

# South Sudan Higher Education Initiative for Equity and Leadership in Development



**Associate Award  
Final Report**

# **South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD)**

Associate Cooperative Agreement

No. AID-668-LA-12-00004

under

Leadership with Associates Award Cooperative

Agreement No. AEG-A-00-05-00007-00

*FINAL REPORT*

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## LIST OF ACRONYMS

ACE	American Council on Education
GEWLP	Gender Equity and Women's Leadership Program
HED	Higher Education for Development
IU	Indiana University
MAED	Master's in Education
M&E	Monitoring and evaluation
MoEST	Ministry of Education, Science and Technology in South Sudan
NGO	Non-governmental Organization
RFA	Request for Applications
SSHIELD	South Sudan Higher Education Initiative for Equity and Leadership Development Program
UNU	Upper Nile University
UoJ	University of Juba
USAID/E3/ED	United States Agency for International Development, Bureau for Economic Growth, Education, and the Environment, Office of Education
USAID/South Sudan	United States Agency for International Development, South Sudan Mission
VA Tech	Virginia Polytechnic Institute and State University
WLP	Women's Leadership Program

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## Executive Summary

In July 2012, USAID/South Sudan executed Associate Cooperative Agreement # AID-668-LA-12-00004 with the American Council on Education/Higher Education for Development (ACE/HED) in support of the South Sudan Initiative for Equity and Leadership Development (SSHIELD). SSHIELD's purpose was to support national and local development goals in South Sudan that promote gender equality and female empowerment in education management and leadership, particularly at the secondary level, through the creation of a higher education partnership between a U.S. higher education institution and the University of Juba, Upper Nile University, and the Ministry of Education, Science and Technology (MoEST) in South Sudan.

SSHIELD is part of a broader effort known as the Women's Leadership Program (WLP), whose purpose is to support national and local development goals that promote gender equality and female empowerment. Under the Women's Leadership Program, HED issued a total of five Request for Applications (RFAs) for higher education partnerships in Rwanda (2), Paraguay, South Sudan and Armenia.

As the result of an open, merit-based competition, Indiana University (IU) was selected to serve as the lead U.S. institution for the higher education partnership with Virginia Polytechnic Institute and State University (Virginia Tech) as a secondary collaborating U.S. partner institution. The goal of the partnership was to enhance the ability of higher education institutions to advance women's leadership through interventions to improve access of women to higher education and increase the supply of teachers for secondary schools.

SSHIELD experienced a number of notable challenges during its implementation. The first major challenge occurred early in implementation, when Virginia Tech withdrew from the collaboration. The most significant challenge, however, was the conflict that erupted in South Sudan in December 2013, a mere 8 months into implementation of the partnership. The extreme civil unrest resulted in the cessation of programmatic activities in South Sudan at the direction of USAID. In response to the volatile security situation and with approval from HED and USAID/South Sudan, SSHIELD partners transferred all training activities from South Sudan to Indiana University and refocused the program to concentrate efforts on social cohesion and peace building goals. As a result of this re-scoping of activities, SSHIELD's new goal became to equip an ethnically diverse group of faculty and female leaders with skills and knowledge in the field of education in emergencies that will assist South Sudan's educational institutions in promoting social cohesion, peace building, and conflict mitigation.

With only a year to implement activities once the re-scoping had been approved, SSHIELD partners were nonetheless able to achieve their objectives:

1. Indiana University faculty designed a curriculum for a Master's in Secondary Education degree program, with an emphasis on education in emergencies, for the SSHIELD program.
2. Fourteen South Sudanese women of ethnically diverse backgrounds received full scholarships to participate in the specially designed Master's in Secondary Education degree program at Indiana University.
3. All 14 women completed their coursework; thirteen successfully defended their theses and received master's degrees from Indiana University.
4. Eight faculty members from four South Sudanese universities received 5 months of professional development training through visiting faculty appointments at Indiana University.

This final performance report summarizes the results, challenges, lessons learned, and associated activities of the SSHIELD program implemented under the Associate Cooperative Agreement.

## BACKGROUND: DEVELOPMENT CONTEXT

As a new nation struggling to establish structures and institutions necessary for economic development amidst a literacy rate of 27 percent (16 percent among women), South Sudan's government recognized that education would play a critical role in preparing individuals to contribute to the nation's economic activity and it established a free and compulsory education for all under the interim constitution enacted in July 2005. Under the policy, education support emphasized increasing access to and improving the quality of primary education; it focused much less on secondary education. As enrollments increased at the primary school level, however, the dearth of investment in South Sudan's secondary education meant that the system would not have the resources necessary to create a production pool of qualified teachers for secondary schools, particularly female educators.

When SSHIELD was launched in 2012, women made up only 10 percent of the teaching force for secondary schools, while they represented 29 percent of the student population. The lack of existing qualified female educators was caused in large part by a staggeringly high dropout rate for girls during and after primary school. On the national level, only 591 women reached the last year of secondary school in 2011. As a result, few girls reached higher education, and even fewer young women were qualified to work in the education system.

Research suggests that focused recruitment and training of female teachers may help increase educational opportunities for girls, as there is a high correlation between the number of female teachers and the retention of girls in school. SSHIELD was created to enhance the quality of South Sudan's primary and secondary education systems and provide secondary school graduates with greater opportunities for career advancement by creating a pipeline of qualified female educators and by supporting intervention efforts targeted at female secondary school students.

## PARTNERSHIP OVERVIEW

Under SSHIELD, Indiana University increased the capacity of educational leaders in South Sudan, particularly women, to address the needs of students and teachers in conflict-affected areas. The initial purpose of SSHIELD was to promote gender equality and female empowerment in South Sudan through the creation of a higher education partnership between a U.S. higher education institution and the University of Juba (UoJ), Upper Nile University (UNU), and MoEST in South Sudan. As the result of an open competition, Indiana University was selected to partner with the South Sudanese universities in October 2012.

### *SSHIELD at a Glance*

**Partner Institution:** *Indiana University*

**Region:** *Africa*

**Dates:** *March 2013–July 2015*

**Funding Level:** *\$3,283,212*

**Cost Share:** *\$615,083*

In December 2013, South Sudan began experiencing extreme civil unrest that resulted in the cessation of most programmatic activities at the direction of USAID. In response to the situation in South Sudan and in consultation with HED and USAID/South Sudan, SSHIELD partners displayed great flexibility and proposed to refocus the program to be more responsive to the security situation, concentrating partnership efforts towards social cohesion and peace building goals. The partners proposed to bring South Sudanese students to the United States for a course of study leading to a Master's degree that was specially designed by Indiana University. SSHIELD's new objective then became to prepare South Sudanese educators to address the needs of educational institutions, teachers, and students in a conflict-affected environment. This re-scoping of activities was officially approved by USAID/South Sudan in June 2014.

Displaying dedication to South Sudan and the development of its educational system in the midst of the crisis, Indiana University offered scholarships to 14 South Sudanese women to complete master's degrees in secondary education and provided visiting faculty appointments to 8 South Sudanese faculty members to engage in co-teaching, research, and mentoring activities to help them support the master's program graduates to affect change in educational institutions upon their return to South Sudan. Further, as part of a Master in Secondary Education degree specifically tailored to the needs of South Sudan, Indiana University used great creativity in mobilizing its faculty to design the new master's degree program by revising 10 courses to include a focus on education in post-conflict countries and to be relevant to the context of South Sudan's educational system. Indiana University also provided individual tutoring support tailored to the needs of each of the master's students to help ensure academic success. Thirteen of the fourteen master's students completed their coursework and successfully defended their theses. Plans are underway for the remaining master student to revise her thesis while in Juba with support from University of Juba and Indiana University faculty.

## ASSOCIATE COOPERATIVE AGREEMENT GOAL AND OBJECTIVES

Supported through an Associate Cooperative Agreement between ACE/HED with USAID/South Sudan that was effective July 2012 and ended September 2015, the SSHIELD was created to design, implement, and manage a partnership with higher education institutions in the United States and South Sudan to be managed through ACE/HED.

The goal of SSHIELD was to enhance the ability of higher education institutions to advance women's leadership by improving access of women to higher education and increasing the supply of teachers for secondary schools. SSHIELD also planned to bring leadership to secondary schools by providing secondary school students with career guidance and high school readiness programming especially for female students. The following three objectives were defined in the Associate Cooperative Agreement between USAID/South Sudan and ACE/HED in support of this goal:

**Original Objective 1:** Minimize institutional barriers to women's access to higher education.

**Original Objective 2:** Equip targeted institutions of higher education to meet the secondary education workforce needs.

**Original Objective 3:** Establish a supportive environment for the female population at the secondary and higher education levels.

In December 2013, a major conflict erupted in South Sudan that resulted in a suspension of all USAID activities in the country. After it became apparent that the security situation would not improve sufficiently to lift the suspension, HED proposed to shift SSHIELD's training activities to the U.S. partner campus at Indiana University and focus the program on education for democratic citizenship and peace-building. USAID approved this programmatic shift, and the partners worked with HED to adapt the SSHIELD framework to focus on one objective with two expected outcomes:

**Updated Objective 1:** Equip an ethnically diverse group of faculty and female leaders with skills and knowledge in the field of education in emergencies that will assist South Sudan's educational institutions in promoting social cohesion, peace building, and conflict mitigation.

- **Outcome 1:** A network of women leaders is prepared with the skills and knowledge to contribute to peace-building and social cohesion through South Sudanese educational institutions.
- **Outcome 2:** Participating South Sudanese university faculty members are prepared to support master program graduates to affect change in educational institutions upon return to South Sudan.

## PROGRAM DESIGN AND OVERSIGHT BY HED

This section of the final report describes the process for designing and launching SSHIELD. It also provides background information on the decision to shift the scope of SSHIELD after civil war erupted in South Sudan in December 2013 and describes HED's oversight and management of the initiative.

### *Designing SSHIELD and Selecting a U.S. Partner*

As the result of a design visit to South Sudan with a team from HED and USAID/E3/ED, two South Sudanese universities were identified by USAID as potential host country partners. Both had the capacity to benefit from a partnership with universities in the United States focused on promoting gender equality and female empowerment in education management and leadership, particularly at the secondary level: the University of Juba and Upper Nile University.

With information gathered during design trip consultations, HED collaborated with USAID to determine the content, scope and timeline for the SSHIELD Program Request for Applications (RFA). The RFA was released in August 2012, a virtual information session was held shortly thereafter for potential applicants, and four applications were received by the submission deadline of October 15, 2012.

HED conducted a peer review with a panel of 5 reviewers to evaluate the four applications and make recommendations to USAID for funding. USAID/South Sudan selected Indiana University to be awarded the SSHIELD Program. The application from Indiana University demonstrated a strong institutional commitment to the proposed partnership and an impressive capacity in gender, education, and African studies.

### *Executing Sub-Cooperative Agreement and Conducting the Baseline*

In February 2013, HED convened a one day pre-award orientation workshop with ACE/HED staff and partners from Indiana University and Virginia Tech to discuss the major components of the sub-cooperative agreement for the SSHIELD Program and brief partners onto use HED's tools and procedure for results based management.

The sub-cooperative agreement between ACE/HED and Indiana University became effective March 1, 2013. Indiana University and Virginia Tech partners conducted their initial assessment visit to the UoJ, UNU, and MoEST beginning April 15. Execution of the agreement was followed by baseline assessment activities during the week of May 20. At the conclusion of the visit, the HED and IU team met with the Sudanese partner universities, the MoEST, and USAID/South Sudan to confirm baseline data collected and discuss implications for implementation. The baseline assessment was conducted in line with HED's results-based management processes

and consisted of analyzing all baseline data, establishing and confirming objectives, and vetting target data provided for USAID's Standard Higher Education and DO3 Indicators as well as the partnership's custom indicators. The purpose of the assessment was to ensure that baseline and target data provided were accurate, traceable, and well-documented.

The Baseline Assessment Tools, Results Framework, Performance Monitoring Plan, and Partnership Implementation Plan were finalized by the IU partners and submitted to HED on June 5, 2013. HED reviewed the tools, provided partners with feedback, and submitted them to USAID/South Sudan on June 21, 2013.

### ***Launching SSHIELD***

The SSHIELD Project was officially launched by the Minister for Higher Education, Science and Technology on July 18, 2013. The event was attended by U.S. Embassy, USAID, IU, HED, MoEST and other ministry officials. Over 500 people participated in the launch, and it was covered by the local media. Immediately following the launch, HED and SSHIELD partnership key personnel traveled to Kigali, Rwanda, for the WLP Partners Meeting being held by HED. The goal of the WLP Partners Meeting was to strengthen the capacity of the five newly-launched partnerships under the WLP to achieve better results and generate greater impact by fostering a shared understanding of common objectives and implementation processes.

In August 2013, Virginia Tech, which was originally responsible for managing the Master's component of the SSHIELD, withdrew from the partnership. HED and Indiana University quickly responded by meeting at HED's office to readjust the budget and work plan.

In September and October of 2013, USAID/E3/ED requested that USAID/South Sudan realign the Associate Cooperative Agreement budget to provide USAID/E3 with additional funds towards the administrative and operational costs related to the HED program. This request was part of a larger effort by USAID/E3 to deal with reductions to its annual budget, which it was forced to pass along to HED. The request resulted in a reduction in funds available to Indiana University for implementation, and Indiana University was forced to delay or cancel certain program activities. Working closely with the partners, HED submitted a revised budget, work plan, partnership management plan, and partnership implementation plan for the SSHIELD partnership as requested by USAID/South Sudan in December 2013. Before the revised work plan and budget were approved by the Mission, however, South Sudan began experiencing a devastating conflict that effectively suspended all partnership activities in December 2013.

### ***Conflict in South Sudan and Re-Scoping of SSHIELD***

With the December 2013 crisis, USAID/South Sudan informed HED and Indiana University that IU faculty would not be able to travel to Juba for institutional capacity building activities and

development of the planned Master's program. In response, SSHIELD partners proposed to refocus the program to be more responsive to the current security situation, concentrating efforts towards social cohesion and peace building goals and bringing South Sudanese students to Indiana University for study towards a Master's degree instead of sending Indiana University faculty to South Sudan to conduct the master's program there.

In April 2014, the new goal of the SSHIELD program became to build an ethnically diverse group of faculty and female scholars equipped to assist South Sudan's universities and education system to promote social cohesion, peace building, and conflict mitigation. Under the revised results framework, Indiana University proposed to offer 10-15 South Sudanese women merit- and need-based scholarships to complete a Master's degree program in secondary education that has been specifically designed to address the needs of a conflict-affected society such as South Sudan. In addition, SSHIELD proposed to bring 8-10 South Sudanese university faculty members to Indiana University on visiting faculty appointments.

USAID approved the re-scoping of activities and reduced the budget in early June 2014 but delayed final approval of the partnership work plan pending a revised results framework, work plan, and budget at the partnership level. To avoid delays in time-sensitive activities, however, USAID pre-approved bringing the 14 master's students to Makerere University for intensive English language training in July 2014 and an introductory master's course in August 2014. HED submitted the revised partnership framework, work plan, and budget to USAID South Sudan at the end of June, and USAID South Sudan approved it on July 24, 2014.

### ***Closeout of Activities in South Sudan***

At USAID South Sudan's direction, HED submitted a plan for the closeout of activities in South Sudan. This plan, which was developed in consultation with Indiana University and staff from the NGO that had been established in Juba to manage activities in the field (Gender Equity and Women's Leadership Program, or GEWLP), included a review to ensure the closeout process had been in compliance with local labor laws. USAID/South Sudan approved the initial closeout plan and a subsequent request for an extension of the closeout process through September 19, 2014. HED Senior Program Specialist Marilyn Crane then met with the Agreement Officer's Representative and organized a series of planning meetings with the AOR for IU partnership directors in May 2014 to review the changes.

