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Walden University

College of Education

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Catherine Hahs Brinkley

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Dr. Sydney Parent, Committee Member, Education Faculty
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Walden University
2016

Abstract

Teacher Education in Central Equatoria, South Sudan

by

Catherine Hahs Brinkley

M.Ed., Azusa Pacific University, 2004

B.A., Azusa Pacific University, 2000

Doctoral Study submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

February 2016

Abstract

Without education, many South Sudanese will continue living in poverty. There are numerous factors that limit their educational opportunities including tribal warfare, colonialism, missionary malpractice, civil wars, a high illiteracy rate, low government funding, and threats of war. These factors have left a substantial deficiency in available training for teachers. The purpose of this study was to determine the pedagogical needs of the teachers of South Sudan. Within a conceptual framework of participatory action research, this qualitative study examined educators' view of the effectiveness of the teacher education that they had received, the pedagogical needs of teachers, and the ideal training models for teachers given the country's current situation. The research design was a case study focusing on 5 primary and secondary schools. The mode of data collection was interviews and observations among 15 K-16 educators and educator leaders selected by snowball sampling. Observations and interviews took place in school classrooms and campuses, best suited for data collection as South Sudanese are, for the most part, a preliterate people who value listening and storytelling. Themes found related to classroom management, lesson planning, differentiated instruction, and motivation to teach. Key results indicated that the teachers had little to no preparation, varied in their motivation to teach, and perceived challenges and needs differently based on their level of education. A 5-day teacher-training project was developed. Social change will be achieved by improving teachers' ability to successfully educate the next generation of leaders for South Sudan.

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Dedication

This project study is dedicated to my dear colleagues in South Sudan who are the hardest working, most dedicated, and most resourceful educators in the world. May this work contribute to the growing sector of professional development for teachers in South Sudan.

Acknowledgments

My chair, Dr. Otaola and second chair, Dr. Parent have been patient with the many revisions and obstacles. Thank you for your attention to detail, support, and encouragement to finish strong. I appreciate your expertise and knowledge.

In my moments of throwing up my hands and yelling out in frustration at each new obstacle, it was my family who rallied around me and encouraged me to press on. It was my family who ferried children, cooked meals, cleaned messes, soothed irritable babies, and entertained restless children for hours on end, so that I could complete each sentence, paragraph, and section of the project study. Thank you to my parents and sister who stood beside me and cheered me on each step of the way. Thank you to my dear children who were patient with the process, and expectantly waited for me to fulfill the promise that this journey would soon end.

My husband, to whom I am forever indebted, provided round the clock technical support when my computer and I were not seeing eye-to-eye. He came to my rescue with formatting tables, figures, and references. He rescued me when I was stuck in the pit of literature reviews, and helped me see a way through the endless mountains of research. It was my husband who challenged me to not just complete the project study, but to do an excellent project study for the teachers of South Sudan. Thank you, Timothy, for holding my hand, walking beside me, and picking me up each time that I fell down.

To the one who led me on this journey and called me to walk upon the waters, thank you for teaching me to trust you more deeply and leading me to meet your beautiful children in South Sudan.

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Section 1: The Problem

Introduction

A primary school education is a dignity to which every child in the world should have access (Government of South Sudan, 2011b). Unfortunately for many children in the world's newest nation (Government of South Sudan, 2015; Tubiana, 2015), South Sudan, an education is a distant hope. In order to make their hope a reality, 450,000 new teachers are needed in South Sudan (Birungi, 2012). The chief of South Sudan's Teacher Education Program, Dr. Johnson Odharo, considers education to be the foundation for South Sudan's success and teachers to be the key to unlocking the future of the fledgling nation. He stated, "Of the many keys for achieving quality education, the teacher holds the master key" (Education Development Center, n.d., p. 3). Odharo understood that an educated country can provide for itself, lead itself, make wiser decisions, and sustain itself in the long term. Without education, its citizens will continue to live in poverty, lacking the knowledge to chart a better life course. "Knowledge is power," said Francis Bacon (1597), and Kofi Annan echoed this sentiment in the foreword of the book *UNICEF: The State of the World's Children*: "Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development (Bellamy, 1999, p. 4)."

One of South Sudan's cultural practices, girl child marriages, illustrates how poverty is maintained. Girls as young as 12 are given in marriage to men three to six times their age and are never given a chance to finish their middle or high school education. According to Holmarsdottir, Ekne, and Augestad, "only about two percent of girls in Southern Sudan complete primary school" (2011, p. 16). Research shows that the more educated the parents are, the better the chance of their children to continue their education (Coleman et al., 1966; Hoover-Dempsey & Sandler, 1997). Child marriage, however, interrupts the education process.

The challenges teachers face in a typical classroom in South Sudan are numerous. Teachers are outnumbered by their students 194:1 (United Kingdom House of Commons, International Development Committee, 2012). Textbooks, a blackboard, and classrooms with walls and a roof are a luxury that many communities cannot afford (Kim et al., 2011; United Kingdom House of Commons, International Development Committee, 2012). Even with a willing heart, many teachers are unable to bear the burden of the biggest obstacle, the lack of a compensation for months and even years of hard work. This research takes aim at these issues.

The purpose of the qualitative study was to (a) illuminate the pedagogical needs of teachers and (b) develop a contextualized teacher-training solution for the Central Equatoria state of South Sudan. The methodology of the study was composed of interviews and anecdotal observations of classrooms with new teachers, experienced teachers, and teacher education professors.

Statement of the Problem

In South Sudan there is an immediate need for more trained teachers. Winthrop and Kirk (2005) argued that "teachers' professional development is even more important as acute teacher shortages often mean that adults and youth who have never taught before or even finished their own education are recruited as teachers." This problem impacts the very foundation of South Sudan's future because teachers educate and empower the next generation of leaders. There are many possible factors contributing to the lack of trained teachers, among which are the regional conflicts and wars, lack of infrastructure and resources, disrupted schooling, and gender inequality. If teachers in South Sudan do not receive training, the rate of attrition for students and teachers will continue to rise and the result will have far-reaching negative implications.

Rationale

Evidence of the Problem at the Local Level

The lack of qualified educators is a national dilemma. Birungi (2012) stated that there are 450,000 new teachers needed to provide children with quality education. Currently, almost 90% of the teacher workforce in South Sudan is untrained or undertrained (Kim et al., 2011). The evidence and significance of this problem is explored in the following sections. The problem was exacerbated when many major donors refused to donate to South Sudan before 2005 because there was no peace treaty between the North and the South. After the Sudan Peace Agreement (SPA) of 2005 was signed, many refused to donate because there was now peace (Brophy, 2007). After the SPA, the South Sudan interim government expended substantial effort organizing committees with dozens of members, which further delayed educational progress in South Sudan (Brophy, 2007). Limited funding and bureaucracy significantly slowed educational advancements in the developing nation of South Sudan.

In 2006 South Sudan established County Education Centers (CECs) for each of the ten states and Regional Teacher Training Institutes (RTTIs) in counties of each state.

