff, PCOSS Education Facilitator & Editor  
Email: pcoesseducationproject@gmail.com  
Cell: +211 928315129 or 954946653

PCOSS EDUCATION NEWS is published quarterly. We invite your comments, letters to the editor, school and personnel updates and news, stories, articles on education, and advertisements.