With the programmatic activities of the SSHIELD program moving to Indiana University, SSHIELD officially closed its Juba office in September 2014. The equipment disposition plan designated that the Resource Lab, including furniture, library reference books, and 12 computers, was to be donated to the University of Juba, College of Education. Officials of the University of Juba assured USAID that the office will continue to be used as a primary training and meeting space for the college's faculty and students. GEWLP also received approval from USAID to use the

vehicle purchased by the award. Indiana University's closeout report for activities in South Sudan is attached to this report under Appendix A.

### ***Monitoring Visits***

Throughout the duration of the associate award report, HED provided financial and programmatic oversight to the SSHIELD partners. In addition, HED Senior Program Specialist Marilyn Crane and HED Program Specialist Amy Reagan traveled to Indiana University for a monitoring visit from October 7-10, 2014. While there, they reviewed the new work plan for FY15 and discussed the methodology for reporting on the new framework. The HED team met with the 14 master's students, observed part of a class, and attended a panel at the CIES Mid-West Regional Conference. HED Senior Program Specialist Marilyn Crane and Program Specialist Amy Reagan also attended a March 10 panel at the Comparative International Education Conference in Washington, DC, where the Indiana University partnership director, one of the South Sudanese faculty members, and two of the South Sudanese master's students presented on the crisis in South Sudan and SSHIELD's potential for impact on girl's education and peace-building efforts.

## SSHIELD RESULTS AND PERFORMANCE

This section provides a description of activities completed during the SSHIELD partnership's period of performance, October 1, 2013 – July 7, 2015, and describes how these activities contributed toward the partnership's accomplishment of the results identified under each objective.

### ***Progress Prior to the December 2013 Conflict***

Once the sub-cooperative agreement had been executed and the baseline assessment completed, the SSHIELD program started to make steady progress toward the original program objectives. In the first quarter of the project, under the great leadership of Julia Duany, SSHIELD successfully registered GEWLP as an official NGO in South Sudan, secured office space at the University of Juba, and hired a qualified staff with expertise in logistics, finance, and M&E to work for the GEWLP office. GEWLP would later serve a critical role in coordinating activities on the ground and in strengthening the capacity of the University of Juba to engage with external stakeholders and donors.

#### OBJECTIVE 1:

##### TO MINIMIZE INSTITUTIONAL BARRIERS TO WOMEN'S ACCESS TO HIGHER EDUCATION

Under Partnership Objective 1, there was one outcome: *“Increased number of female students pursuing tertiary degrees to become secondary school teachers”*. The following activities, in support of Objective 1 and its outcome, were undertaken prior to the December 13 conflict.

#### ***Outcome 1.1: Increased number of female students pursuing tertiary degrees to become secondary school teachers***

From September 2013 to December 2013, GEWLP conducted the recruitment process for the planned Master's degree program at University of Juba.

First, SSHIELD partners met with the MoEST and USAID in October 2014. The purpose of the meeting was to agree on the application form and guidelines for the Master's in Education (MAED) program. It was agreed during the meeting that the Ministry would write letters to all 10 State Ministries of Education to advertise the MAED program and receive all applications. A separate meeting was held later that day with the Undersecretary of the Ministry of Education, Science and Technology. He was provided a briefing on the project, and SSHIELD representatives requested his support of activities, including approval of the MAED.

Next, an advertisement and recruiting campaign for the MAED program began. GEWLP developed a recruitment ad that was sent to newspapers and state ministries of education. An advertisement for the MAED program was placed in *The Citizen Newspaper* on November 13,

2013. The general application guidelines and forms were made available at the MoEST, all the State Ministries of Education, and at the SSHIELD Program office.

With support from USAID/South Sudan, the SSHIELD staff also conducted radio interviews to raise awareness about the program on two radio shows (Miraya FM on November 22 and Eye Radio FM on November 29) and began the process of collecting applications. Unfortunately, applications were due on December 16, 2013, just as the conflict broke out and plans for moving forward had to be put on hold.

### ***Impact of the Conflict on Results under Objective 1***

Due to the conflict in South Sudan, the MAED program was not launched in South Sudan. Instead, under the new framework, 14 South Sudanese master's students traveled to Indiana University to complete a master's degree in secondary education that was specifically designed to address the needs of South Sudan.

#### OBJECTIVE 2:

TO STRENGTHEN THE CAPACITY OF THE INSTITUTIONS TO PROVIDE QUALITY EDUCATIONAL PROGRAMMING TO MEET THE SECONDARY EDUCATION WORKFORCE NEEDS

Under Partnership Objective 2, there were two main outcomes: *'Instructional resources and curricula at Colleges of Education are improved'* and *"Faculty and administrators in the Colleges of Education at UoJ and UNU have increased knowledge and skills to design and administer educational programming and research"*. The following activities, in support of Objective 2 and its outcomes, were undertaken under the original SSHIELD framework.

### ***Outcome 2.1: Instructional resources and curricula at Colleges of Education are improved***

Once SSHIELD established GEWLP, it immediately made arrangements for maintenance at the University of Juba. Maintenance included office space, bathrooms for female students and faculty at the College of Education, and space for the Teaching and Learning Resource Center (TLRC). The Resource Center received computers during the second week of December 2013, and furniture and computers were set up in March 2014. In addition, 24 books covering various subjects were purchased in the United States and shipped to the SSHIELD office in Juba for the College of Education's library at the UoJ. The books were selected by identifying needs from the UoJ faculty.

SSHIELD partners also selected courses, determined course sequences, and developed a course description for the MAED program during a site visit by the Indiana University partnership director and project director to South Sudan in October and November 2013.

***Outcome 2.2: Faculty and administrators in the Colleges of Education at UoJ and UNU have increased knowledge and skills to design and administer educational programming and research***

SSHIELD conducted three seminars during October and November 2013. Two seminars were held at UoJ and UNU for faculty members on "Curriculum and Pedagogy in the South Sudan Context" in October 2013. A total of 14 faculty members (11 male, 3 female) participated in the seminar at UoJ, while a total of 22 faculty members (21 male, 1 female) participated in the seminar at UNU. A third seminar on "Current Approaches to Math Education" was held at the UoJ from in November 2013. In all, 26 individuals (23 male, 3 female) from UNU and UoJ participated in the third seminar.

***Impact of the Conflict on Results under Objective 2***

After the conflict in South Sudan erupted, all professional and institutional development activities planned for South Sudan had to be cancelled. Instead, under the new framework, 7 South Sudanese faculty members and a team leader traveled to Indiana University to participate in visiting scholar appointments in January 2015. Activities and results from the South Sudanese visiting faculty appointments are highlighted in the section describing progress after the December 2013 erupted.

OBJECTIVE 3:  
TO ESTABLISH A SUPPORTIVE ENVIRONMENT FOR THE FEMALE POPULATION AT THE  
SECONDARY LEVEL AND HIGHER EDUCATION LEVELS

Objective 3 had one main outcome: *"Secondary school female students are supported to pursue higher education and career aspirations."* The activities outlined below took place prior to the December 2013 conflict and subsequent change in the scope of activities for SSHIELD.

***Outcome 3.1: Secondary school female students are supported to pursue higher education and career aspirations***

In the period between April 2013 and December 2013, GEWLP had just started to conduct outreach activities. GEWLP was able to arrange a few school visits for Indiana University faculty members Terrence Mason and Dionne Cross during their visits to South Sudan in October and November 2013. However, the bulk of the outreach activities were scheduled to take place after the start of the master's program and to be led by master's students as part of a service-learning component of their degree requirements.

Outreach visits were made to four secondary schools in October and November 2013. At each of the school visits, the delegation met with the school principal to explain the SSHIELD project

with a special emphasis on outreach to secondary school girls to encourage them to pursue higher education and leadership positions following their secondary school studies. They also met with classes of students. The schools visited were: 1) Malakal Public Girls Secondary School (October 23, 2013); 2) Asosa Girls Secondary School (October 23, 2013); and 3) Juba Girls Secondary School (October 24 and November 25, 2013).

### ***Impact of the Conflict on Results under Objective 3***

Outreach visits to secondary schools by program staff and female mentors were meant to raise awareness among female students of the importance of higher education. Due to the conflict in South Sudan and the decision to halt the Bridge Program, however, all outreach activities in South Sudan were cancelled.

### ***Progress after the December 2013 Conflict***

As soon as the conflict in South Sudan erupted, all programmatic activity for SSHIELD halted. The SSHIELD program was subsequently restructured, and it shifted its focus to concentrate on South Sudan's new educational needs that were emerging as a result of the conflict. Specifically, the master's degree and faculty training programs for South Sudanese were moved to Indiana University and an emphasis on education in emergencies was added. In addition, SSHIELD's new goal became to equip an ethnically diverse group of faculty and female leaders with skills and knowledge in the field of education in emergencies that will assist South Sudan's educational institutions in promoting social cohesion, peace building, and conflict mitigation.

Under the new framework, Indiana University offered 14 South Sudanese women merit- and needs-based scholarships to complete a Master's degree program in secondary education that was designed to address the needs of South Sudan's conflict-affected society. In addition, Indiana University offered 7 faculty members from South Sudan's universities and one advisory board member semester-long visiting faculty appointments. The purpose of the visiting appointments was to build the faculty members' capacity to better support the master students upon their return to South Sudan by having them assist IU faculty in adapting the courses being taught to the South Sudanese master's students to the context of South Sudan, engaging them in co-teaching and mentoring activities with IU faculty, and tasking them to work with the South Sudanese master's students to develop action plans for their return to South Sudan.

#### **OBJECTIVE 1 (REVISED):**

**TO PREPARE SOUTH SUDANESE EDUCATORS TO ADDRESS THE NEEDS OF EDUCATIONAL INSTITUTIONS, TEACHERS, AND STUDENTS IN A CONFLICT-AFFECTED ENVIRONMENT**

There are two outcomes under SSHIELD new Objective 1. The first outcome is: *'A network of women leaders is prepared with the skills and knowledge to contribute to peacebuilding and*

*social cohesion through South Sudanese educational institutions.'* The second outcome is: *'Participating South Sudanese university faculty members are prepared to support master's program graduates to affect change in educational institutions upon return to South Sudan.'* The following activities, in support of the revised objective and its two outcomes, were undertaken after the proposed shift in the scope of activities and SSHIELD framework were approved by HED and USAID.

***Outcome 1.1 (Revised): A network of women leaders is prepared with the skills and knowledge to contribute to peacebuilding and social cohesion through South Sudanese educational institutions***

By December 17, 2013, two days after the conflict first flared up, a total of 64 applications had been received from 8 out of 10 States in South Sudan. A selection of applicants to be invited for interviews was made in February and March of 2014 by committees convened in South Sudan and at Indiana University in consultation with USAID. Admissions tests and interviews of the selected candidates were then held in Kampala, Uganda, from March 26 to April 2, 2014. The interview location was moved from Juba to Kampala to ensure security for all involved. In all, twenty applicants participated in the interviews and workshops. After scoring, 14 applicants were selected, notified of their acceptance, and offered scholarships; all accepted.

At Indiana University, in anticipation of the start of the master's program in the Fall 2014 semester, housing at university apartments was reserved, IU teaching faculty were selected, and courses adaptation to the South Sudanese context began. IU faculty members were prepared for the start of their courses with a workshop on the South Sudanese educational context and education in conflict-affected societies led by Terry Mason in June 2014.

Immediately following the workshop, IU faculty started to build a new, specially designed master's degree in secondary education organized around the theme of education for democratic citizenship and peacebuilding with a focus on the role of schools as leading institutions in creating social cohesion and civic identity. As part of the Master's in Secondary Education curriculum, 10 courses were adapted to meet the needs of the program participants and prepare them with the knowledge and skills to address issues relevant to post-conflict South Sudan. The curriculum for the master's degree in secondary education is below.

The master's students began their pre-program preparation with a 5-week English language intensive training and a computer course at Makerere University, Uganda in July 2014. Each individual's spoken and written English abilities were assessed at this time. While at Makerere University, the students also took their first master's course taught by IU faculty.

In August 2014, the MAED students travelled from Uganda to Indiana University. Students had an orientation week after their arrival before beginning their coursework, including a yearlong seminar Education for Democratic Citizenship and Peace-building for South Sudanese. As part

of the year-long seminar, each master student created personal action plans to improve education in South Sudan. For instance, the students who focused on girls' education developed concrete proposals for policy and practice that would encourage girls to stay in school as they approach adolescence.

## Course of Studies

### Summer 2014 (3 Credits)

- Intensive English
- EDUC S503: *Secondary School Curriculum*

### Fall 2014 (12 Credits)

- EDUC-J500: *Instruction in the Context of Curriculum*
- EDUC-Y520: *Strategies for Educational Inquiry*
- EDUC- A500: *Introduction to Educational Leadership*
- EDUC-S512: *Workshop in Secondary Education: The Role of Education in Conflict Transformation*

### Spring 2015 (12 Credits)

- EDUC-P510: *Psychology in Teaching*
- EDUC- S555: *Diversity and the Communities of All Learners*
- EDUC-S512: *Workshop in Secondary Education: The Role of Education in Conflict Transformation*
- Course Elective: Area of Specific Interest

### Summer 2015 (9 Credits)

- EDUC- S508: *Problems in Secondary Education*
- EDUC- X599 (6 Credits): *Supervised Thesis Work*

The SSHIELD scholars also conducted research and worked on theses, which they defended in committees in June 2015. All fourteen master's students successfully completed the required coursework. Thirteen of the fourteen students received passing marks on their theses and successfully completed the master's degree program. The student who did not pass her thesis defense will continue to receive support from faculty at Indiana University and from the visiting faculty that have returned to South Sudan to revise and resubmit her thesis at a future date. See Appendix B for a list of the thesis topics.

On May 8, 2015, Indiana University held a graduation ceremony for the master students. The program graduates were specifically honored for their accomplishments during the School of Education graduation. A video produced by Indiana University captures the ceremony and provides an overview of SSHIELD master's program:

<https://www.youtube.com/watch?v=yWvmPfUMbHI&feature=youtu.be>.

Throughout the year, the 14 master's students participated in supplementary activities such as workshops and conferences to build leadership and presentation skills that will transfer directly back to their future positions in South Sudan. These meetings included:

- **Midwestern Comparative and International Education Conference** (October 2014; Bloomington, IN): The master's students attended a two-day conference where a panel

of three SSHIELD scholars presented on education in South Sudan and their personal experiences during a conference breakout sessions.

- **African Studies Association (ASA) Conference** (November 2014; Indianapolis, IN): All 14 master's students attended the ASA conference. The conference theme was "Violence, Reconstruction and Reconciliation."
- **Comparative and International Education Association Annual Conference** (March 2015; Washington, DC): All 14 master's students and 6 South Sudanese faculty travelled to Washington, DC to participate in the international conference with the theme, "Ubuntu! Imagining a Humanist Education Globally." A panel session was presented by the students, faculty, and staff of SSHIELD titled, "Women's Leadership, Peace-Building and Education: The South Sudan Higher Education Initiative for Equity and Leadership Development" on Tuesday, March 10.

The SSHIELD scholars also visited a number of important historical and cultural sites in Chicago and Cincinnati related to women's rights and the struggle for civil rights in the United States. These experiences, coupled with the formal academic curriculum, contributed to the development of a strong sense of professionalism and the acquisition of important knowledge and skills that helped equip the SSHIELD scholars to become educational leaders and advocates for women's rights and peace upon their return to South Sudan.