However, many of these closed due to overcapacity (Beleli et al., 2007). To address this problem, in 2007 the Ministry of Education, Science, and Technology (Ministry of Education Science and Technology) established the Fast Track Training Program (FTTP), akin to an accelerated teacher-training course (Beleli, et al., 2007), but as of 2009, it no longer functioned (Hewison, 2009). Other organizations, such as those listed in Figure 1 below, have contributed substantially in helping fill the teacher education gap.

ACROSS – An inter-denominational development agency in South Sudan with no published acronym
ADRA – Angolan Association for Rural Development
AusAID – Australia Agency for International Development
BRAC – Bangladesh Rural Advancement Committee
CIDA – Canadian International Development Agency
CRS – Catholic Relief Services
DANIDA – Danish International Development Agency
DFID – Department for International Development (UK)
EDC – Education Development Center
Episcopalians
GEM – Girls Education Movement
HASS – Humanitarian Assistance for Southern Sudan
Intersos – (International SOS) recognized by the Italian Ministry for Foreign Affairs
IRC – International Rescue Committee
IRI – Interactive Radio Instruction
JDT – Joint Donor Team
JDO – Joint Development Organization
JICA – Japanese International Cooperation Agency
JRS – Jesuit Refugee Service
MRDA – Mundri Relief and Development Association
NRC – Norwegian Refugee Council
RRC – Rural Refugee Council
SC – Save the Children
SCiSS – Save the Children in South Sudan (UN)
SIDA – Swedish International Development Agency
SRS – Sudan Radio Service
SSUDA - South Sudan Development Agency International Inc (Australia)
TEAR - Transformation, Empowerment, Advocacy, Relief
UKAID – United Kingdom Agency for International Development
USAID – United States Agency for International Development
Windle Trust
Winrock International

Figure 1. NGOs involved in teacher education projects.

However, these organizations brought many different teacher training models, some more widely used than others. They included (a) the 1993 Education Coordination Committee (ECC) scheme (Joyner, 1996); (b) the Ugandan Mubende Integrated Teacher Education Project (MITEP) and Northern Integrated Teacher Education Project (NITEP) models (Aguti, 2002); (c) the Jesuit Refugee Services model from Uganda giving “vacation and term-time training” to refugee teachers (Brophy, 2003); (d) the IRC’s mobile trainer and ‘in-school resource teacher’ model (Brophy, 2003); (e) components of border pedagogy (Romo & Chavez, 2006) and the IRC’s Healing Classroom Initiative (Winthrop & Kirk, 2005); (e) the Interactive Radio Instruction program for teacher training (Hewison, 2009); (f) the continuing professional development in-service model (Kirk & Dembélé, 2007; Tournaki, Lyublinskaya, & Carolan, 2011); (g) the community school model (Wood, 2007; DeStefano, 2007) used by Save the Children (Birungi, Nandyose, Wood & Kennedy, 2007); (h) the training emphasis on incorporating “learner-centered models of teaching methodology” (Beleli et al., 2007, p. 100); (i) peace making education, and addressing the psychosocial needs of the children who have experienced war and displacement (Joyner, 1996; Kuek, Velasquez, Castellanos, Velasquez, & Nogales, 2014; Winthrop & Kirk, 2005); and (j) the United Kingdom Open University’s Teacher Education in Sub-Saharan Africa Open Educational Resources (TESSA OER) online model (Thakrar, Zinn, & Wolfenden, 2009). In addition to these, Government of South Sudan (GOSS) adopted a teacher-training program sponsored by USAID, which included *Interactive Radio Instruction* to help with distance teacher education.

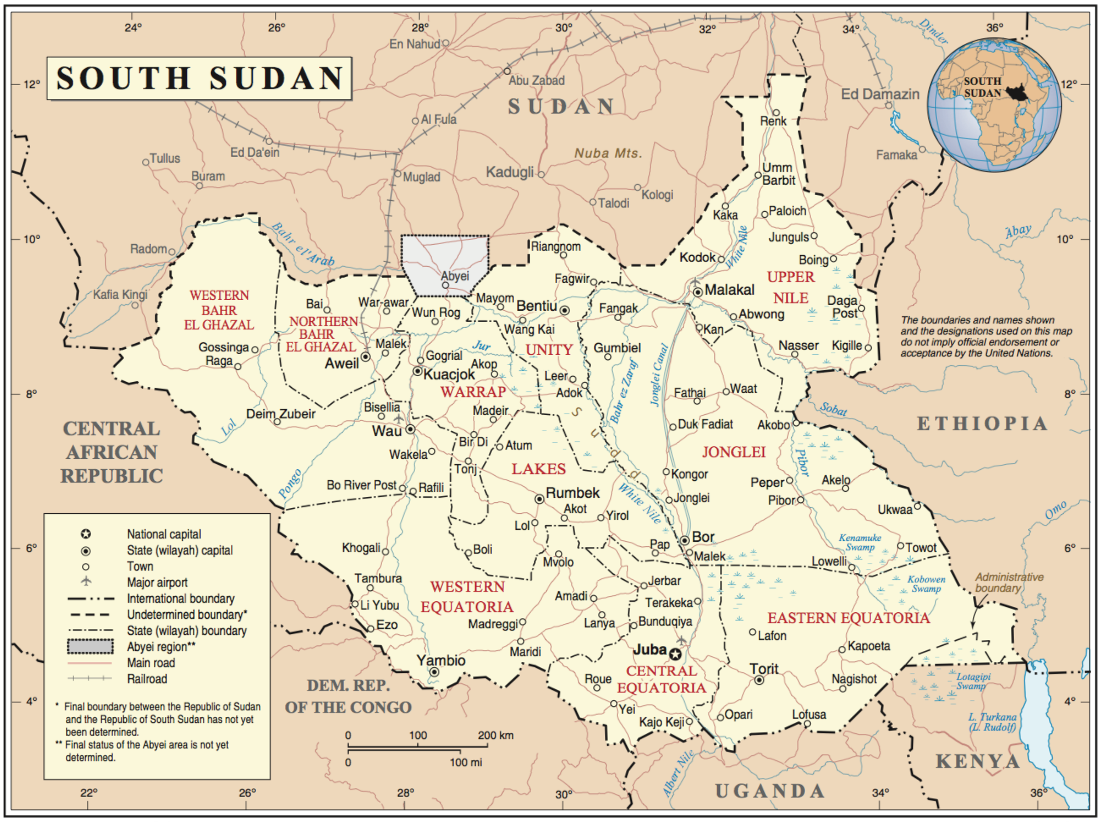
The current teacher-training program advocated by the GOSS in 2012 was the South Sudan Teacher Education Program (SSTEP) funded by USAID (SSTEP, 2012). It built on the CEC and TTI structure previously instituted in 2006 and incorporated other elements as evidenced by its supporter, USAID (SSTEP, 2012). It was being implemented by the Education Development Center (EDC), Winrock International, and other partners (SSTEP, 2012). This left several teacher training models in use that uncoordinated, with each model potentially not recognizing teachers who had received training in one of the other formats.