Pre- and post-surveys were administered to the master's students to assess their perception of their knowledge regarding education in conflict-affected societies. In the post survey, 100% of the students rated their knowledge of the critical components of their understanding of the knowledge areas studied as part of the master's program as a "3 - somewhat competent" or above on a scale of 1-5. These findings suggest that the group's overall self-perceptions of competence in key areas related to the project have been greatly enhanced. See Appendix C for a report on the survey in the final partnership narrative report.

### ***Progress of Activities towards Outcome 1.1***

Indiana University created a curriculum for a Master's in Secondary Education degree program, with an emphasis on education in emergencies, for the SSHIELD program. As part of the new curriculum, Indiana University faculty adopted, created, and/or revised 10 courses. Fourteen South Sudanese women received full scholarships to participate in the specially designed master's degree program. All 14 women completed their coursework; and thirteen successfully defended their theses and received master's degrees from Indiana University. As a result of these activities, a network of women leaders are now prepared with the knowledge and skills to contribute to peacebuilding and social cohesion through South Sudanese educational institutions.

**Table 1. Cumulative Targets and Results under Revised Framework  
Outcome 1.1: A network of women leaders is prepared with the skills and knowledge to contribute to peacebuilding and social cohesion through South Sudanese educational institutions**

<b>Indicator</b>	<b>Target</b>	<b>Result</b>	<b>% Variance: Result to Target</b>
Custom Indicator 1: % of South Sudanese master's degree female students prepared with the needed leadership knowledge and skills	85% (12 out of 14)	100% (14 out of 14)	<b>+17%:</b> Given the time limitation for the master's program, Indiana University approached its projections for completion conservatively and projected that 2 master's students would not complete their training due to attrition; however all 14 master's students were successful. Pre- and post-surveys were administered to the 14 SSHIELD scholars. The self-reported data strongly suggest that all 14 master's students experienced increased self-perceptions of confidence in key areas related.
Custom Indicator 2: THESES # of passing theses on the role of education in peacebuilding	85% (12 out of 14)	93% (13 out of 14)	<b>+9%:</b> One more student passed the thesis requirement than initially projected. Given the time limitation for the master's program, Indiana University approached its projections for degree completion conservatively and projected that 2 master's students would not complete their degrees due to attrition.
DO3 Indicator: SCHOLARSHIPS # of individuals from underserved and/or disadvantaged groups (women) receiving US Government-funded scholarships to attend post-primary education	14	14	<b>On target.</b>
Standard Indicator: TRAINING LONG-TERM (B. Completed) # completing long term training (STUDENTS)	14	13	<b>-7%:</b> Thirteen out of fourteen of the master's students completed their degree programs when they successfully defended their theses. The remaining master's student plans to rework her thesis and complete her degree in South Sudan with support from University of Juba faculty and virtual support from Indiana University.
Custom Indicator 3: COURSES # of courses revised, adapted, and developed at Indiana University	12	10	<b>-16%:</b> The master's students took electives in the Spring 2015 semester; however, the electives did not need to be adapted for the program. In addition, the intensive English language course conducted in Kampala did not require adaptation.

***Outcome 1.2: Participating South Sudanese university faculty members are prepared to support master's program graduates to affect change in educational institutions upon return to South Sudan***

SSHIELD also featured a visiting faculty program that provided an opportunity for South Sudanese faculty members to participate in semester-long visiting faculty appointments at Indiana University. The main purpose of the visiting faculty program was to create a network of support for the SSHIELD scholars upon return to South Sudan. In addition, should the master's program succeed in being transitioned to a sustainable program in South Sudan, the 8 visiting faculty will be prepared to teach graduate level courses in the program.

The recruitment and application process for South Sudanese faculty began in June 2014, with announcements in national newspapers. In all, 12 South Sudanese faculty from 4 universities were recruited and interviewed for the faculty training program. Seven faculty members and an advisory board member were then selected to participate in July 2014. The advisory board member was brought to Indiana University to serve as a team leader for the group. Six of the South Sudanese faculty members arrived in Bloomington, Indiana on January 19, 2015. Two additional faculty members were delayed due to health reasons. They arrived in on February 27, 2015.

Once they arrived at Indiana University, the visiting faculty became engaged in professional development activities with support from paired IU faculty mentors in their area of specialization. Through their assigned mentors, they participated in IU education courses as guest lecturers and as observers. In addition, they served on the master's thesis committees and participated in the master's student theses defenses. Visiting faculty also gathered portfolios of academic research tailored to their specific interests and fields that will serve as resources for them in their university positions in South Sudan.

Pre- and post-surveys were administered to the 8 South Sudanese visiting faculty. The surveys inquired about the visiting faculty's perception of preparedness to support the master's students upon their return to South Sudan. Seven out of the eight visiting faculty self-reported being prepared to support master's program graduates to affect change in educational institutions upon return to South Sudan. More details, including a summary of the survey response, are included in the partnership final report under Appendix C.

### ***Progress of Activities towards Outcome 1.2***

Eight faculty members from four South Sudanese universities received 5 months of professional development training through visiting faculty appointments at Indiana University. These faculty members are now prepared to support the master's program graduates to affect change in educational institutions upon return to South Sudan.

<b>Table 2. Cumulative Targets and Results under Revised Framework Outcome 1.2: Participating South Sudanese university faculty members are prepared to support master's program graduates to affect change in educational institutions upon return to South Sudan</b>			
<b>Indicator</b>	<b>Target</b>	<b>Result</b>	<b>% Variance: Result to Target</b>
Custom Indicator 4: % of South Sudanese faculty prepared to support master's program graduates	85%	88%	<b>On target.</b> Seven out of 8 faculty reported their knowledge of the critical components of their understanding of the knowledge areas studied as part of the master's program as a "3 - somewhat competent" or above on a scale of 1-5 in the post-survey.
Standard Indicator: TRAINING SHORT-TERM # completing short-term training (FACULTY)	8	8	<b>On target.</b> All 8 SSHIELD visiting faculty members successfully completed their short-term training and returned to Juba.

### **RETURN TO SOUTH SUDAN**

Students and faculty arrived in Juba on July 30, 2015. The returning scholars were greeted by several media outlets, Ministry of Education representatives, including the Director General for External Relations in Higher Education and representatives from USAID. See links to media coverage in the final partnership narrative report under Appendix C.

The fourteen master's program participants and eight visiting faculty then presented at a showcase held at University of Juba. With approximately 85 in attendance, the students provided overviews of their theses and highlighted their findings. The faculty also discussed highlights and the outcomes of their participation. The event was attended by a Ministry of Education official, USAID representatives, members of the NGO community, and students and faculty of the University of Juba. Appendix C includes press from this event in the final narrative report.

## LESSONS LEARNED

In spite of great progress in many areas, SSHIELD experienced challenges that provide the basis for lessons learned and suggest ways to resolve identified constraints.

During the design phase of the SSHIELD program, Indiana University relied on lessons learned from prior experience operating programs in developing and conflict-affected nations. Despite the fact that the program was originally designed as a three-way partnership between Indiana University, University of Juba, and Upper Nile University, Indiana University felt it was best to operate in country programs through an independent NGO rather than directly through university partners. It recognized the importance of a strong in-country partner to implement programmatic activities and financial controls on the ground. By establishing a new NGO, GEWLP, Indiana University felt better able to ensure the quality of program management while building capacity in country and paving a path for program sustainability. This NGO was approved by the University of Juba administration and located on the campus of the University of Juba, at the time an important contribution to institutional capacity building.

The condensed format of the master's program proved to be a challenge for the master's students. Ideally, they would have had more time to complete their coursework and prepare thesis. For future cohorts, Indiana University recommends integrating thesis writing into the curriculum from the beginning of the coursework. Indiana University also recommends allocating more time for thesis completion at the end of the master's program.

The SSHIELD students represented multiple ethnic and linguistic groups and were a reflection of the larger South Sudanese population. This diversity was a goal of the program and became paramount to much of their thinking about the kind of leadership the SSHIELD scholars believe will help their country. One student noted, "The way we are selected from different states and having different specialization has really made me think of how the entire country of South Sudan can be united. Different ideas, perspectives for one purpose... Together, we can bring peace in our country."

Nonetheless, the biggest challenge by far that SSHIELD faced was the December 2013 conflict. The conflict that broke out in December 2013 had the potential to derail the entire SSHIELD program. Indiana University and GEWLP were dedicated to meeting the original objectives of the program as much as possible and were able to come up with an alternate plan—to transition training activities to United States. As such, the lesson learned is that flexibility is critical when operating in a conflict-affected environment. The fact that the program was able to continue is due to creative thinking and a strong, collaborative partnership between the implementing partners, HED, and USAID.

## CONCLUSION

Through its activities, SSHIELD has created a network of women leaders with the skills and knowledge to contribute to peace-building and social cohesion in South Sudan. Thirteen out of fourteen of the SSHIELD scholars completed master's degrees in education by successfully completing their coursework and defending their theses. With additional support from Indiana University and South Sudanese faculty, the fourteenth scholar is expected to defend her thesis while in South Sudan and receive a master's degree. As a result of the training and experiences they received from SSHIELD, all 14 women have returned to South Sudan and are now prepared to take on leadership roles in South Sudan's educational system in areas such as curriculum development, teacher education, educational policy, and educational research. For its part, the visiting faculty program has not only prepared the 8 visiting South Sudanese faculty members to support the SSHIELD network, it also has equipped them to contribute to gender equity and conflict-sensitive curricula and policies in South Sudan.

The SSHIELD program graduates demonstrate that an ethnically and geographically diverse group of South Sudanese women can complete rigorous higher education degree programs and contribute meaningfully to the development of their country, especially during the ongoing crisis. With the SSHIELD network taking root and with the support of the Ministry of Education, the situation is now primed for a change in the predominately male sphere of higher education in South Sudan.

While tremendous gains have been made during the SSHIELD project in strengthening the qualifications of program participants, further support is recommended upon their return to South Sudan to ensure that the SSHIELD network is empowered to make sustainable change in South Sudanese institutions and share their knowledge and skills with a broader number of students, teachers, faculty, and administrators.

**APPENDIX A – SSHIELD PARTNERSHIP PARTIAL CLOSEOUT REPORT**

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## **SSHIELD PROJECT PARTIAL CLOSE OUT NARRATIVE REPORT**

### **Partnership Overview/ Background**

During the design phase of the SSHIELD program, Indiana University relied on lessons learned during extensive experience operating programs in developing and conflict-affected nations and recognized the utmost importance of a strong in-country partner to implement programmatic activities and financial controls on the ground. Despite the fact that the program was originally designed as a three-way partnership between Indiana University, University of Juba, and Upper Nile University, IU felt it was best to operate in-country programs through an independent NGO rather than directly through university partners. Based on our experience, universities frequently lack the fiscal controls, experience managing complex programs and budgets, and adequate staffing to properly implement USG funded programs. IU briefly conducted a search for an existing appropriate partner, but felt it would be best to work with Chief of Party, Dr. Julia Duany, to establish a new NGO, the Gender Equity and Women's Leadership Project (GEWLP), specifically for the purpose of operating the SSHIELD Program. By establishing a new NGO, IU felt better able to ensure the quality of program management while building capacity in-country and paving a path for program sustainability.

### **Achievements/Partnership Results Against Program Objectives**

In the period between April 2013 and December 2013, the SSHIELD program was making steady progress toward the original program objectives with strong on-the-ground support from GEWLP. In the first quarter of the project, GEWLP was officially registered as an NGO in South Sudan, was able to secure office space at the University of Juba, and hired an

extremely qualified staff with expertise in logistics, finance, and M&E, in addition to support staff positions.

### *Strengthening Capacity of Institutions to Provide Quality Educational Programming*

GEWLP was quickly able to make arrangements for needed maintenance at the University of Juba in order to support original programmatic Objective 2: *to strengthen the capacity of institutions to provide quality educational programming*. The maintenance included office space, bathrooms for female students and faculty at the College of Education, and space for the Teaching and Learning Resource Center (TLRC). The maintenance activities were successfully completed in the second quarter of the program and furniture, computers, and the first selection of books were ordered for the TLRC. The TLRC was used as a space to conduct three faculty workshops in research, curriculum revision, and mathematics teaching methodology, which were also outputs related to objective 2.

### *Secondary School Female Students Supported to Pursue Higher Education*

In the period between April 2013 and December 2013, GEWLP just started to conduct the outreach activities that formed the basis for original programmatic Objective number 3: *to establish a supportive environment for the female population at the secondary and higher education levels*. GEWLP was able to arrange a few school visits for Indiana University faculty members Terrence Mason and Dionne Cross during their visits to South Sudan in October and November 2013, however the bulk of the outreach activities listed in Objective 3 were scheduled to take place after the start of the master's program and to be led by master's students as part of a service learning component of their degree requirements.

### *Minimizing Barriers to Higher Education for Women*

From September 2013 to December 2013, GEWLP conducted the recruitment process for the planned Master's degree program at University of Juba the key output for original Objective 1: *to minimize institutional barriers to women's access to higher education*. GEWLP developed a recruitment ad that was sent to newspapers and state ministries of education. With support from USAID South Sudan, they conducted radio interviews to raise awareness about the program and began the process of collecting applications. Unfortunately, applications were due on December 16, 2013, just as the conflict broke out and plans for moving forward had to be put on hold.

### *Changes to Program as a Result of Conflict*

As it became apparent the conflict would continue and that we would not be able to conduct the planned activities, IU was able to revise the program to focus on objectives that could be met outside of South Sudan, specifically a master's degree program and faculty exchange program to take place at Indiana University. This proposed revision was approved by USAID in April 2014 and plans were put in place change the focus of the program to Indiana. As such, the role of GEWLP would need to change in preparation for the end of activities taking place in South Sudan. The staff of GEWLP played a crucial role in preparation activities for the transition of the program to IU. The revised plan called for GEWLP to close out activities once the master's students arrived in Indiana, by the end of August 2014.

GEWLP disposed of programmatic assets in August 2014. The technology center at University of Juba was handed over to the control of the College of Education by August 31. The chair of the SSHIELD advisory committee discussed the staffing of the center with the main library at UoJ and a staff member was appointed to work at the technology center. A list of assets

that will be disposed to the UoJ for use in the center was submitted to IU at close out. All staff members were informed by June 24, 2014 that their contracts would end on August 31, 2014. A South Sudanese labor attorney was consulted in order to ensure that these procedures met all South Sudanese legal standards. Staff that worked until August 31 were paid out for unused leave time of program assets that were disposed and signed letters of disposition are attached.

GEWLP closed out all programmatic activities taking place in South Sudan by August 31, 2014, with the exception of the preparation for the faculty exchange program, which are ongoing. Due to the need for on the ground support in South Sudan to assist with arrangement for the faculty exchange program, IU has contracted with Emmanuel Lakony of GEWLP as a consultant. Mr. Lakony has been approved to work for up to 30 between September 2014 and January 2015, as needed. Mr. Lakony is assisting with logistical and visa arrangements as a short term consultant for IU until the departure of the faculty for Indiana in January 2015.

### **Challenges/ Lessons Learned**

The greatest challenge in operating the SSHIELD program without a doubt is the difficulty of working in a conflict affected environment. The conflict that broke out in December 2013 had the potential to derail the entire SSHIELD program. IU and GEWLP were dedicated to meeting the original objectives of the program as much as possible and were able to come up with an alternate plan. As such, the lesson learned is that flexibility is key when operating in a conflict-affected environment. The fact that the program is continuing is due to creative thinking and a strong, collaborative partnership between the implementing partners and the funding agencies.

## **Success Stories/ Recommendations**

### *Future of GEWLP*

Dr. Duany worked with USAID to identify additional funding that is allowing GEWLP to continue to operate. GEWLP has been given permission by the Dean of the College of Education to continue to use office space at the University of Juba. Administration of the SSHIELD project has developed the capacity of GEWLP to operate USG funded programs. With their knowledge of content in education, peacebuilding, and political development; expertise in operating programs in South Sudan; and strong financial controls, they are in a strong position to serve as an in-country partner for any future partners.