Evidence of the Problem from the Professional Literature

The teacher shortage in South Sudan leads to a host of other problems affecting men, women, and children in that country including (a) an unskilled workforce to aid in the nation's redevelopment process (Joyner, 1996) with 80% of the nation illiterate (Jarvis, 2012; Richmond, 2011); (b) susceptibility of the population to be misled, or children to be rerecruited as soldiers, or curriculum to be used for politicization (Brophy, 2003; Davies & Talbot, 2008; Sommers, 2005); (c) low student enrollment in primary schools (Beleli et al., 2007); and (d) a low girl-to-boy enrollment ratio, approximately 1 to 4 (Beleli et al., 2007). Possible lines of research related to the problem include (a) how to close the gender gap; (b) solutions for increasing literacy in a developing nation; (c) effective adult training programs to get more people back into the workforce; or (d) how to increase primary school enrollment. The focus of this research addressed all of these issues to some extent by attempting to find a more effective teacher training solution.

Definition of Terms

Central Equatoria: — Central Equatoria is the smallest of the ten states in the country of South Sudan. The capital city of South Sudan, Juba, also resides within the borders of Central Equatoria (Gurtong.net, 2015; ReliefWeb, 2016). Figure 2 below is a map of this region.


SOUTH SUDAN
SUDAN
CENTRAL AFRICAN REPUBLIC
DEM. REP. OF THE CONGO
UGANDA
KENYA
ETHIOPIA
WESTERN BAHR EL GHAZAL
NORTHERN BAHR EL GHAZAL
WARRAP
UNITY
UPPER NILE
JONGLEI
LAKES
WESTERN EQUATORIA
CENTRAL EQUATORIA
EASTERN EQUATORIA
Abyei
Juba
Wau
Aweil
Kuacjok
Bentiu
Malakal
Rumbek
Bor
Yambio
Torit
Nuba Mts.
Ed Damazin
Renk
Kadugli
National capital
State (wilayah) capital
Town
Major airport
International boundary
Undetermined boundary*
State (wilayah) boundary
Abyei region**
Main road
Railroad
* Final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined.
** Final status of the Abyei area is not yet determined.
The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.
0 100 200 km
0 100 mi
Administrative boundary

Map No. 4450 Rev.1 UNITED NATIONS
October 2011

Department of Field Support
Cartographic Section

Figure 2. Map of South Sudan. (United Nations, 2011)

Classroom climate: The classroom climate is the mood, tone and behaviors exhibited in a classroom by the teacher and students (Evertson & Emmer, 2013).

Developing countries: Countries are considered developing where the majority of its citizens score a lower than average Human Development Index (HDI) relative to other nations (Sullivan & Sheffrin, 2003).

Human Development Index (HDI): is a statistical tool used to measure a country's overall achievement in its social and economic dimensions (The Economic Times, 2016).

Learning strategies: Strategies that aid a student in learning a concept through the use of higher cognitive behaviors are referred to as learning strategies (Price & Nelson, 2013).

Morobo County: Morobo County is the small southwestern county of Central Equatoria state (International Organization for Migration, 2013*).*

Mother Tongue: A mother tongue is the language that a person has grown up speaking from early childhood (McKean, 2005).

Payams: A payam is a governmental designated division below the county government in South Sudan (Allan, 2015).

Withitness: Withitness describes a teacher's ability to effectively manage classroom behaviors in a positive atmosphere (Evertson & Emmer, 2012).

Yei River County: Yei River County is in the West of Central Equatoria, as shown in Figure 3 below (International Organization for Migration, 2013).

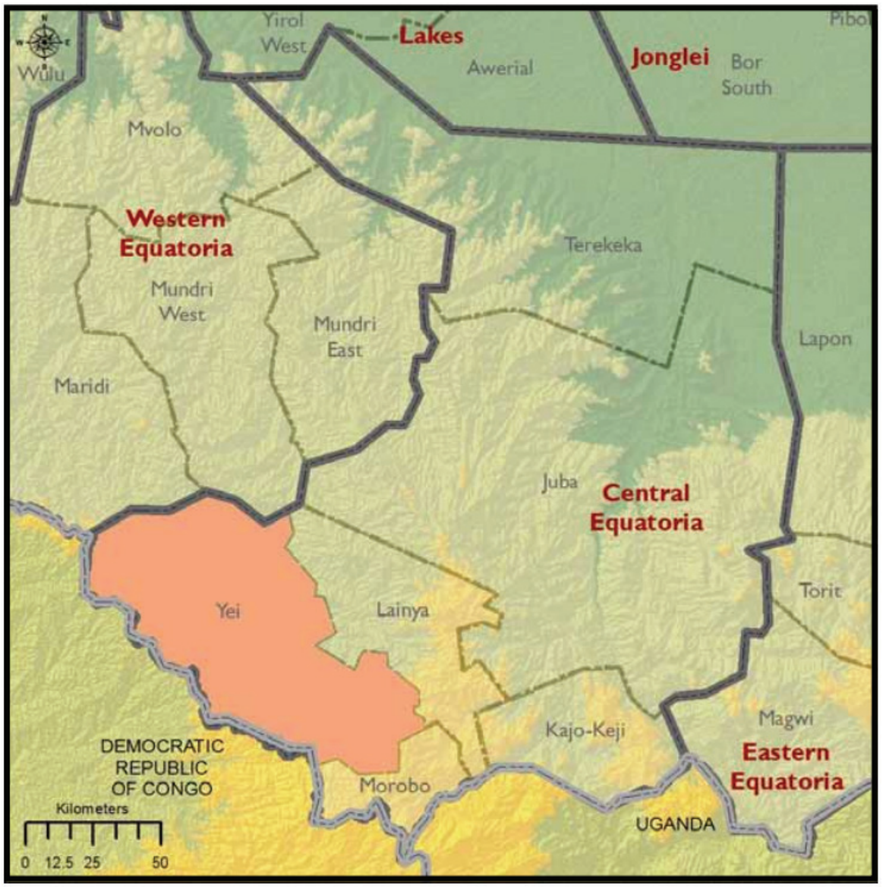

Yirol West
Lakes
Awerial
Jonglei
Bor South
Pibor
Wulu
Mvolo
Western Equatoria
Mundri West
Mundri East
Terekeka
Lapon
Maridi
Juba
Central Equatoria
Yei
Lainya
Torit
Kajo-Keji
Magwi
Eastern Equatoria
DEMOCRATIC REPUBLIC OF CONGO
Morobo
UGANDA
Kilometers
0 12.5 25 50

Figure 3. Yei River County

Significance

Significant social change in South Sudan will be achieved by improving teachers' ability to successfully educate the next generation of leaders there (Dembélé & Lefoka, 2007). These leaders would then potentially be prepared to help bring economic and political stability to the country, a key to a successfully functioning democracy. The project based on these research findings will create more opportunities for educators to be successful with their students in the state of Central Equatoria, which could then be transferrable to other parts of the nation.