### *SSHIELD project sustainability beyond award period*

GEWLP will be in a strong position to serve as an organizing body to support the members of the SSHIELD network (returning graduate students and faculty members.) This network will be instrumental to the sustainability of the SSHIELD program goals. In order to best support the graduates of the SSHIELD program upon their return to South Sudan, GEWLP can serve an important role in coordination and communication with the Ministry of Education, Science, and Technology. MoEST should receive periodic updates on the progress of the students and visiting faculty and engage in discussion on how their expertise can best be utilized upon their return.

## APPENDIX B – SSHIELD SCHOLAR MASTER’S DEGREE THESIS TOPICS

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## Master's Degree Thesis Topics

1. Effective teaching methods in higher education in South Sudan
2. Role of teachers in conflict resolution; Restorative justice
3. The contribution of history education to peace and reconciliation in South Sudan
4. The impact of girls' education and girl child programs in Africa, from 1990 to present.
5. Overcrowded classrooms
6. How can technology help girls to improve their lives and educational opportunities?
7. Retention of girls in school in South Sudan
8. Improving the quality of education in secondary schools in South Sudan
9. English as the medium of instruction in South Sudan
10. The role of the media on the empowerment of community development for social change
11. Good practices of instruction in teaching chemistry in secondary school in South Sudan
12. How schools can reduce violence against women in South Sudan.
13. Improving girl's education in Malakal



# FINAL PERFORMANCE REPORT SOUTH SUDAN HIGHER EDUCATION INITIATIVE FOR EQUITY AND LEADERSHIP DEVELOPMENT (SSHIELD)

March 1, 2013 – June 30, 2015



Indiana University

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## EXECUTIVE SUMMARY

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This is a Final Performance Report for the South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD), funded by USAID through Higher Education Development (HED). SSHIELD was a 2.5 year project led by Indiana University (IU) and was designed as part of the Women's Leadership Program.

The goal of SSHIELD was to equip an ethnically diverse group of faculty and female leaders with skills and knowledge in the field of education in emergencies that will assist South Sudan's educational institutions in promoting social cohesion, peace building, and conflict mitigation. The SSHIELD project consisted of two major components: 1) prepare a network of women leaders with the skills and knowledge to contribute to peacebuilding and social cohesion through South Sudanese educational institutions and 2) prepare South Sudanese university faculty members to support master's program graduates to affect change in educational institutions upon return to South Sudan.

The objective of SSHIELD was to prepare South Sudanese educators to address the needs of educational institutions, teachers, and students in a conflict-affected environment. As a result of SSHIELD:

- 14 ethnically diverse women received full scholarships to participate in Master's in Education degree program at Indiana University;
- a curricula for a Master's in Education degree program, with an emphasis on Education in Emergencies, was designed, adapted, and implemented by IU faculty;
- 13 women received Master's in Education degrees and 14 completed all required coursework; and
- 8 ethnically diverse South Sudanese faculty from 4 universities received 5 months of professional development training as visiting faculty at IU and are equipped to support the SSHIELD program graduates as they return to various education positions in South Sudan.

The implementation of the SSHIELD project was not without significant programmatic challenges. The withdrawal of a key partner in the first months and, more significantly, the civil unrest in South Sudan beginning during the first year of the project threatened to end all planned efforts to improve women's education in South Sudan. IU worked with USAID Education Officer to re-conceptualize the program to take place in Indiana and address peace-building and social cohesion, in addition to women's leadership in education. The re-designed program was responsive to the new and evolving needs in South Sudan focused on the complex dynamics of education in emergencies.

The knowledge and skills gained by the Master's program graduates and the visiting faculty will be put back into the South Sudanese education system as many of the project scholars return to their previous employment and others take new positions. All program participants completed the entire program and have returned to South Sudan. The perception of the knowledge gained was surveyed by IU both pre and post program and demonstrated a significant increase of perceived knowledge gained. Opportunities for these women have expanded and national attention has been brought to the significance of women attaining higher education.

## SECTION 1: DEVELOPMENT ISSUE(S) AND CONTEXT FOR PARTNERSHIP

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Following years of struggle, South Sudan became an independent nation in 2011. While this marked an important achievement for those who had long suffered under the government of Sudan, political violence has continued to dominate South Sudanese society. During its quest for independence from Sudan dating back to 1955, the cumulative damage done to the social and political infrastructure of South Sudan was enormous. Not surprisingly, educational institutions were among the hardest hit by the effects of war and the extreme poverty that accompanied the years of conflict. Schools themselves were few and far between and only a small percentage of them were actually permanent physical structures (UNICEF, 2014). According to Breidlid (2013)<sup>1</sup>, “of the 1.4 million school-age children in South Sudan, less 400,000 (around 28%) were enrolled in schools by the end of 2003.” The numbers (110,000) and percentages (18%) of girl students were even smaller than those for boys. Given the lack of adequate teacher training and the scarcity of teaching resources, it is certain that the quality of education for those who have been able to attend school has been very poor (World Bank, 2012). Given the central role that education must play in the social, political, and economic recovery of South Sudan, programs to improve education, especially for women, are greatly needed.

Women in South Sudan have faced particularly difficult circumstances as they have been victims of this violence and have also been largely excluded from participation in the male-dominated political realm, due to a lack of education and low status. In an effort to address this issue, the United States Agency for International Development (USAID) and Higher Education for Development (HED) have sponsored a project, the South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD). The original goal of the South Sudan Higher Education Initiative for Equity and Leadership Development (SSHIELD) was *to enhance the ability of higher education institutions to advance women's leadership through interventions that will improve access of women to higher education and support interventions to increase the supply of teachers for secondary schools.*

The early implementation of the SSHIELD project had had already faced some significant challenges. Just a few months in, implementing partner Virginia Tech withdrew from the project. However, IU took-up the portion of Virginia Tech’s work and designed the Master’s Degree program to be implemented at University of Juba. By fall 2013, activities were on track and the planned Master’s program at University of Juba was to begin in spring 2014, with applications due December 15, 2013. SSHIELD was making steady progress towards the program objectives of increasing women’s access to higher education, building institutional capacity at South Sudan’s universities, and developing a master’s degree program in education for women leaders at the University of Juba.

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<sup>1</sup> Breidlid, A. (2013). The role of education in Sudan’s civil war. *Review of Comparative Education*. 43(1), 35-47.

However, the conflict that erupted in South Sudan in December 2013 caused a temporary pause in implementation. As it became apparent that the conflict would continue and the project would not be able to move forward the planned activities, IU was able to revise the program to focus on objectives that could be met outside of South Sudan, specifically a master's degree program and visiting faculty program taking place at Indiana University. The IU SSHIELD program was reorganized around the theme of Education for Democratic Citizenship and Peace-building with a particular focus on the role of schools as the leading institutions in creating social cohesion and civic identity. IU structured the program around a series of workshops, activities, and masters' degree courses to create a cadre of women leaders to contribute to nation-building at several levels to address the overarching theme of building social cohesion and civic identity through the following areas:

- 1.) Curriculum - Program participants would be prepared to return to South Sudan and participate in the development of school curriculum for conflict resolution and mediation; curriculum that promotes gender equity, intercultural education, and peacebuilding.
- 2.) Teacher education – The program would work with visiting faculty from UoJ and UNU and master's students to build their skills in developing teacher education programs that prepare future teachers for the challenges of creating social cohesion. Courses and mentoring activities would also prepare university faculty to serve as teacher educators who can provide training pre- and in-service teachers in conflict resolution skills to create a safe and nurturing classroom environment, including school counseling with specific emphasis on war and conflict related trauma.
- 3.) Policy - Graduates of the program would be prepared to return to South Sudan and serve in government positions to create and implement policies that promote integration in schools and respect for human rights.
- 4.) School culture - Through coursework, workshops, school visits, and learning from the experiences of other divided societies, masters' students would learn to how establish a school culture of peace, and how to develop South Sudanese civic identity among students while respecting cultural diversity within a pluralistic society.
- 5.) Research – Masters' students and visiting university faculty would develop skills in research methodology that will allow them to contribute to a body of new research on the role of schools in creating social cohesion and civic identity.

As the security situation in South Sudan continued to present an obstacle to the planned startup of the masters' program at UoJ, the SSHIELD team recommended that an initial cohort of 10-15 qualified students come to the U.S. to complete a master's degree in Secondary Education at Indiana University, Bloomington. These students were selected from the original applicant pool of 55 candidates for the UoJ program, with special attention paid to representation of South Sudanese diversity in ethnic group and geographical distribution. As in the original planned program at UoJ, the IU masters' degree was specifically designed to meet the needs of the

South Sudanese students, within the flexible requirements of the Masters in Secondary Education program. Eventually, a group of fourteen students was selected to complete a 36-credit hour sequence of courses beginning in summer session 2014 and ending in summer session 2015. Courses would include intensive English preparation and academic reading and writing to prepare the students for the challenges of a rigorous degree program. Additional academic support in the form of tutors for the students to assist them in meeting the rigorous demands of their course work was also provided.

The revised SSHIELD project also included a Visiting Faculty Exchange Program that allowed faculty members from South Sudan’s public universities to participate in semester-long visiting faculty appointments at Indiana University to: assist IU faculty in adapting courses to the South Sudanese context; engage in research and mentoring activities with IU faculty; and work with master’s degree students from various regions of South Sudan to develop action plans for their return to South Sudan. The key assumptions guiding this project were that (1) educational institutions can play a significant role in creating a peaceful and cohesive society, and (2) that women leaders can make a unique and important contribution to peacebuilding in countries like South Sudan.

**SECTION 2: PARTNERSHIP RESULTS**

Through the master’s degree program, the SSHIELD project has created a network of women leaders with the skills and knowledge to contribute to peace-building and social cohesion in South Sudan. In June 2015, fourteen women completed master’s degrees in education with a focus on conflict transformation and returned to South Sudan to take on leadership roles in areas such as curriculum development, teacher education, educational policy, and educational research. Additionally, the visiting faculty program has equipped a group of eight instructors to provide leadership to South Sudanese higher education institutions in promoting gender equity and conflict-sensitive curriculum and policies.

*Objective 1: To prepare South Sudanese educators to address the needs of educational institutions, teachers, and students in a conflict-affected environment.*

*Outcome 1: A network of women leaders is prepared with the skills and knowledge to contribute to peace-building and social cohesion through South Sudanese educational institutions.*

Target: 85% of South Sudanese master's degree female students prepared with the needed leadership knowledge and skills

Actual: 100% of South Sudanese master's degree female students prepared with the needed leadership knowledge and skills

Tables 1 and 2 below present results of surveys that were administered to the fourteen women students in the SSHIELD program at the beginning of their master’s program and at the end. The purpose of these surveys was to measure gains in knowledge and skills specifically related to the goals of the SSHIELD project. While analysis of this data is ongoing, it can be readily seen from the survey responses that the SSHIELD participants view themselves as having

made significant gains in all the program elements included in the survey. In particular, the strongest impact appears to have been in areas that were related to the key goals of the project (e.g. improving girl’s education, strategies for peace-building, human rights education, women’s leadership, addressing cultural diversity, and educational leadership in post-conflict settings). While these findings are based on self-reported data and therefore we cannot draw firm conclusions about what impact the project will actually have on the women’s future actions, they strongly suggest that the group’s overall self-perceptions of competence in key areas related to the project have been greatly enhanced.

Table 1. SSHIELD students’ self-assessments of knowledge and skills (general)

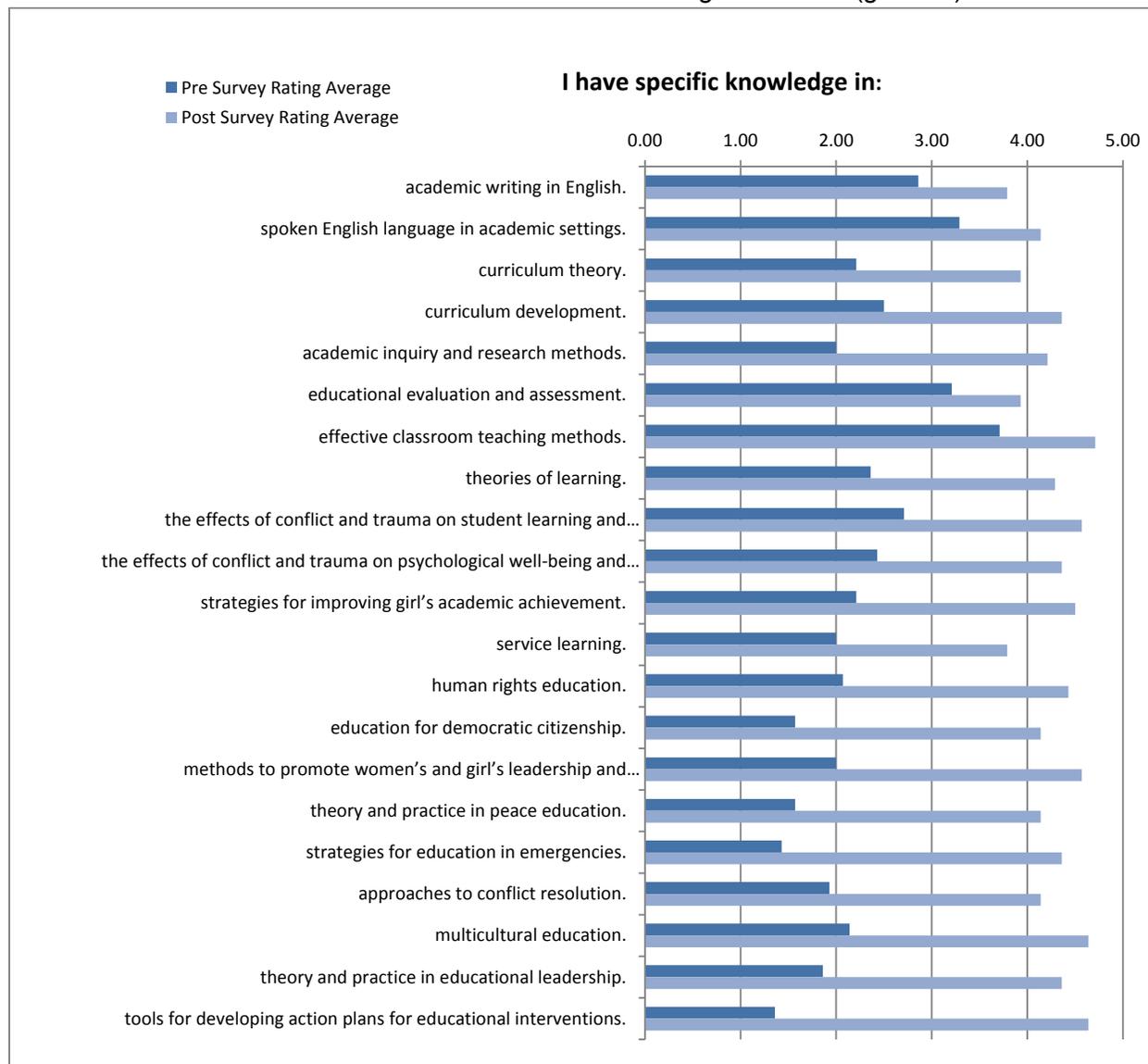
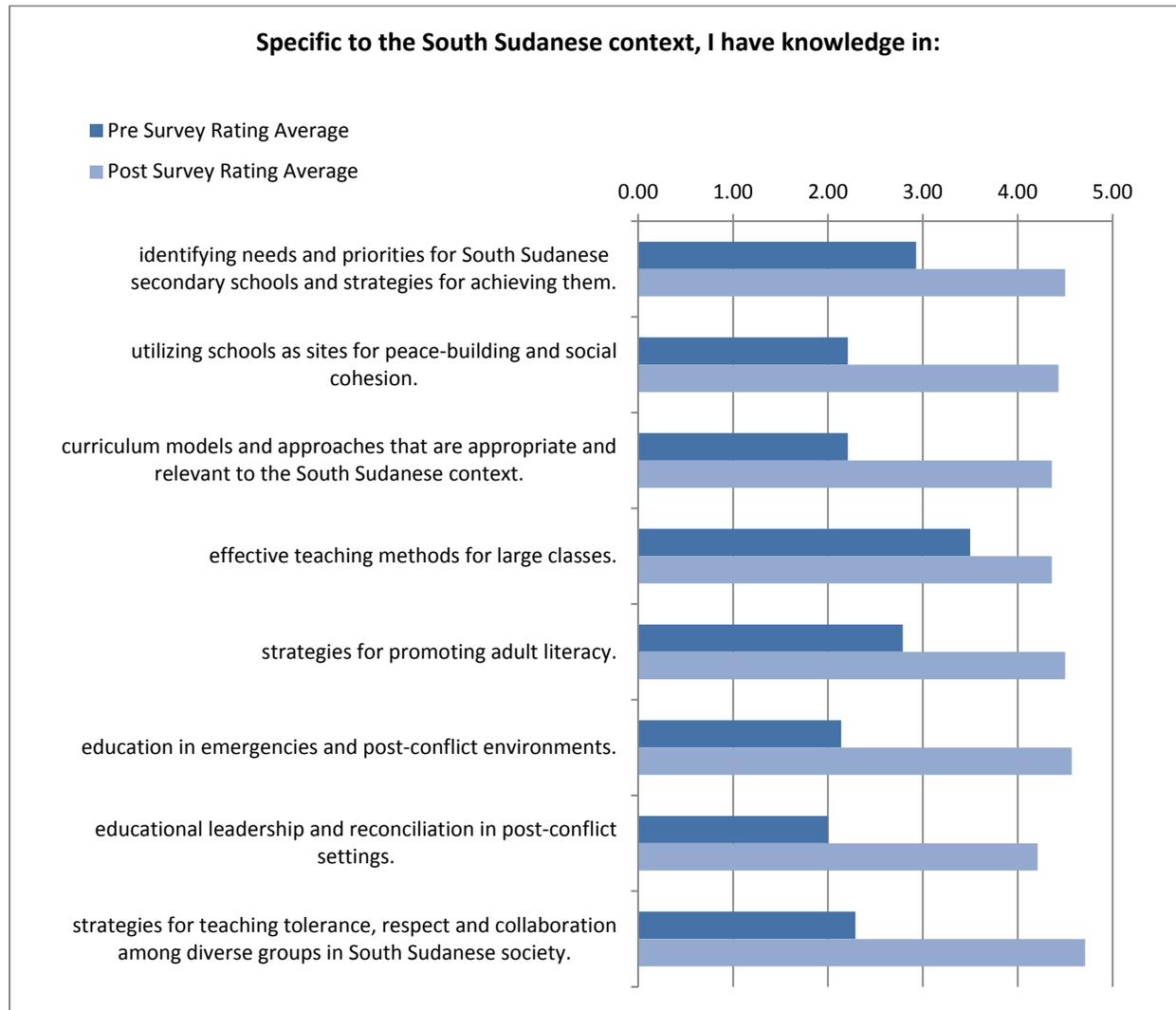


Table 2. SSHIELD students’ self-assessments of knowledge and skills (context specific)



In general, based upon the data collected for this study, it seems that the greatest impact of the formal elements of the project (e.g. the master’s degree curriculum and coursework), came from the program components with which the participants had the least familiarity at the beginning of the project. These also constituted the project elements that were connected with the major aims of the project. At the beginning of the project, participants indicated low levels of knowledge in such areas as using schools as sites for peace-building and social cohesion, curriculum that is relevant to the South Sudanese context, education in emergencies, educational leadership in post-conflict environments, and promoting respect and collaboration among diverse groups. Gains in these areas at the post-survey were as great or greater than those areas where they reported higher levels of knowledge and the pre-survey (e.g. identifying priorities for South Sudan secondary schools or effective teaching methods for large classes). One could conclude that they simply had more to learn in those areas where they lacked initial familiarity, but the fact that their post-survey reports met and exceeded the pre-survey reports in areas where they initially indicated higher levels of knowledge suggests that project elements

(courses and other activities) were effective and were targeted at the main outcomes that the project sought to achieve. Follow-up assessments of what participants actually do in their professional work after returning to South Sudan will be important in verifying this finding.

Target: 85% passing master’s student theses (12/14 students)  
 Actual: 93% passing master’s student theses (13/14 students)

The masters’ degree program culminated in the preparation of a thesis on a topic of the students’ choosing with supervised support from faculty mentors.

<b>Masters Degree Thesis Topics</b>
• Effective teaching methods in higher education in South Sudan
• Role of teachers in conflict resolution; Restorative justice
• The contribution of history education to peace and reconciliation in South Sudan
• The impact of girls’ education and girl child programs in Africa, from 1990 to present.
• Overcrowded classrooms
• How can technology help girls to improve their lives and educational opportunities?
• Retention of girls in school in South Sudan
• Improving the quality of education in secondary schools in South Sudan
• English as the medium of instruction in South Sudan
• The role of the media on the empowerment of community development for social change
• Good practices of instruction in teaching chemistry in secondary school in South Sudan
• How schools can reduce violence against women in South Sudan.
• Improving girl’s education in Malakal

It is evident from the thesis topics that the SSHIELD participants had clear ideas about the priorities related to girl's and women's education in South Sudan and the educational needs of a country trying to emerge from decades of conflict. They address key issues for improving educational conditions overall and for incorporating education into the peace-building process and the advancement of South Sudanese society. In addition to the master's thesis which was designed as a scholarly exercise, each student developed an action plan related to the thesis topic that outlined specific strategies for bringing about change in the educational system at the local, state, or national level. For example, the students who focused on girls' education developed concrete proposals for policy and practice that would enable girls to stay in school rather than drop out as many girls do when they reach adolescence. Those who addressed the current transition from Arabic to English as the medium of instruction in schools offered detailed recommendations about language policy and teaching methods to improve English language instruction.

The condensed format of the Master's program proved to be a challenge for all the participating women. Ideally, the students would have more time to complete their program, especially for preparing their thesis. Due to the women's determination and persistence, 13 of the 14 master's students received passing marks on their theses. The student that did not pass has been given the opportunity to revise and resubmit and will receive post program support from faculty in South Sudan and at IU. For future cohorts, it is recommended that thesis writing be integrated into the curriculum from the start of the program and that more time be given for completion of the thesis in the last term of the program.

***Result 1.1: A diverse group of female students is offered merit and needs based scholarships to participate in a Master's in Education degree program at Indiana University with an emphasis in Peacebuilding and Social Cohesion.***

Target: 14 scholarships awarded
Actual: 14 scholarships awarded

In order to encourage diversity of the student cohort, the opportunity for the scholarship was widely publicized in newspapers, radio interviews and through the USAID Facebook page. State ministries of education also helped in recruiting qualified candidate. 68 applications for the SSHIELD Master's program were received. It should be noted that more may have applied, however, the application due date and the coinciding tension beginning in Juba on December 15, 2013 may have prevented all applications from successfully being submitted from the various states. 25 were selected for interview by a committee. 14 were offered scholarships and the same 14 accepted. The women originally applied with the understanding that the program would be at University of Juba. All remained committed to participating when it was decided that the instability in Juba and closure of the university would require for the program to be moved to Indiana University. All program participants signed a commitment letter to complete their degree program and return to South Sudan to contribute to the development of education in return for receiving the full scholarship.

**Result 1.2:** *A 36 credit hour (12 course) master's degree program curriculum in secondary education is adapted and designed to address the needs of a conflict-affected society such as South Sudan.*

Target: 12 courses adapted

Actual: 10 courses adapted (no need to adapt other 2 courses)

SSHIELD leadership and IU faculty experts, with feedback from University of Juba and Upper Nile University SSHIELD steering committee members, designed and adapted a master's degree curriculum in secondary education. The courses were adapted to meet the needs of the program participants and prepare them with the knowledge and skills to address issues relevant to a conflict-affected society such as South Sudan.

To prepare the students for their coursework, a pre-program intensive was held at Makerere University, Uganda, in July 2014 focused on academic reading and writing, as well as basic computer skills. During this time, the master's students also took their first credit course. The master's students travelled to Indiana in August 2014 and began the Fall semester. The curriculum for the Master's in Education program is below:

#### Summer 2014 (3 Credits)

- Intensive English
- EDUC S503: *Secondary School Curriculum*

#### Fall 2014 (12 Credits)

- EDUC-J500: *Instruction in the Context of Curriculum*
- EDUC-Y520: *Strategies for Educational Inquiry*
- EDUC- A500: *Introduction to Educational Leadership*
- EDUC-S512: *Workshop in Secondary Education: The Role of Education in Conflict Transformation*

#### Spring 2015 (12 Credits)

- EDUC-P510: *Psychology in Teaching*
- EDUC- S555: *Diversity and the Communities of All Learners*
- EDUC-S512: *Workshop in Secondary Education: The Role of Education in Conflict Transformation*
- Course Elective: Area of Specific Interest

#### Summer 2015 (9 Credits)

- EDUC- S508: *Problems in Secondary Education*
- EDUC- X599 (6 Credits): Supervised Thesis Work

In addition, students in the program participated in supplementary activities such as workshops and conferences to build leadership skills that will directly transfer back to their future positions in South Sudan. In October, 2014 the SSSHIELD participants attended the Midwestern Comparative and International Education Conference where three members of the group presented on a panel about education in South Sudan. The following month the group attended the African Studies Association conference in Indianapolis. In March, 2015 the SSHIELD participants attended the Comparative and International Education Association's annual conference and two members of the group presented on a panel session on peace-building and

women’s leadership in South Sudan. Also, several events on the Indiana University campus included representatives of the SSHIELD group who spoke about education and the conflict in South Sudan. Over the course of the project, visits to Chicago and Cincinnati provided opportunities for the project participants to see important historical and cultural sites related to women’s empowerment and the struggle for civil rights in the U.S. These experiences, coupled with the formal academic curriculum, contributed to the development of a strong sense of professionalism and the acquisition of important knowledge and skills to equip the SSSHIELD participants to become educational leaders and advocates for women’s rights and peace upon their return to South Sudan. The survey data in the following section provide further support for impact of the project on the professional identity of the participants.

***Result 1.3: Female students complete Master’s degree***

Target: 14 students complete Long-term Training program  
 Actual: 13 students complete Long-term Training program

All SSHIELD master’s degree students completed and passed the required coursework. IU academic support resources were made available to the students, including ongoing English language classes and academic tutors.

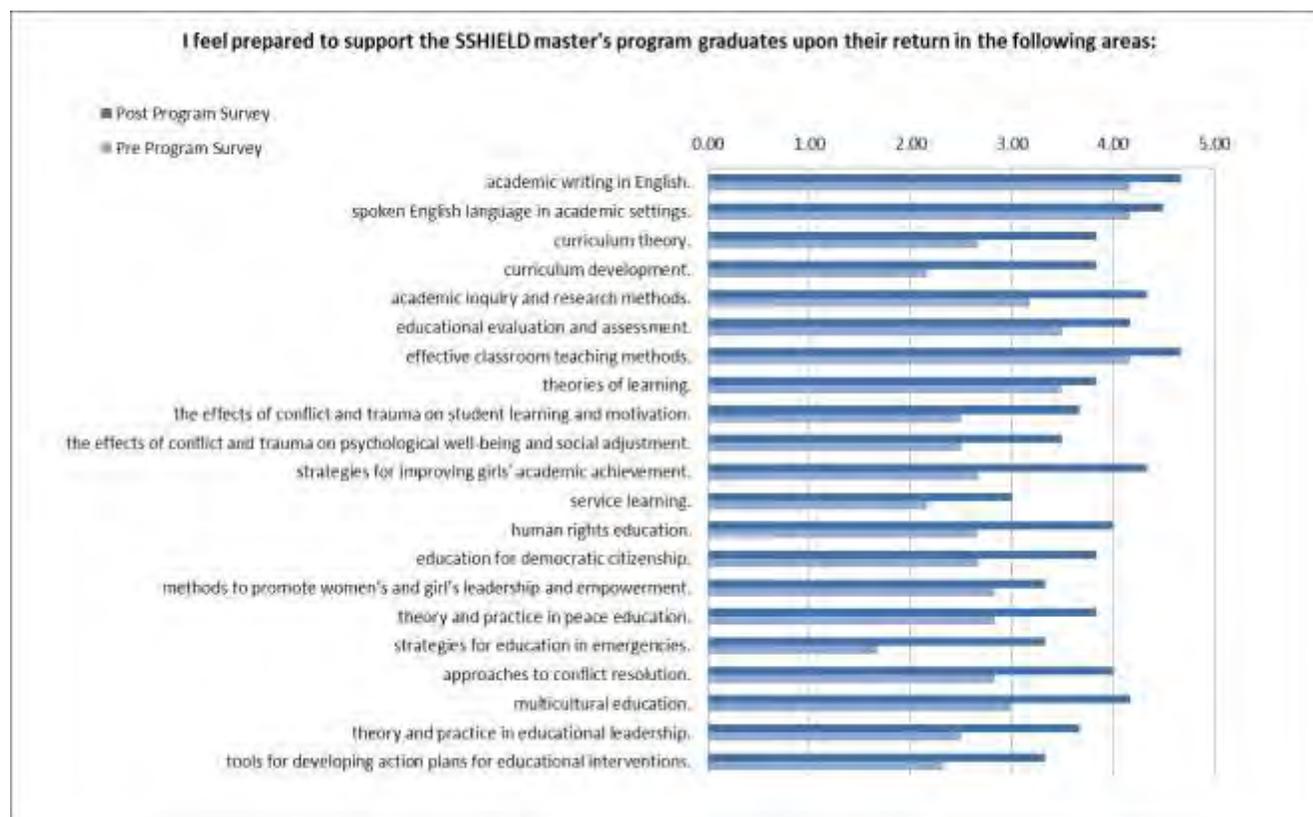
As mentioned above, 13 of the 14 master’s students received passing scores on their theses and therefore completed the Master’s degree program.

***Outcome 2: Participating South Sudanese university faculty members are prepared to support master’s program graduates to affect change in educational institutions upon return to South Sudan.***

Target: 85% of Participating South Sudanese university faculty members are prepared to support master’s program graduates to affect change in educational institutions upon return to South Sudan.  
 Actual: 88% of Participating South Sudanese university faculty members are prepared to support master’s program graduates to affect change in educational institutions upon return to South Sudan (7/8 faculty).

Table 3 below presents results of surveys that were administered to the eight visiting faculty members in the SSHIELD program at the beginning of their appointments and at the end. The purpose of these surveys was to measure gains in knowledge and skills specifically related to the goals of the SSHIELD project.

Table 3: Faculty Survey Results



*Result 2.1: Faculty members from South Sudan's public universities are offered semester-long visiting faculty appointments at Indiana University.*

Target: 8 faculty complete Short-term Training  
 Actual: 8 faculty complete Short-term Training

The SSHIELD project included a Visiting Faculty Exchange Program that allowed faculty members from South Sudan's public universities to participate in semester-long visiting faculty appointments at Indiana University. During their time at IU they collaborated with IU faculty in their respective fields, observed courses, engaged in research and mentoring activities, and work with master's degree students as members of thesis committees.