There are many significant factors contributing to this problem, among which are (a) tribal warfare, ethnic conflicts, and national conquests since the 1820s (Collins, 1975; Deng, 2006; Ranger, 1965; Sommers, 2005); (b) differences between how the dual administrations of the British colonialists ruled the North and South from 1899 to 1956 (Collins, 1975; Jok, 2007; Leu, 2011); (c) the intentional refusal of missionaries to teach South Sudanese how to read or write (Collins, 1983); (d) the first civil war between the North and South from 1956 to 1972 and a second one from 1983 to 2005 (Collins, 1975; Jok, 2007; Leu, 2011); (e) the condition of an 80% illiteracy rate in the nation (Richmond, 2011) with a higher 90% illiteracy rate among females (Brown, 2006); (f) that many of the primary students in the nation speak a local language first and then either English or Arabic to a lesser degree (Lewis, 2009) leaving it difficult to train teachers in the same language; (g) the loss of oil revenues since December 2011 (Government of South Sudan, 2012b) impacting the country’s revenues, which are over 95% dependent on oil; (h) the chronic threat of war due to the poor relations with Sudan in the north and the possibility of Sudan paying rogue militias to commence attacks on South Sudan, with the attendant fears of children being kidnapped, villages ravaged, and villagers killed (Brophy, 2003; Leu, 2011; LRA Crisis Tracker, 2015; Southern Sudan Disarmament, Demobilization and Reintegration Commission, 2010). Given these problems, this study will (a) illuminate the pedagogical needs of teachers and (b) develop a contextualized best practices teacher-training solution for the Central Equatoria state of South Sudan. The goal is that the training solution can be easily adapted for other counties and states in South Sudan.

Guiding/Research Questions

The three qualitative research questions that guided the study are as follows:

1. How do new and existing educators in Central Equatoria, South Sudan, view the effectiveness of the teacher education that they have received?
2. What are the pedagogical needs of teachers in South Sudan?
3. What could be an effective training model for teachers given South Sudan's current situation?

There have been a few dissertations in the past five years related to education in South Sudan. Epstein (2012) examined the education provided to the Dinka in refugee camps, and the effects of the education within the Dinka culture. Eschenbacher (2010) uncovered the differing perceptions between international organization leaders and the field employees in regards to an educational program in South Sudan. Karanja (2010) investigated the limited educational opportunities and challenges of Sudanese refugee children in Nairobi, Kenya. In addition, there was one USAID report by Lynd (2005) entitled *Fast-Track Teacher Training: Models for Consideration for Southern Sudan,* which described different training programs used in developing countries across the world and suggested one for South Sudan's unique challenges. Another report by the United Kingdom's DFID gave a more recent update on the educational crisis there (United Kingdom House of Commons, International Development Committee, 2012). In addition to the literature, there have been some foundational organizations that have shaped the course of South Sudan's teacher education.

The Secretariat of Education (SOE) was started in 1993 by the Sudan People's Liberation Army (SPLA) to create an education system independent of Sudan (Nicolai, 2007). It established the Education Coordination Committee that same year which was later rebranded as the Education, Reconstruction, and Development Forum (ERDF) in 2004 (Sommers, 2005). Through this forum, the United Nations Children's Fund (UNICEF) "helped the Government [of South Sudan] redefine its role in developing partnerships and in coordination and information-sharing processes" (UNICEF, 2009). The SOE has been the education leader for many education-focused NGOs. There have also been a few instrumental teacher-training institutions that have impacted the teacher education landscape in South Sudan.

Among the older education institutions, the Yei Teacher Training College has remained stable since its inception in 2001 (Yei Teacher Training College, n.d.). The public Juba National University, started in 1977, relocated to Khartoum, Sudan, in 1987 during the second civil war from 1983 to 2005 and returned to Juba in 2011 (Ersland, 2014; Juba National University, 2009). The Upper Nile University in Malakal and Bahr-Al-Gazal University in Wau similarly relocated to Khartoum and have been unable to reopen despite the flood of returnees and refugees coming across the border with Sudan (Back to their roots, 2011). All of the other universities were established after 2005 (Juba Travel Guide, 2016; Juba National University, 2009).

Review of the Literature

The prioritization of type of literature I needed to find followed the traditional route of primary, secondary, and tertiary sources. All the scholarly sources were targeted first, including books, journals, articles, magazines, dissertations, and South Sudanese government documents relating to education. Similarly, secondary and tertiary sources were identified and located. Many interlibrary loans were made, paper-only journals digitized, and libraries across the globe searched electronically. Educational databases included Google Scholar, WorldCat, ERIC, Education Research Complete, SAGE Premier, Ebsco Host, and ProQuest Central. The following search terms were used in reference to Sudan and South Sudan to conduct an exhaustive search for applicable research: *history*, *education*, *relief and development*, *teacher training*, *teacher education*, *professional development*, *inservice training*, *preservice training*, *crisis country teachers*, and *developing world education*.

I used the electronic research resources of Walden University as well as the online library resources of the university where I have taught, Azusa Pacific University. Afterwards, additional sources were searched including encyclopedias, current events news, podcasts, and personal correspondence with contacts in the country.

Conceptual Framework

The conceptual framework for the study was participatory action research (Freire, 2000). This framework provided the theoretical lens that grounded the study in research. It “provides a voice for these participants, raising their consciousness or advancing an agenda for change to improve their lives” (Creswell, 2009, p. 9).

New knowledge constructed from this project study followed the principles outlined by Mertens (2003). The goal was to use the knowledge to empower teachers in South Sudan and improve the lives of students in the world’s newest nation. Kemmis and

Wilkinson (2002) advocated for a framework that seeks social justice, empowers participants, encourages collaboration between the researcher and participants, and seeks answers to real world problems. Chevalier and Buckles (2013) reinforced this definition writing that participatory action research provides a conceptual framework to understand an issue through participation with the stakeholders, taking action through a methodical investigation of the history of teacher education, and utilizing the research to find a solution to a real world problem.

The participatory action research conceptual framework provided a collaborative platform for research and shed light on challenges teachers face in South Sudan. The use of a case study aligned with the participatory action research by examining a specific issue within a natural setting with observation and reflection (Bergold & Thomas, 2012). Like Freire, Creswell (2013) encouraged researchers to give a voice to the participants and address political issues of marginalization and injustice. This conceptual framework guided the literature review in focusing on important topics that directly affect social issues of teachers in South Sudan.

The Context of Education in South Sudan

In the movie *The First Grader*, the main character, Maruge, said, “The past is always present” (Harding, Feuer, & Thompson, [Producers], & Chadwick, [Director], 2011). In order to truly understand what a postcolonial teacher training solution might look like, it is important to value the heritage of the South Sudanese as well as understand the influences that British and Egyptian colonialism, conflict, and displacement have had on the educational system. We need to learn from the educational inequities of the past to inform the present and prepare for the future. Starting in the period Before the Common Era (BCE), the literature review provides a brief chronology from past to present day of events that have influenced South Sudan's current situation. It then delves into current research relating to teacher education there.