The main focus of the visiting faculty program was to create a network of support for returning master's students by including existing faculty members at the nation's universities in the program. In turn, those faculty members can assist the returning graduates in making change when they return to work. In addition, the faculty members are prepared to teach graduate level courses should the master's program succeed in being transitioned to a local, sustainable program.

*Stakeholder Engagement and Strategic Alliances*

Due to the need to relocate the programmatic activity to Indiana University, stakeholder engagement and strategic alliance were not part of SSHIELD objectives. However, the support of the national and state Ministries of the Education were important in recruiting qualified candidates. University of Juba College of Education administration has continued to provide space for GWELP and continues to be open to hosting a future master's program, should the opportunity arise.

### **SECTION 3: SHARING AND LEARNING**

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#### **Challenges and Solutions**

In the course of implementing the SSHIELD master's program, Indiana University learned many important lessons that can be applied to future programming as well as contribute to the sustainability of the program in South Sudan.

##### Importance of flexibility in conflict environment

It is essential to note that this project operated under the specific constraints related to the conflict in South Sudan and underwent a dramatic change in objectives and outcomes in response to the rapidly changing environment. Due to the extended conflict in South Sudan that began December 2013, the main components of the SSHIELD program were put on temporary hold as we awaited instructions from USAID that it was safe to resume in country activity. Given the inability to conduct programmatic activity during this time of political instability, IU proposed an alternative approach to meeting the goals and objectives of the SSHIELD program, with an added emphasis of addressing South Sudan's pressing need to heal long-standing divisions and the traumas of the recent conflict. From this experience we learned how crucial it is to remain flexible and willing to compromise on intended plans when implementing a project in an area affected by conflict. Ultimately, the changes that were made to the objectives of the program led to a stronger focus on diversity and social cohesion which appears to have strengthened the outcomes of the project.

#### **Lessons Learned and Best Practices**

##### Finding Unity within Diversity

The group of SSHIELD students was a reflection of the larger South Sudanese population in that multiple ethnic and linguistic groups were represented. This diversity was a goal of the program and became paramount in much of their thinking around what kind of leadership they believe will help their country in the future. Throughout their program, the students lived together in apartments in a larger university community that at first glance likely classified them broadly as African instead of their particular ethnic groups or even as South Sudanese. For many of the women this was the first time they shared a living space with individuals of different ethnic groups thus making this diversity not just something that was an academic experience but one that was a day-to-day lived experience in their personal lives, as well.

One student noted, "The way we are selected from different states and having different specialization has really made me think of how the entire country of South Sudan can be united.

Different ideas, perspectives for one purpose (peace & unity).” She concluded that “Together we can bring peace in our country.” Unity among diversity became a theme that was not only lived through their daily interactions with one another, but it also grew in depth as diversity moved from a tolerance of difference to the development of a mindset that valued democracy and the presence of diverse voices. The decision to represent the plurality found in South Sudanese society in this program was clearly connected to the benefits of togetherness, democracy, collaboration and unity for these students.

### Formal and Informal Elements

While it appears that the master’s degree curriculum design was successful in improving participants’ knowledge and skills, it also seems that the influence of some informal or non-curricular elements played an important role in the project’s impact on the participant’s learning and development. For example, selecting participants from diverse ethnic and linguistic backgrounds provided an opportunity for them to experience themselves the kind of communication and cooperation that will be necessary for peace-building in South Sudan. In effect, SSHIELD became a kind of laboratory for them to experiment with the processes that they will use to promote peace, social cohesion, and reconciliation in schools and elsewhere when they return home. As they expressed it themselves, living together in a diverse group gave them first-hand experience at embracing tolerance and seeing others’ perspectives. Having achieved “unity among diversity” within their group of fourteen women will enable them to facilitate such understanding as they work with students and colleagues back home. As the formal curriculum presented them with the concepts, skills, tools, and strategies to transform schools into sites for promoting peace, collaboration, and compassion, their lived experience affirmed their belief in the possibility that these goals can actually be achieved.

## **SECTION 4: SUSTAINABILITY**

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Due to the change of venue from University of Juba to Indiana University, the SSHIELD program faced some significant challenges in sustainability as the design was revised to focus more on building individual capacity rather than institutional capacity. Without the ability to support government institutions, including universities, the idea of developing a master’s program with long term sustainability in country is not feasible. Despite that, the successful implementation of the SSHIELD program has provided the groundwork for the development of a sustainable program in South Sudan in the future. Within each component, IU focused on a participatory process, including key stakeholders in program planning and implementation through the local NGO Gender Equity and Women’s Leadership Program (GEWLP.) In addition, early in the program SSHIELD focused on developing long term resources (such as the teaching and learning resource center at University of Juba) that remain in use today. The SSHIELD program focused on developed individual capacity among participants that will ultimately contribute to sustainability and was a first step in creating a network of committed individuals that can support institutional and systemic change and support the empowerment of girls and women in education.

The network of SSHIELD scholars created by this program represents the ethnic diversity of South Sudan and can serve to support the program graduates and future scholars, especially

women. Through SSHIELD, the Gender Equity and Women's Leadership Program (GEWLP), a registered South Sudanese NGO located within the University of Juba's College of Education, was created to support women's education. With the NGO in place, as well as the support of the Ministry of Education and universities throughout South Sudan, the situation is primed for a change in the predominately male sphere of higher education in South Sudan. A lack of qualified women is often cited as the reason provided by university administrators for the low number of female students and faculty. The SSHIELD program graduates demonstrate that an ethnically and geographically diverse group of South Sudanese women can complete rigorous higher education degree programs and contribute meaningfully to the development of their country, especially during the ongoing crisis.

While tremendous gains have been made during the SSHIELD project in strengthening the qualifications of program participants, further support is recommended upon their return to South Sudan to ensure that the network is empowered to make sustainable change in South Sudanese institutions and share their knowledge and skills with a broader number of students, teachers, faculty, and administrators.

## APPENDICES

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### Appendix 1:

SSHIELD Master's Students: Language Group and State of Origin Data		
Language Ethnic Group	State of Origin	Participants
Lokoya & Bari	Central Equatoria	2
Acholi, Madi & Toposa	Eastern Equatoria	3
Madi	Jonglei	1
---	Lakes	---
---	Northern Bahr el Ghazal	---
---	Unity	---
Shilluk, Nuer	Upper Nile	2
Dinka	Warrap	1
Jur Chol, Kresh/Baya, & Ndogo	Western Bahr el Ghazal	3
Zande (2)	Western Equatoria	2

## **Appendix 2: SSHIELD Program Media Reports Published**

### Program Highlighted

<http://www.universityworldnews.com/article.php?story=20140117154004299>

<http://www.usaid.gov/news-information/frontlines/foreign-aid-impact/indiana-south-sudan-connection>

<http://news.indiana.edu/releases/iu/2014/09/sudan-scholars-iu-bloomington.shtml>

<http://www.idsnews.com/article/2014/10/program-to-give-14-south-sudanese-women-masters-degrees>

<http://news.indiana.edu/releases/iub/iu-in-the-news/dnb-09-15-2014.shtml>

<http://www.jbhe.com/2014/10/indiana-university-has-14-women-from-south-sudan-studying-for-masters-degrees/>

### Graduation

<https://www.youtube.com/watch?v=yWvmPfUMbHI>

<http://president.iu.edu/speeches/2015/20150508-01.shtml>

### Return to South Sudan

<http://eyeradio.org/14-graduates/>

<http://eyeradio.org/14-sudanese-women-graduate-indiana-university/>

<http://www.citizen-news.net/south-sudanese-women-return-from-masters-program-in-us/>

<http://www.thenationmirror.com/news/south-sudan-news/1032-us-sponsored-women-graduate>

<https://www.facebook.com/USAIDSouthSudan/photos/a.213967395312735.51738.213962521979889/903539286355539/?type=1&theater>

<https://www.facebook.com/USAIDSouthSudan/photos/a.213967395312735.51738.213962521979889/903536576355810/?type=1&theater>

<https://www.facebook.com/USAIDSouthSudan/photos/ms.c.eJw1yCSJACAMBNGOZONufv03pgS9DDymQSQVRFRWrR67943kz8EQtkHfPZ92AJqcDM0~-bps./903073463068788/?type=1&theater>