The history of South Sudan has been colorful and influenced largely by people of faith and military might (Al Jazeera, 2011). Prehistoric Sudanese were a Nubian people known as *Kush* to the Egyptians (Library of Congress, 2015; Welsby, 2002). The Sudan area was called *Ta Netjeru*, meaning "God's Land" (Najovits, 2004, p. 258). Christianity was propagated by Byzantine missionaries in 543 and spread widely (Angelov, 2011). Islam began to take root by force in the Sudan by the 1800s under Egyptian Turkish rulership. Tax exemption was offered for those who converted to Islam. The southern half of South Sudan was annexed by Samuel Baker in 1870 who was succeeded as governor by Charles George Gordon and then Emin Pasha (Moore-Harrell, 2010). The Mahdist Revolt ended Egyption rule in 1889 (Holt, 1958; Moore-Harrell, 2010). The British-Egyptian rule was overthrown by a strict Muslim ruler.

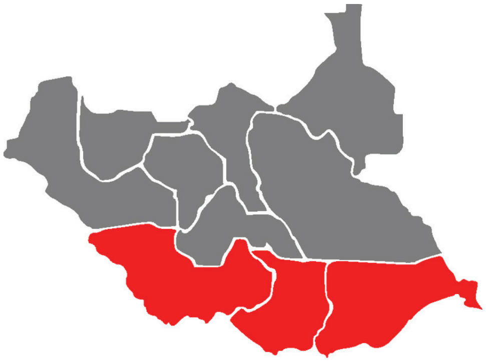


Figure 4. Equatoria is the southern part of South Sudan as highlighted above. (Modi, 2015)

Al Mahdi, who seized power in 1885, was a harsh Islamic ruler instituting draconian punishments such as cutting off hands, flogging, and death for those who did not convert to Islam (Holt, 1958). His notoriety for strict punishment may have contributed to the brevity of his nine-year rule. Al Mahdi was overthrown in 1898 by a coalition of British, Belgian, and Italian militaries and shared control was given to England and Egypt.

1899-1956: Anglo-Egyptian colonial Sudan. In the 1920's the British instituted the *Southern Policy,* which encouraged the use of native languages and tribal customs (Collins, 1984). The British authorities urged all staff to become familiar with the culture and customs of the indigenous people groups (Collins, 1975). Despite this intellectual approach, there was a lack of progress. In 1942 the government focused on improving "education, economic, and transport development" but the wars essentially stopped any progress (Collins, 1975, p. 57; Tawil & Harley, 2004).

Education was colonial at best and racist at worst. During the British colonial rule of Sudan, formal education in South Sudan was left to the missionary schools (Ranger, 1965, as cited in Deng, 2006). Western education was first introduced by Christian missionaries who established many schools (Garvey-Williams & Mills, 1976, as cited in Sommers, 2005). Indigenous peoples initially rejected Western schools because the mission schools did not provide a practical education to support the rural, pastoral tribal communities in the South (Ranger, 1965). However, by the 1930s it was generally accepted and schools' capacity was soon overwhelmed by the demand (Ranger, 1965). Very few children attended school and of the small population of students who attended, none of them were girls (Ranger, 1965). The tragedy was that "*most missionaries agreed that a literary education was dangerous*" (Sommers, 2005, p. 199) for the indigenous children. Instead, the broader purpose of education was to Christianize the students (2005). The results would be an uneducated population easily influenced to radicalism (2005). The seeds of these decisions to not educate South Sudanese were far-reaching and detrimental to all sides.

One result was that the number of southern Sudanese capable of replacing northern Sudan clerks remained a small percentage (Ranger, 1965). Another consequence was that some African societies no longer trusted Western education, but instead viewed it as a political tool of their enemies used to steer their children away from their traditions and history (Ranger, 1965). Britain's Southern Policy was beginning to bear its devastating fruit. A negative view toward education developed among many in the region. However, views on education varied in Africa.

Generalizations must be avoided; attitudes toward education and opinions are as varied as the number of tribes and people groups that call the continent of Africa home (Ranger, 1965). In 2005 Kosti Manibe, the *Minister of Finance and Economic Planning* for South Sudan, gave a speech in Maridi: "Since colonial times, there has *never* been a clear education policy for Southern Sudan. [Southern Sudan was] pushing for the development of its own, separate education system" (Manibe, 2005, as cited in Echessa, Ayite, & Wahome, 2009, p. 141). Meanwhile, some leaders expressed nostalgia for the British colonial education practices. They appreciated the syllabus, curriculum, availability of qualified teachers, schools' ability to provide for shelter and food for students, and good student discipline (Breidlid, 2005).

Given the mixed reviews of the colonial educators, one can imagine the teacher training available was just as mixed. There were conflicting accounts of the number of teacher training centers. Sommers (2005) reported that by 1945 there were four teacher education schools. Deng (2006) reported that there was only one in the late 1940s. However, these schools were shut down after Britain and Egypt agreed that Sudan should be self-governed in February 1953 (Equatoria, 2012). When Sudan gained its independence in 1956, it was not a unified country. With teacher training as such a low priority by the government, many turned to politics and eventually war ensued.

Although the Southerners were promised participation in this new government, the North did not keep its promises. The Southerners remained marginalized, sitting on the sidelines, denied the opportunity to participate in elections and politics (Equatoria, 2012). As a result, civil war between the North and the South would continue from 1955 to 1972 and again from 1983 to 2005.

The new, mostly northern-based government's creation of North and South Sudanese jurisdictions furthered the educational divide with Islamic schools and their money flowing mainly to schools in the North. The British Southern policy had now turned into North Sudan's *Southern problem* in regards to education (Collins, 1975). The independent missionary schools that did educate Sudanese children in the South were left to fend for themselves (Deng, 2006; Leu, 2011). The Southern states had very few strong leaders because of the previous British rulers' lack of educational provisions and now they were at the mercies of the North.

1956-1983: Independence and national rule. The Northerners systematically used education to Islamize Southern Sudan (Khālid, 1990). Educational inequalities mirrored the economic disparities between the North and the South of the previous Anglo-Egyptian administration (Leu, 2011). Further complicating the situation, the North dramatically changed the schools in the South by instituting Arabic as the official school language and requiring Islamic studies as a subject (Deng, 2006). In addition there were teacher, book, and educational shortages (School baseline assessment report; Southern Sudan, 2002). Less than 8% of the children in the South where enrolled in primary schools and none of the students were girls (Deng, 2006), further expanding the gender divide. The same was true for public teacher education in the South.

The South had no education system of its own. Teachers were trained in the North in the Islamic way and sent to teach at schools in the South (Cameron, 1970; Jok, 2007). There were no indigenous teacher training centers in the South until the early 2000s (Jok, 2007). After the Southern Sudanese held a strike against the Northern government's stance on education, around three fourths of the students never returned to school (Collins, 1975). The educational nightmare only got worse.