**Appendix 3: Photos**



Program launch remarks by Minister of MoHEST



Pre-program Intensive courses at Makerare University



Master's program testing and interviews



Coursework



Selected students depart from Juba



Cultural outing in Washington DC



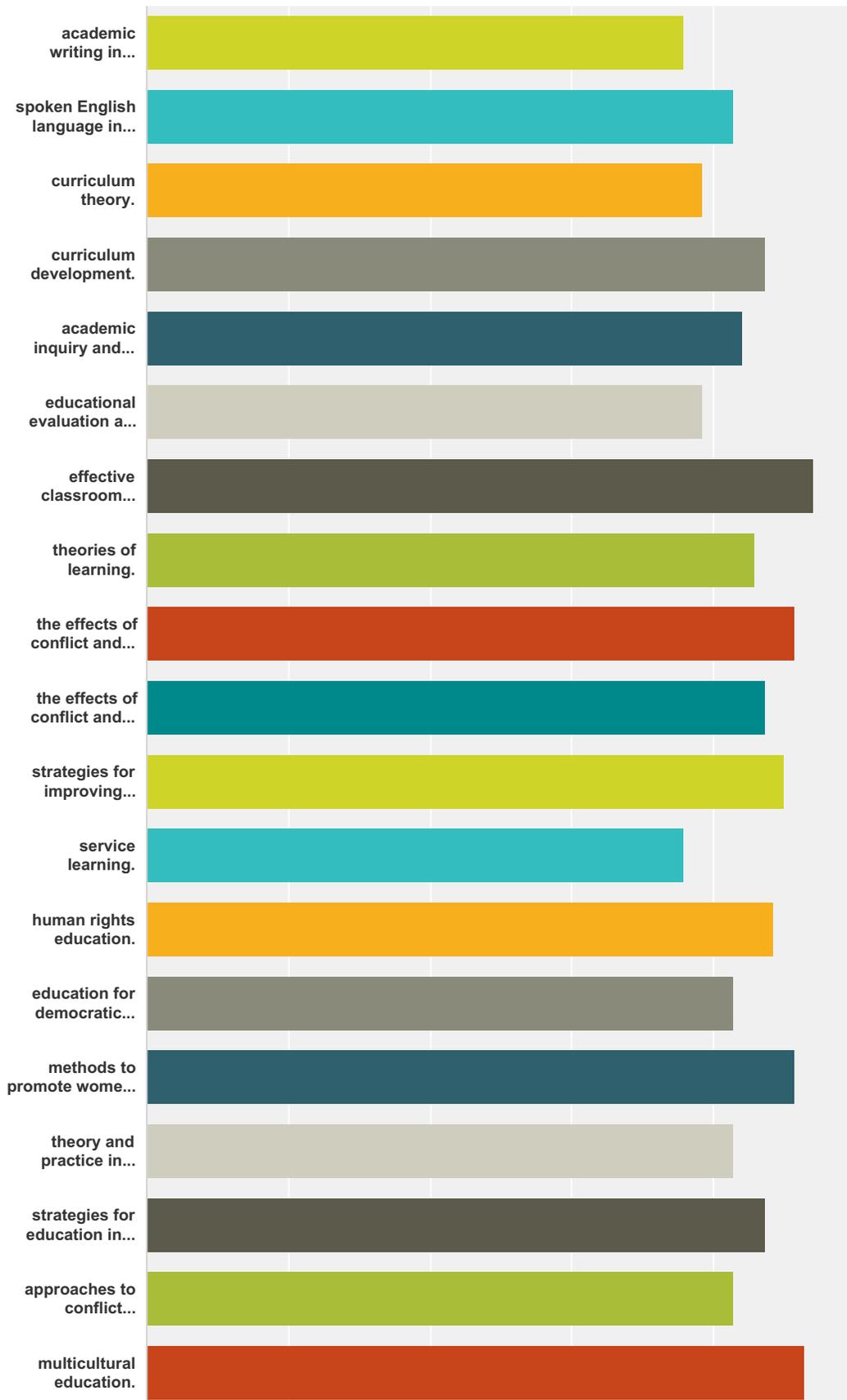
Graduation

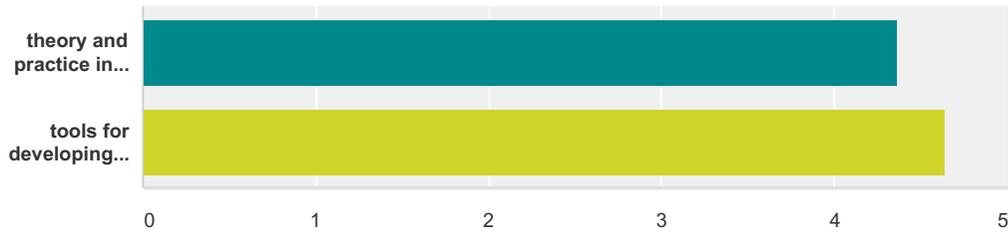


SSHIELD scholars return to South Sudan

### Q2 I have specific knowledge in:

Answered: 14 Skipped: 0



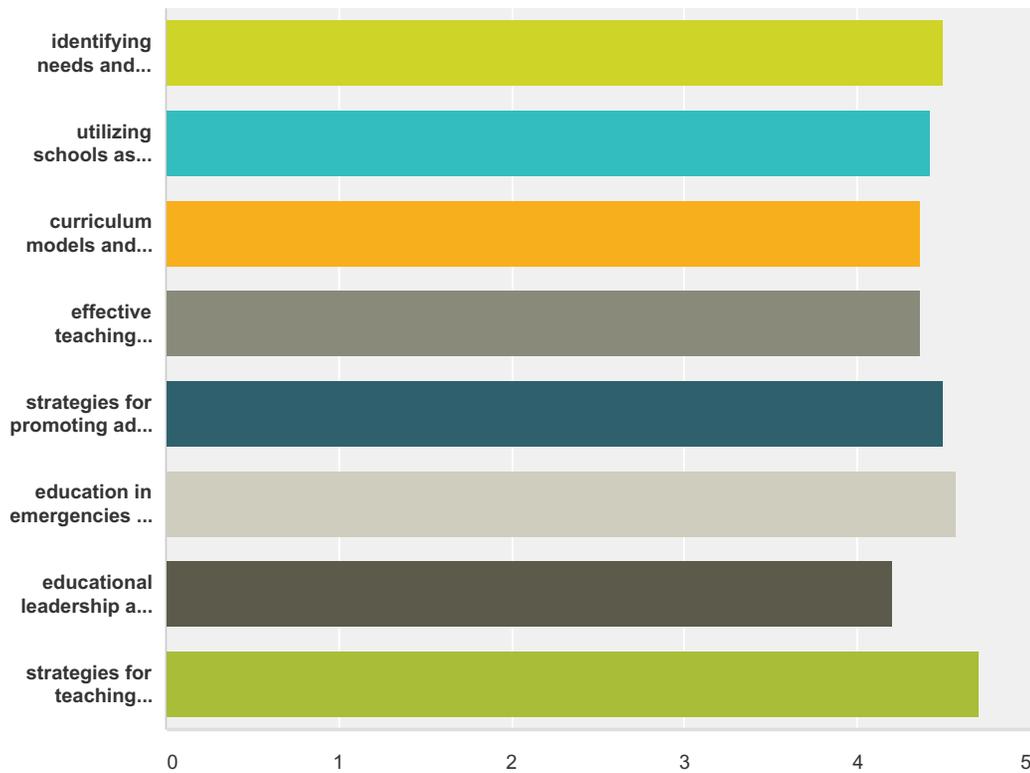


	1 – Little/no knowledge	2 – Basic knowledge	3 – Somewhat competent	4 – Fairly knowledgeable	5 – Highly proficient	Total	Weighted Average
academic writing in English.	0.00% 0	14.29% 2	14.29% 2	50.00% 7	21.43% 3	14	3.79
spoken English language in academic settings.	0.00% 0	7.14% 1	0.00% 0	64.29% 9	28.57% 4	14	4.14
curriculum theory.	0.00% 0	14.29% 2	7.14% 1	50.00% 7	28.57% 4	14	3.93
curriculum development.	0.00% 0	0.00% 0	7.14% 1	50.00% 7	42.86% 6	14	4.36
academic inquiry and research methods.	0.00% 0	0.00% 0	7.14% 1	64.29% 9	28.57% 4	14	4.21
educational evaluation and assessment.	0.00% 0	14.29% 2	14.29% 2	35.71% 5	35.71% 5	14	3.93
effective classroom teaching methods.	0.00% 0	0.00% 0	0.00% 0	28.57% 4	71.43% 10	14	4.71
theories of learning.	0.00% 0	0.00% 0	21.43% 3	28.57% 4	50.00% 7	14	4.29
the effects of conflict and trauma on student learning and motivation.	0.00% 0	7.14% 1	7.14% 1	7.14% 1	78.57% 11	14	4.57
the effects of conflict and trauma on psychological well-being and social adjustment.	0.00% 0	0.00% 0	14.29% 2	35.71% 5	50.00% 7	14	4.36
strategies for improving girl's academic achievement.	0.00% 0	0.00% 0	14.29% 2	21.43% 3	64.29% 9	14	4.50
service learning.	7.14% 1	7.14% 1	14.29% 2	42.86% 6	28.57% 4	14	3.79
human rights education.	0.00% 0	0.00% 0	14.29% 2	28.57% 4	57.14% 8	14	4.43
education for democratic citizenship.	0.00% 0	7.14% 1	7.14% 1	50.00% 7	35.71% 5	14	4.14
methods to promote women's and girl's leadership and empowerment.	0.00% 0	7.14% 1	0.00% 0	21.43% 3	71.43% 10	14	4.57
theory and practice in peace education.	0.00% 0	7.14% 1	14.29% 2	35.71% 5	42.86% 6	14	4.14
strategies for education in emergencies.	0.00% 0	0.00% 0	7.14% 1	50.00% 7	42.86% 6	14	4.36
approaches to conflict resolution.	0.00% 0	7.14% 1	14.29% 2	35.71% 5	42.86% 6	14	4.14

multicultural education.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>35.71%</b> 5	<b>64.29%</b> 9	14	4.64
theory and practice in educational leadership.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>7.14%</b> 1	<b>50.00%</b> 7	<b>42.86%</b> 6	14	4.36
tools for developing action plans for educational interventions.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>35.71%</b> 5	<b>64.29%</b> 9	14	4.64

### Q3 Specific to the South Sudanese context, I have knowledge in:

Answered: 14 Skipped: 0



	1 – Little/no knowledge	2 – Basic knowledge	3 – Somewhat competent	4 – Fairly knowledgeable	5 – Highly proficient	Total	Weighted Average
identifying needs and priorities for South Sudanese secondary schools and strategies for achieving them.	0.00% 0	0.00% 0	14.29% 2	21.43% 3	64.29% 9	14	4.50
utilizing schools as sites for peace-building and social cohesion.	0.00% 0	0.00% 0	21.43% 3	14.29% 2	64.29% 9	14	4.43
curriculum models and approaches that are appropriate and relevant to the South Sudanese context.	0.00% 0	0.00% 0	14.29% 2	35.71% 5	50.00% 7	14	4.36
effective teaching methods for large classes.	0.00% 0	7.14% 1	7.14% 1	28.57% 4	57.14% 8	14	4.36
strategies for promoting adult literacy.	0.00% 0	0.00% 0	7.14% 1	35.71% 5	57.14% 8	14	4.50
education in emergencies and post-conflict environments.	0.00% 0	0.00% 0	7.14% 1	28.57% 4	64.29% 9	14	4.57
educational leadership and reconciliation in post-conflict settings.	0.00% 0	14.29% 2	0.00% 0	35.71% 5	50.00% 7	14	4.21
strategies for teaching tolerance, respect and collaboration among diverse groups in South Sudanese society.	0.00% 0	0.00% 0	0.00% 0	28.57% 4	71.43% 10	14	4.71

### Q4 After completing the Master's program, in what ways do you feel prepared to be a leader?

Answered: 14 Skipped: 0

#	Responses	Date
1	I feel prepared in way of being role-model, am example for others to follow, what I have learned during my master's in education program.	7/2/2015 11:21 PM
2	I'm prepared to be a leader in many ways.	7/2/2015 11:09 PM
3	I have been empower and personally I look at my self as a leader, therefore my abilities and added knowledge prepared me more to be a very good leader.	6/27/2015 5:36 AM
4	I have to share my idea with others, give them opportunity for their experiences. I have to look around to fine some solution others people have done if similar with my problem.	6/25/2015 9:28 AM
5	yes this programs encourage me to be a stronger leader in the future. everyday I n thinking about how to make change in my community .	6/25/2015 9:26 AM
6	The Skills, Values and knowledge I acquire has prepared me to face any challenge that will come my way and I feel competent as a leader to be.	6/25/2015 9:14 AM
7	I am well prepared with education and skills as a South Sudanese woman leader ready to support in various areas such as gills' education and women development.	6/25/2015 9:11 AM
8	By sharing my knowledge with my people in S.S especially women group and girls	6/25/2015 9:09 AM
9	The program has prepared me to become an educational leader in my country	6/25/2015 9:08 AM
10	the knowledge and experience I gained from Indiana University will make me to participate in whatever I have learned in my studies to share and give back the knowledge I have gained.	6/25/2015 9:03 AM
11	I need to be committed, tolerance and cooperative/collaborative with others.	6/25/2015 9:02 AM
12	I feel more confident than before. and I will with trust deliver as much as I can the needed assistance, as long as I may be provided with all I need to do that service.	6/25/2015 9:00 AM
13	I am very well prepared to help my community in different ways especially in education.	6/25/2015 8:58 AM
14	I am well prepared	6/25/2015 8:50 AM

## Q5 What knowledge or experience gained during the program will be most useful in your future career?

Answered: 14 Skipped: 0

#	Responses	Date
1	I got knowledge of way of presentation, of issues concerning education.	7/2/2015 11:21 PM
2	The knowledge of how to effectively teach is one of the most important experiences gained that can help in my future career.	7/2/2015 11:09 PM
3	The management knowledge, research methods, curriculum development, leadership skills, use of psychology in dealing with people, multicultural education and active involvement in social gathering are very important for my future career and leadership.	6/27/2015 5:36 AM
4	the experience I gained here learned English language as the first time how to write the reteach	6/25/2015 9:28 AM
5	the teaching method is my interest it can help me in teaching.	6/25/2015 9:26 AM
6	Using nonviolent methods in resolving conflict in a diverse community, education in emergency which should suit the needs of the community and leadership skills.	6/25/2015 9:14 AM
7	teaching methods,	6/25/2015 9:11 AM
8	I have gained more about how to improve the quality of primary school teachers in S.S	6/25/2015 9:09 AM
9	- Strategies for teaching in diverse class rooms - Approaches to teaching in post conflict society - Leadership skills	6/25/2015 9:08 AM
10	I feel acknowledgeable about the polices and how to look into other international alternative polices in which are relevant to the content of South Sudan. the education in emergences experience I gained will help me in participate in what is helpful and useful to our students specially children with trauma. I'm so confident about curriculum development with the knowledge I gained from it will help me to participate in any activities for that.	6/25/2015 9:03 AM
11	The knowledge of changing from teacher-centered method to student-centered approaches.	6/25/2015 9:02 AM
12	Curriculum Instruction and development and developmental projects on girls education.	6/25/2015 9:00 AM
13	Everything was useful to me.	6/25/2015 8:58 AM
14	knowledge on academic issues, community issues and knowledge and skills on conflict resolution	6/25/2015 8:50 AM

### Q6 What specific aspects of the program can be improved for future SSHIELD master's students?

Answered: 13 Skipped: 1

#	Responses	Date
1	By providing more courses on teacher's training.	7/2/2015 11:21 PM
2	The schedule needs proper arrangement and adjustment.	7/2/2015 11:09 PM
3	Designing a suitable time limits for the program	6/27/2015 5:36 AM
4	I hope the program will continue for ever and focus on women where they are reason for development	6/25/2015 9:28 AM
5	continues to qualify teachers in South Sudan and let SSHIELD created project to developing the school construction .	6/25/2015 9:26 AM
6	the duration of the program should be adjusted so as to cater for different learners including slow learners.	6/25/2015 9:14 AM
7	time duration should be looked at otherwise the program was good	6/25/2015 9:11 AM
8	The program need to increase the number of program beneficiaries so that many women can gain the knowledge and skills needs in the battle of peace in the country	6/25/2015 9:08 AM
9	since the program was designed relevantly to the context of south Sudan it was so helpful to us, but for next time there must be enough time so that student can focus and gain more during their studies.	6/25/2015 9:03 AM
10	The time should be adjust, more especial for writing final papers.	6/25/2015 9:02 AM
11	one of the aspects is the time. so the time has to be increased little bit, in addition to increasing living allowances or stipends in case if it has to be in US again.	6/25/2015 9:00 AM
12	The time frame factor should be considered because when a student work under pressure she end up doing the assignment just to finish without really understanding.	6/25/2015 8:58 AM
13	there is need to improve on the time factor.	6/25/2015 8:50 AM

## Q7 What support do you feel you will need upon return to South Sudan?

Answered: 14 Skipped: 0

#	Responses	Date
1	I need support of educational materials, for example like text books, materials for building classrooms, etc.	7/2/2015 11:21 PM
2	Financial support to implement some of the acquired knowledge especially for providing facilities and teaching aids.	7/2/2015 11:09 PM
3	I need support in getting grant as soon as possible to implement my dreams of improvement in promotion of girls education in South Sudan.	6/27/2015 5:36 AM
4	the support I need is we have to come as one nation peace is very important for our new country, also we need listen and love each other, we need to come together as women to change and develop our new country	6/25/2015 9:28 AM
5	I want to work with women empowerment in education capacity to change the society of South Sudan.	6/25/2015 9:26 AM
6	guidance and financial support since I'm planning to organize workshops and panel discussions for Teachers and Administrators.	6/25/2015 9:14 AM
7	to in contact so that if I need any help in implementing what I learned upon this program I get it	6/25/2015 9:11 AM
8	I will highly support from the government of S.S in order to do that	6/25/2015 9:09 AM
9	I will need capacity building	6/25/2015 9:08 AM
10	the only thing I need is to be able to get support in implementing a project related to my thesis	6/25/2015 9:03 AM
11	I need support to provide continuous professional development for science teachers, in order to practice student-centered approaches.	6/25/2015 9:02 AM
12	with respect to the projects and proposals that I will write, I will need to be given as much assistant from either way I could as possible as they can so that am able to implement the necessary service require or I thought of to do.	6/25/2015 9:00 AM
13	Coming up with right program that will empower women in the community especially the rural community.	6/25/2015 8:58 AM
14	I need support during implementation via materials and finance	6/25/2015 8:50 AM

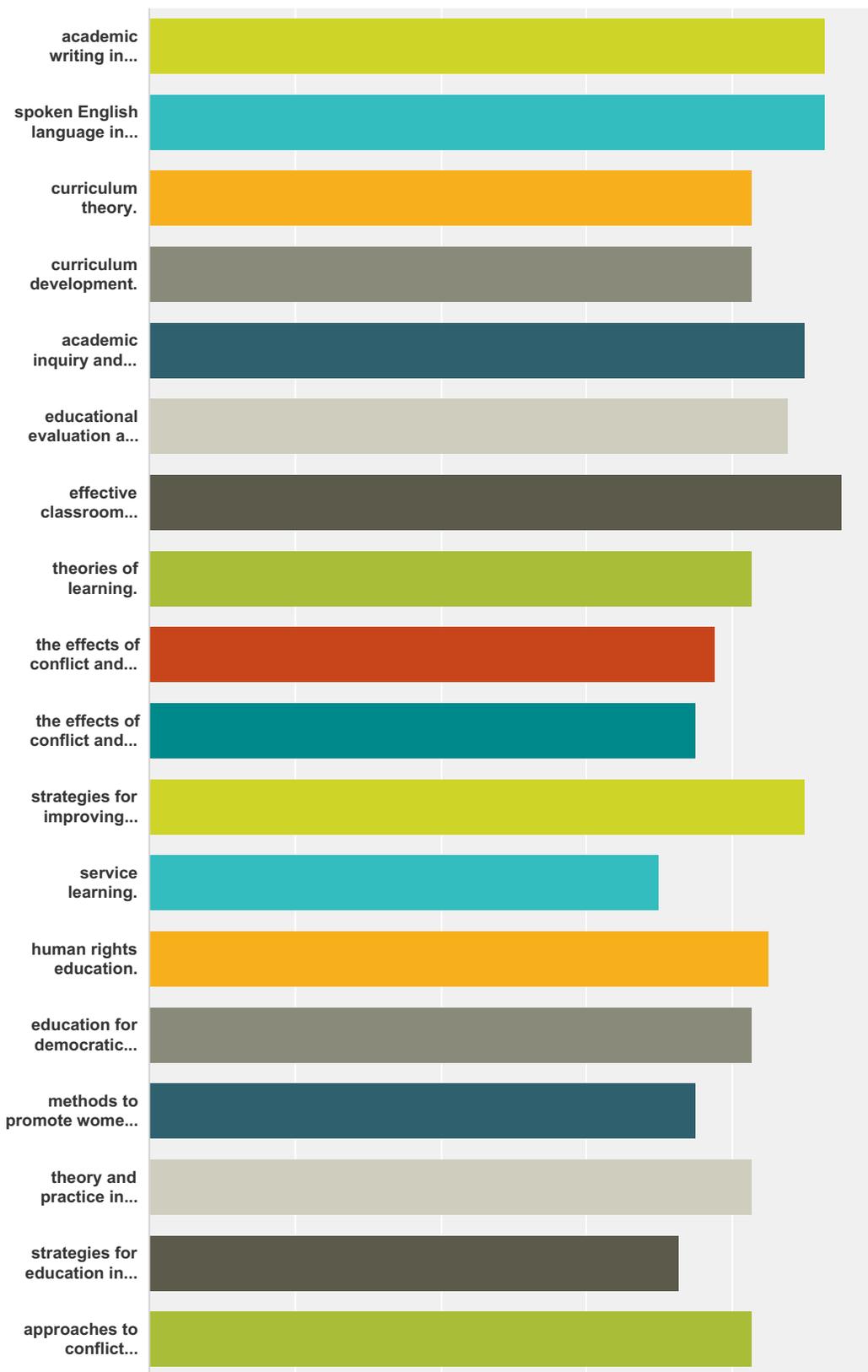
**Q8 Additional comments:**

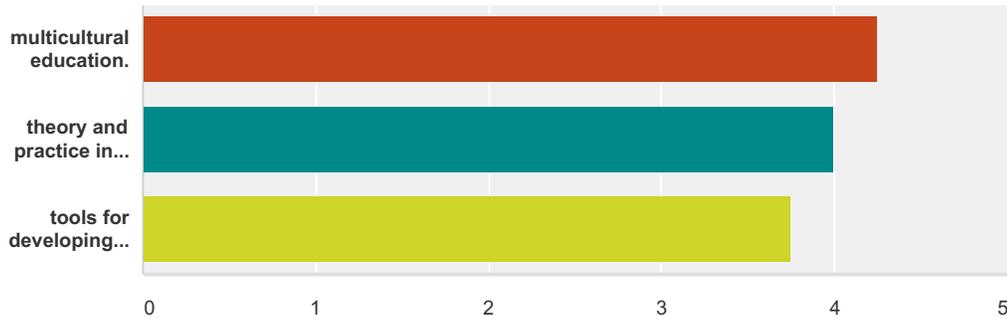
Answered: 11 Skipped: 3

#	Responses	Date
1	I am so grateful to SSHIELD program of educating 14 women in South Sudan and I always hope for the continuation of the program and thanks so much for the great opportunities offered to us.	6/27/2015 5:36 AM
2	I am proud of SSHIELD program because gave us this opportunity, then and we are going to make the action	6/25/2015 9:28 AM
3	any programs of SSHIELD with women . let me know and I can give help. me also I think to have orphan school for children whom their parents death in this war. and also I have hope to do programs with the widows women in South Sudan.	6/25/2015 9:26 AM
4	The SSHIELD program has a very big impact in our lives and I'm grateful for all the support and wish the program continues.	6/25/2015 9:14 AM
5	overall the program was perfect though it was not easy doing this in one year	6/25/2015 9:11 AM
6	We in S.S need peace and security in order to give me chance to implement what I have gained from USA.	6/25/2015 9:09 AM
7	This program was well designed and it has prepared us with knowledge and skills that South Sudanese need to achieve peace and better leadership	6/25/2015 9:08 AM
8	A great appreciations to IU administrators and instructors, USA Government, USAID, HED and SSHIELD for this programs.	6/25/2015 9:02 AM
9	So much happy, and I wish to see that there is still a good connection and support throughout as we try implement the learned experience.	6/25/2015 9:00 AM
10	I am very thankful to the SHIELLD program for empowering me as a leader.	6/25/2015 8:58 AM
11	I am so grateful for the programs and I wish such a program to continue so that more women could be trained.	6/25/2015 8:50 AM