The Muslims in the North quickly retaliated. In response to the strike, the Muslim Northerners killed all who were well educated "particularly in Equatoria" (Collins, 1975, p. 84). Individuals warned ahead of time fled to the neighboring Democratic Republic of Congo and Uganda. The exit of educated people only darkened the educational void in

South Sudan and prolonged its recovery (p. 84). This migration south reversed in the brief period of peace from 1972-1983 (Leu, 2011). But Uganda would prove to not be safe either.

Uganda was at war with Tanzania. When Tanzania counter-invaded Uganda in 1979 during the fall of Idi Amin's rulership (Harrell-Bond, 1986), Southern Sudanese were able to repay the favor of hospitality as a flood of refugees from neighboring countries tried to escape violence and conflict in their nations. Mebtouche (1986) estimated that there were around 196,000 Ugandan refugees living in the three southern Sudanese states (1986). The teachers in South Sudan in 2013 were children during the wars. After these two large migrations, there was a time of peace.

Peace was welcomed although it did not improve education at any level, but only made it worse. Throughout this period of peace a lack of funds and resources further eroded the already dismal status of education in South Sudan (Deng, 2006). The government during this time period said education was important, but their words had little to no effect (Hajjar, 1983). The government and development agencies haltingly tried to restart primary education (1983), but it was far from equitable. Although Northern Sudan enjoyed enrollments of 70 to 75 percent, South Sudan had around 11 to 20 percent with a similar amount of gender disparity between boys and girls—48 percent and 1.3 percent respectively (1983). These ratios did not begin to change until 2011. The next step toward educational equity was another civil war.

This second civil war was again over disparities between the more well to do Northerners and the resource starved South. Requiring Arabic instead of English was one of the reasons the second civil war began from 1983 to 2005 (Leu, 2011). In 1986 when the second civil war reached Equatoria, the inhabitants began their exit back to Uganda (Sommers, 2005). The South Sudanese and the Ugandans developed somewhat of a kinship as both sides wrestled with war (2005). A South Sudanese refugee in Uganda commented:

> The war came because of a lack of education in the South. The Arabs were well educated and could deceive the Southerners. So the best gun to fight the Arabs with is education. You can fight militarily and take over towns. But if you don't have good planners, you can easily be deceived. Without education, you can't do anything. (Sommers, 2005, p. 62)

And without education South Sudan languished remaining in the 19th century in many areas including education.

Teachers who filled the gap had little to no education themselves. Due to the lack of educated people in South Sudan, the teachers that stepped in to fill the void were not paid or trained (Joyner, 1996). Many had not completed primary school themselves and had no formal teacher education (1996). Classes were held outdoors with no classroom supplies or printed curriculum (1996). The only Southern university in Juba was transferred to the northern city of Khartoom in 1987 for "security reasons" (Biel, 2003, p. 8). With few options for higher education in South Sudan, individuals had few opportunities to receive teacher training.

1983-2005: Military coup d'etat. The First Sudanese Civil War lasted from 1955 to 1972. The Second Sudanese Civil War lasted from 1983 to 2005. After South

Sudan’s long struggle against the British colonialism and the North, in the early 1990’s war broke out between two Southern factions—between Colonel Garang, and his opponents Riek Machar and Lam Akol (Burr, 2003; Human Rights Watch, 2016). Two more factions were formed in 1992 and 1993 (2012). The conflict leveled tribal villages and displaced thousands (Hutchinson, 2001). Homes and crops were burned and food aid from abroad was stolen leaving most indigenous people from the Nuer and Dinka in extreme poverty (2001). Their tribal leaders knew who had brought this upon them.

The Nuer and Dinka blamed the warfare on those who were educated (Hutchinson, 2001). A chief from the Nuer tribe publicly called on other tribes “to end this nasty little war that the educated makes us fight!” (Hutchinson, 2001, p. 324). The Northern Sudanese leaders continued to interfere with the politics in the South by using illiterate, uneducated Southern military leaders as political pawns to wage mutiny and dissent and successfully bated and pitted tribes against each other (2001). Hutchinson describes the situation well, “Having lost, perhaps, half their homeland populations to the ravages of war, famine, disease and displacement since 1991, many Nuer and Dinka civilians I interviewed during 1998 and 1999 complained alike of being ‘exhausted by death’” (2001, p. 325). This among other factors led to the Southerners feelings of being trapped by a systematic marginalization (Gibson, 1991, as cited in Breidlid, 2005). Death, division, and poverty had reduced the people of South Sudan to nothing, incapable of finding a solution due to a lack of education.

The style of the former Northern Islamic education combined with the former British colonial policy of education along tribal divisions had caused a rift in the unity of the Southern Sudanese. Nearly 40 years of wars had politicized education and destroyed the pool of available teachers (Beleli, Chang, Feigelson, Kopel-Bailey, Maak, Mnookin, Nguyen, Salazar, Sinderbrand & Tafoya, 2007). Many now perceived education as an elitist scourge that bred warfare (Breidlid, 2005). What they wanted was a practical education of work and respect for culture that brought harmony and life. The conflict between the two primary South Sudanese factions illustrated the dire consequences when there is a loss of respect for the indigenous leaders and cultural values (Hutchinson, 2001). Those who wanted to keep their cultural values said "`Education is a new system. Once you have practised it, you call somebody (who is not educated) 'uncivilised.' You abandon the whole traditional system'. Another agreed: 'In Sudan, education is used to kill traditions'" (Breidlid, 2005, p. 260). Nevertheless, many schools were started in liberated areas of South Sudan during this time by the *Secretariat of Education* that later became the *Ministry of Education* (Leu, 2011). War, conflict, and death exposed desperation for education.

In 1994 the *Sudan People Liberation Movement* (SPLM) identified education as one of its primary goals. Resolution 7.3 of the First National Convention stated:

> Education for self-reliance is therefore a key factor in achieving the Movements' mission to liberate the individual and society from all forms of political, economic, social and natural constrains to freedom, development, pursuit of happiness and self-fulfillment, social justice, democracy, human rights and equality for all *irrespective of ethnicity, religion, or gender*. (Sudan People's Liberation Movement, 1994 as cited in Biel, 2003)

While schools began to take root in liberated areas of South Sudan, surrounding nations also began to focus on teacher education. Uganda began teacher distance education programs in the Mubende and Kiboga districts (Aguti, 2002). These eventually became so successful they implemented them at a national level through Kyambogo University (2002). The country of Uganda took advantage of the resources of distance learning to provide training and professional development for teachers (2002). Could this be a viable option for South Sudan—only if it gets its universities working again and some minimal communication infrastructure.

Schools were started without infrastructure despite the odds. In the year 2000 over 2,000 elementary schools were in operation despite the lack of resources and trained teachers (Biel, 2003). While enrollment increased, the number of qualified teachers did not increase (2003). As the focus shifted from crisis mode to "a more developmental approach to education," efforts focused on new needs such as "drafting education policies, construction of infrastructure, creation of teacher training programs and curriculum development" (Sommers, 2005, as cited in Nicolai, 2009, p. 54). Brophy was well informed on the state of teacher training in South Sudan during this time period.