### Q2 I feel prepared to support the SSHIELD master's program graduates upon their return in the following areas:

Answered: 8 Skipped: 0



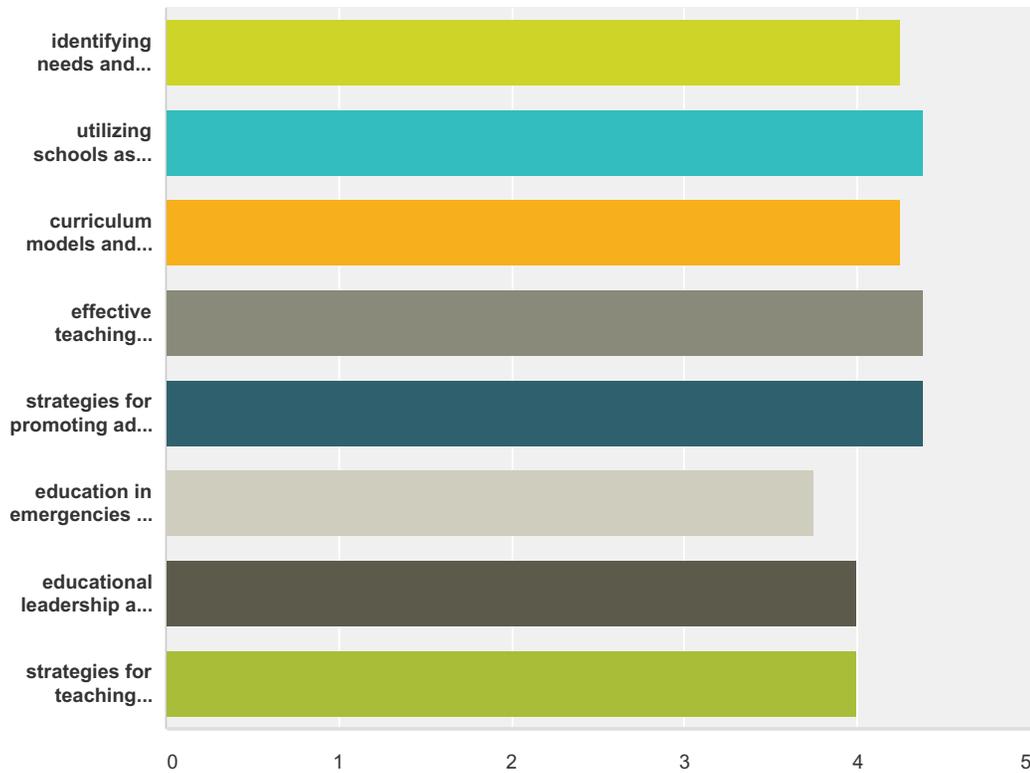


	1 – Little/no knowledge	2 – Basic knowledge	3 – Somewhat competent	4 – Fairly knowledgeable	5 – Highly proficient	Total	Weighted Average
academic writing in English.	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8	4.63
spoken English language in academic settings.	0.00% 0	0.00% 0	0.00% 0	37.50% 3	62.50% 5	8	4.63
curriculum theory.	0.00% 0	0.00% 0	25.00% 2	37.50% 3	37.50% 3	8	4.13
curriculum development.	0.00% 0	0.00% 0	25.00% 2	37.50% 3	37.50% 3	8	4.13
academic inquiry and research methods.	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
educational evaluation and assessment.	0.00% 0	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8	4.38
effective classroom teaching methods.	0.00% 0	0.00% 0	0.00% 0	25.00% 2	75.00% 6	8	4.75
theories of learning.	0.00% 0	0.00% 0	25.00% 2	37.50% 3	37.50% 3	8	4.13
the effects of conflict and trauma on student learning and motivation.	0.00% 0	12.50% 1	12.50% 1	50.00% 4	25.00% 2	8	3.88
the effects of conflict and trauma on psychological well-being and social adjustment.	0.00% 0	25.00% 2	0.00% 0	50.00% 4	25.00% 2	8	3.75
strategies for improving girls' academic achievement.	0.00% 0	0.00% 0	12.50% 1	25.00% 2	62.50% 5	8	4.50
service learning.	12.50% 1	12.50% 1	25.00% 2	12.50% 1	37.50% 3	8	3.50
human rights education.	0.00% 0	12.50% 1	0.00% 0	37.50% 3	50.00% 4	8	4.25
education for democratic citizenship.	0.00% 0	12.50% 1	0.00% 0	50.00% 4	37.50% 3	8	4.13
methods to promote women's and girl's leadership and empowerment.	0.00% 0	12.50% 1	25.00% 2	37.50% 3	25.00% 2	8	3.75
theory and practice in peace education.	0.00% 0	12.50% 1	12.50% 1	25.00% 2	50.00% 4	8	4.13
strategies for education in emergencies.	0.00% 0	12.50% 1	25.00% 2	50.00% 4	12.50% 1	8	3.63

approaches to conflict resolution.	<b>0.00%</b> 0	<b>12.50%</b> 1	<b>0.00%</b> 0	<b>50.00%</b> 4	<b>37.50%</b> 3	8	4.13
multicultural education.	<b>0.00%</b> 0	<b>0.00%</b> 0	<b>12.50%</b> 1	<b>50.00%</b> 4	<b>37.50%</b> 3	8	4.25
theory and practice in educational leadership.	<b>0.00%</b> 0	<b>12.50%</b> 1	<b>12.50%</b> 1	<b>37.50%</b> 3	<b>37.50%</b> 3	8	4.00
tools for developing action plans for educational interventions.	<b>0.00%</b> 0	<b>12.50%</b> 1	<b>25.00%</b> 2	<b>37.50%</b> 3	<b>25.00%</b> 2	8	3.75

### Q3 Specific to the South Sudanese context, I feel prepared to support SSHIELD master's program graduates in:

Answered: 8 Skipped: 0



	1 – Little/no knowledge	2 – Basic knowledge	3 – Somewhat competent	4 – Fairly knowledgeable	5 – Highly proficient	Total	Weighted Average
identifying needs and priorities for South Sudanese secondary schools and strategies for achieving them.	0.00% 0	0.00% 0	0.00% 0	75.00% 6	25.00% 2	8	4.25
utilizing schools as sites for peace-building and social cohesion.	0.00% 0	12.50% 1	12.50% 1	0.00% 0	75.00% 6	8	4.38
curriculum models and approaches that are appropriate and relevant to the South Sudanese context.	0.00% 0	0.00% 0	25.00% 2	25.00% 2	50.00% 4	8	4.25
effective teaching methods for large classes.	0.00% 0	0.00% 0	0.00% 0	62.50% 5	37.50% 3	8	4.38
strategies for promoting adult literacy.	0.00% 0	0.00% 0	12.50% 1	37.50% 3	50.00% 4	8	4.38
education in emergencies and post-conflict environments.	0.00% 0	12.50% 1	12.50% 1	62.50% 5	12.50% 1	8	3.75
educational leadership and reconciliation in post-conflict settings.	0.00% 0	12.50% 1	12.50% 1	37.50% 3	37.50% 3	8	4.00

strategies for teaching tolerance, respect and collaboration among diverse groups in South Sudanese society.	<b>0.00%</b> 0	<b>12.50%</b> 1	<b>12.50%</b> 1	<b>37.50%</b> 3	<b>37.50%</b> 3	8	4.00
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## Q4 What specific goals did you achieve as a visiting faculty member at Indiana University?

Answered: 8 Skipped: 0

#	Responses	Date
1	Research methodologies, students' centre strategies - interactive teaching.	7/2/2015 11:35 PM
2	my knowledge about research, curriculum and education policy, and teaching has improved	6/25/2015 10:37 PM
3	The specific goals achieved at IU; are the skills of teaching English as a Foreign Language and Research on how to prepare curriculum.	6/25/2015 9:52 AM
4	I have been privileged to be part of the IU Program through which I was able to achieve the following goals: Introduce to global standard of professional development and the latest methods of research and researching. I can now carry out independent researches.	6/25/2015 9:51 AM
5	I have achieved the following during the course of my stay at Indiana University 1. knowledge of preparation of samples for electron Microscopy investigation. 2. Publishing of academic papers 3. knowledge and understanding of backward -Oriented course design	6/25/2015 9:32 AM
6	Compiled a port-folio of relevant materials in area of my specialization to enhance my teaching. I observed good practices in delivering lessons by faculty members from Indiana University. Was able to collect samples of lesson plans prepared both by professors and students, something I will use with my students who will be going for teaching practice in future. Observing students defending their theses which was a worthwhile experience. Attending conferences and seminars.	6/25/2015 9:20 AM
7	I have sent an article for publication. Updated myself on pedagogy and learning theories in mathematics	6/25/2015 9:04 AM
8	I manage to get basics of the Philosophy of Education and develop some important and basic ideas about Curriculum development. I learnt a new way of how to teach especially in large classrooms and contain the pressure of cultural diversity.	6/25/2015 9:01 AM

## Q5 What knowledge or training at Indiana University as part of the visiting faculty program did you find most useful?

Answered: 8 Skipped: 0

#	Responses	Date
1	Curriculum development, educational system, instructional technology.	7/2/2015 11:35 PM
2	Education Policy Educational Research Curriculum and syllabus writing	6/25/2015 10:37 PM
3	As a visiting faculty I have gained a lot from workshops, seminars and sites visits around and outside IU.	6/25/2015 9:52 AM
4	Being a an advising member on student's masters thesis has been a great and interesting experience as well as attending a workshop on English languages teachers training.	6/25/2015 9:51 AM
5	The fooling are the training program that I found interesting at IU: 1. Training on Backward course design 2. Research Methodology and publishing 3. sample preparation electron Microscopy 4. Education leadership	6/25/2015 9:32 AM
6	Sharing experiences with faculty members at Indiana University	6/25/2015 9:20 AM
7	Conflict resolution/peace education and empowerment of women and adolescent girls through education.	6/25/2015 9:04 AM
8	To be student-centered in my teaching approach and collaborative learning and teaching were the most important trainings I got while at Indiana University. I also learnt a lot about the use of technology that makes some academic writings very simple	6/25/2015 9:01 AM

## Q6 What aspects of the faculty program could be improved for future faculty from South Sudanese universities?

Answered: 8 Skipped: 0

#	Responses	Date
1	Research methodology training.	7/2/2015 11:35 PM
2	Research Program Curriculum Development and syllabus writing	6/25/2015 10:37 PM
3	The most important aspects that the faculty program would improve in South Sudan are; how to encourage girl education to prosper in all walks of lives, and by unifying the curriculum in the whole country.	6/25/2015 9:52 AM
4	Exchange program is an encouraging and very useful program if continued would really help in building the university faculty capacities. Arranging for sustainable future training programs and partnerships is essential.	6/25/2015 9:51 AM
5	1. Share with the faculty the knowledge I ha acquired in backward course design 2. share with the faculty in South Sudan the knowledge I have gained in mixed methods	6/25/2015 9:32 AM
6	The period of doing the Master's degree should be increased to two years so as to allow students learn more about research processes	6/25/2015 9:20 AM
7	Academic papers publication	6/25/2015 9:04 AM
8	I would advice that each faculty member should be asked to do a course or program that can be certified. All the other things are well, this is only an addition I suggest.	6/25/2015 9:01 AM

## Q7 How do you plan to support the Master's program graduates after returning to South Sudan?

Answered: 8 Skipped: 0

#	Responses	Date
1	I think i will support the graduates in their action plans in terms, workshops, seminars, and (delouli?) or group discussions.	7/2/2015 11:35 PM
2	Advising and Working together, supporting their research program, helping them to improve their research skills	6/25/2015 10:37 PM
3	The master's program graduates could be supported back home by encouraging them to the deliver the skills they achieved IU, effectively.	6/25/2015 9:52 AM
4	I will be supporting them in many aspect: Conducting workshops at Center for Women and Child Studies at Upper Nile University where they will be able to share their knowledge with others and lead in their areas of specialization.	6/25/2015 9:51 AM
5	Support in the implementation of their identified planned activities that are in line with my specialization.	6/25/2015 9:32 AM
6	Establish a discussion forum to exchange ideas and experiences so as to move things forward	6/25/2015 9:20 AM
7	Assist in the implementation of their policy implication recommendations	6/25/2015 9:04 AM
8	I will keep network with them and try to put my inputs to those who deal with issues regarding women and girl-child education and issues regarding peace building. I will keep a journal with each one of them to see if they need any help and I will be ready to help.	6/25/2015 9:01 AM

**Q8 Additional comments:**

Answered: 6 Skipped: 2

#	Responses	Date
1	This program is to be expanded, though it even late but better than never. Education is key to any development and change. It is key to the peace, reconciliation, and unity of people.	7/2/2015 11:35 PM
2	For future, faculty members should be involved in teaching and living allowances should be improved	6/25/2015 10:37 PM
3	As I mentioned it at the start, being here has marked a turning point in my academic life and gives me hope to consider coming back for PhD program in the nearest future and enjoy studying and living in Bloomington Indian where I believe will have the support I will need from friendly fellow American colleagues at IU.	6/25/2015 9:51 AM
4	The USAID should expand this faculty exchange program to include Ph.D program for the faculty members who are still master holders so as to enable them do their Ph.D here at Indiana University. Doing Ph.D at IU or any US universities will definitely expose the faculty members to the well-equipped laboratory facilities and library resources. important because	6/25/2015 9:32 AM
5	I thoroughly enjoyed being part of this project and look forward to contributing in any capacity possible.	6/25/2015 9:20 AM
6	I am grateful for being one of the faculty members. There is no better way to say this but I am very appreciative to SSHIELD and the whole team for the extraordinary works you have done for South Sudanese. May God bless you all	6/25/2015 9:01 AM