Brophy (2003) examined the lack of resources and trained teachers, and noted that 70% of teachers only have a primary school education while only 7% have had any college training. Forty five percent (45%) were totally untrained, while 48% had at least two-weeks of in-service training (2003). However, of the 5,000 lessons that were observed, over 60% were deemed as doing acceptable work. The lessons' main weaknesses were "*in the use of relevant visual aids, poor questioning technique and in* *the use of child centered teaching methods"* (2003, p. 5). He also observed that missionary schools in South Sudan are the best funded, but have typically used textbooks from Kenya and Uganda. These positive reports were needed for the entire country. Some organizations like USAID were trying to make positive changes in the education system.

USAID pledged US$20 million over five years for what is called the *Sudan Basic Education Program* (Brophy, 2003). The program aimed to "support the establishment of four regional teacher training institutes, train 2,000 women teachers, rehabilitate 300 schools, and provide non-formal education" (2003, p.10). Although the starting point was very low, the goal was to provide universal primary education (UPE) for all from 2003 to 2015 (2003). However, South Sudan was so underdeveloped it had nearly nothing to build upon. At the very least South Sudan had a starting point, and the South Sudan government would soon begin to help as well.

When the GOSS was formed in 2005, it made education its number one objective by focusing on the Education for All (EFA) targets and the Millennium Development Goals (MDG) sponsored by the United Nations (Leu, 2011; United Nations Secretariat, Department of Economic and Social Affairs, 2010). The goal was to enroll all children in primary education by 2015. Although this was a welcome goal, it was not possible given the educational setbacks of the last civil war, and ongoing civil war (Easterly, 2009; Tawil & Harley, 2004). The new challenges were similar to the ones of the previous era of colonialism and Northern Islamic rule. Sommers summarized these issues well.

Sommers noted several difficulties with the education system from 1983 to 2005. He reaffirmed some of the ones previously mentioned such as Northern schoolchildren getting better education than those in the South, the bias toward educating boys and not girls, and the denial of education for some (Sommers, 2005). In addition to these, (a) the official language of instruction was undecided (2005), (b) teaching was mostly done by foreigners who had little teacher training (Sommers, 2005), (c) there was little interaction between districts leaving many inconsistencies, and (d) many of the indigenous people resisted education (2005). Because many of the educated had been chased out of the country or murdered by the North, there was no national memory or ability to learn from the past. Furthermore, the divisions exploited by the North between tribes proved to create challenges for public education and inter-tribal teacher education.

While a Westerner may think of a tribal mentality as a drawback, Davies gave a sober warning about assuming that an outside system for teacher training was best (Davies, 2003). She encouraged a cultural sensitivity. She cited other countries where educators who came in to help train teachers were unaware of its preexisting rich appreciation of cultural diversity (Davies, 2004; Davies, 2005; Davies, 2006; Davies, 2009). While the civil wars may have erased much of a national memory and hindered the ability to learn from the past (Davies, 2011a; Davies, 2011b), Davies was a poignant voice reminding researchers not to assume or be presumptuous about teachers' abilities or understanding (Davies, 2005; Davies, 2006). The year 2005 brought a hopeful and tenuous peace that began to shed light on the past and gave people a chance to reflect. It brought a change that would benefit outside trainers, local educators, and students alike.

2005-2011: CPA to independence and rebuilding. In 2005 the Comprehensive Peace Agreement (CPA) between the Northern and Southern Sudanese was signed. It provided a six-year interim peace period with the option of South Sudan seceding from Sudan if its residents voted in the majority to do so (Comprehensive Peace Agreement, 2005, p. 4). "Although the CPA brought relative peace to Southern Sudan, the region emerged from war with the *lowest social and economic indicators in the world* and a severe lack of physical and institutional infrastructure" (Leu, 2011, pp. 9-10). This time of peace provided fresh perspective to the people of South Sudan on what had happened to them.

Times of peace can quickly lead to war again. Nicolai warned that in the aftermath of a war it is easy for fresh conflicts to be kindled (Nicolai, 2009). He encouraged a cautious balance between "change and continuity" (p. 39). Williams seconded Nicolai's warning about conflict. As a result of education being denied to many in South Sudan, jobs were given to the educated outsiders leading to tension. In very similar circumstances, this economic discrimination played a major role in the conflicts in South Africa and Sierra Leone (Williams, Degazon-Johnson, & Etchart, 2006). Those from the international community who had seen a reemergence of conflict in similar settings wanted to avoid new divisions. Organizations such as UNICEF stepped in to address these concerns.

UNICEF suggests training adults who have at least finished primary school with classroom and pedagogical skills so they can teach (UNICEF, 2008) is a viable solution to build peace and establish stability. Nicolai reaffirmed that teacher education is perhaps *the* solution and it has been effective in Kosovo, Albania (Nicolai, 2009). He suggested a focus on "curriculum renewal and development, particularly to focus on peace, human rights, civic literacy and inclusive education" (2009, p. 66). While Nicolai's recommendation may have been a good way to avoid future conflict, the teacher also needed to be ready for current classroom conditions.

Robinson and Latchem said that "the quality of teachers and teaching is affected by two related aspects: (a) the conditions of teachers in a changing environment, and (b) their training and professional development" (2003, p. 3). Kirk and Winthrop stated teachers play a crucial role in the community to restore a sense of calm and meet children's "physical, cognitive and psychosocial needs" (Kirk & Winthrop, 2007, p. 715). Ginsburg and Pigozzi added, "recruitment, fair payment, and training of teachers is paramount to improving the quality of teaching" (2010, p. 559). With so many conditions required for good teachers and teacher education, one has to wonder how South Sudan will get to a place of wholeness and development. Perhaps starting with teacher pay will bring stability by keeping teachers in the classroom. Teacher pay became a critical issue in 2006.

An obstacle to increasing the availability of education in South Sudan was that the majority of teachers were not paid and worked on a voluntary basis (Brown, 2006; Sommers, 2005). This issue climaxed in 2006 when teachers went on strike across the country (Nicolai, 2009). In April 2006 teachers were paid only once in a government attempt to catch up on payments for teachers' past service (Beleli et al., 2007). Bennell (2004) as well as Birungi et al. (2007) said that not paying teachers whether they are qualified or not, has dire educational consequences—students get short changed, teachers do not advance with their own education, their motivation to teach declines, and student enrollment remains low (2007). Eventually, payments resumed. According to an article by Taban Kuich, teachers in South Sudan got paid the equivalent of $200 a month, which is barely enough to live on considering the high prices of commodities, transportation, and lodging. As a result, many have had to look for jobs among NGOs or even outside the country (Kuich, 2012). If South Sudan wanted to have better schools, it needed to start paying teachers as professionals based on their education level and experience. If they can change to another industry such as management or administration and get paid twice as much, there will continue to be teacher shortages. Despite the lack of resources to pay teachers, the government continued to train teachers.

One goal the GOSS outlined in its *2005-2011 Strategic Plan and Policies* was to expand teacher training and professional development (Beleli et al., 2007). In 2006, the Ministry of Education, Science and Technology (MoEST) made a goal to build 20 County Education Centers (CECs) and train 14,000 new teachers by 2011 (Nicolai, 2009). By 2009, the Japan International Cooperation Agency working with the MoEST, had trained 74 people who represented each of the 10 states in South Sudan (JICA, n.d.). By 2013, the CECs were built, however, many were not functional. In 2006, 9,000 new teachers were trained and the *Go To School Initiative* was started to create excitement and interest for education (Beck, 2006; Luswata, 2006). Launched by the GOSS with the help of UNICEF, it trained teachers and increased student enrollments (Hewison, 2009; UNICEF, 2011). The higher student enrollments afforded South Sudan’s leaders some optimism. In 2012, President Kiir expressed he felt education had improved in the year since its independence (Jada Gabriel, 2012a), however, much still needed to be accomplished. With increasing student enrollment there was an increased urgency for more teachers.

2011-2015. Looking at quality of life indicators for the children of South Sudan, one out of seven children perished before they turn five, and 50% did not have access to improved drinking water leaving many at risk of water-borne illnesses such as malaria and cholera (Leu, 2011). The Department for International Development (DFID) in the United Kingdom said that South Sudan was ranked as the last place in the world in the area of education with only 23% of the population literate, an elementary school enrollment rate of 44%, and a 9% high school enrollment rate (United Kingdom House of Commons, International Development Committee, 2012). There were not enough schools (Brown, 2012; Kuek et al., 2014). Only 23% of them were made of a permanent material (United Kingdom House of Commons, International Development Committee, 2012). It reported, “fewer than 5% of teachers have preservice training, and 9% have in-service training. The average pupil to classroom ratio was 134:1 and the pupil to teacher ratio was 194:1” (2012, p. 20; Kuek et al., 2014). Sub-Saharan nations in general struggled with the same issue (Dladla & Moon, 2002). Educators struggled to teach basic concepts in overcrowded and underfunded classrooms.

In addition to the lack of trained teachers and classrooms, the DFID reported that one textbook was shared between four students (United Kingdom House of Commons, International Development Committee, 2012). They believed that textbooks were a leading indicator of student success, and backed their belief with an 11 million British pound investment in textbooks (United Kingdom House of Commons, International Development Committee, 2012). Other development funding sources came in the form of one or two yearlong grants, but very few made a long-term commitment leaving ongoing capacity building difficult to sustain (Dolan & Ndaruhutse, 2011). The availability of schoolbooks was desperately welcomed and provided a resource for generations to come if they are well kept. Having sustainable education for the country does not rely solely on development funding and capacity building for the education industry. It also relied on the economic development of many other sectors, but primarily infrastructure—paved roads, water, electricity, and telecommunications (Burde, 2005). Yet in the area of education there were some areas that need to be emphasized.

Indicators for National Educational Redevelopment and Teacher Training

Numerous organizations and scholars proposed different essential items required for countries transitioning out of war. According to Kim, Wils, Moses, and Jang, South Sudan was transitioning to the development mode with a focus on the quality of education pupils received (Kim, Wils, Moses, & Jang, 2011). Kim et al. mentioned similar requirements for successful rebuilding: “1) the strong presence of international development partners, 2) the singular ambitions of the national government, and 3) high demand for education by the local population” (2011, p. 4). It seemed that the ability of South Sudan’s leadership to stay focused on its ambitions was the common requirement that researchers and organizations have identified.

Davies observed many governments through their transition from war to peace. She listed the following "markers such as the degree of coordination of agencies, teacher provision, curriculum, language of instruction, educational supplies and information systems, and whether all are surrounded by the establishment of a viable governance of education and a Ministry of Education" (Davies, 2004, p. 230). UNICEF had a motto entitled "building back better." It listed the following key ingredients "to help rebuild the key institutions needed to service a viable education system – *schools, teacher training and [teacher] support institutions, school management agencies, education planning authorities, financial management agencies,* and *inspection and regulatory authorities*" (Wright, 2006, p. 5). All of this needed to be tackled simultaneously and coordinated by a central agency, but was challenging to complete successfully by one organization alone.

South Sudan had peace-loving government leaders in place to implement these requirements, but they needed the ongoing support of many other nations, organizations, and individuals to successfully rebuild the Republic of South Sudan (RSS). A composite of these indicators, as well as what has been done in each of these areas nationwide, with a special focus on the state of Central Equatoria will be briefly discussed. These indicators include (a) schools, (b) teacher education support agencies, (c) school management agencies, (d) regulatory authorities, (e) international development partners, (f) local demand for education, (g) curriculum, (h) language of instruction, (i) education supplies, and (j) information systems.

While all of these indicators were present in South Sudan, the schools, language of instruction, and educational supplies presented the largest challenges for the teachers themselves. The challenges of these three will be addressed in more depth in the section entitled *Challenges to Teacher Education*. First, a general overview of the indicators that South Sudan is moving away from war to peace were presented. The findings presented are encouraging in the light of the constant tensions still festering between the North (Sudan) and the South (South Sudan).

Schools. The first indicator that a country is transitioning from war to peace and redevelopment is the presence of schools with children in attendance. Through a first time partnership in 2006 between the GOSS and UNICEF, a *Rapid Assessment of Learning Spaces* (RALS) was able to locate 758,207 students who were enrolled in 2,922 schools across South Sudan (Beleli et al., 2007). Over 75% of these are made of semi and nonpermanent materials such as grass, thatch, mud, or held in the open air (Beleli et al., 2007; Costello & Luswata, 2007; South Sudan Education Cluster, n.d.; United Kingdom House of Commons, International Development Committee, 2012). The *Go to School Initiative* brought many more students into schools, and it was not only the government schools that were attracting students.

In Yei, the Central Equatorian capital town of Yei River County, many churches have founded schools. Their goal was to "provide quality education for the future generations of a country…" and "bettering human life spiritually, raising intellectual, economical, political and social living standards" (John, 2011, ¶ 1). Both government schools and church founded schools faced the same challenge of overcrowded classrooms.

Research indicated the student teacher ratio was much higher in South Sudan than in more developed countries. According to the 2010-2011 Education Statistics for South Sudan, Central Equatoria had the lowest primary school pupil-to-classroom ratio in the nation—it is 68.5 per classroom—followed by Western Equatoria (Government of South Sudan, 2011a). Figure 5 and Figure 6 below show the breakdown of school structural types. Figure 5 represents Central Equatoria and Figure 6 represents the nation as a whole. Figure 5 shows that 43% of Central Equatoria primary schools are permanent structures compared to the 28.4% national average (Education Statistics for Southern Sudan, 2011). The diversity of school structure type hinted at the diversity of who owns the schools.

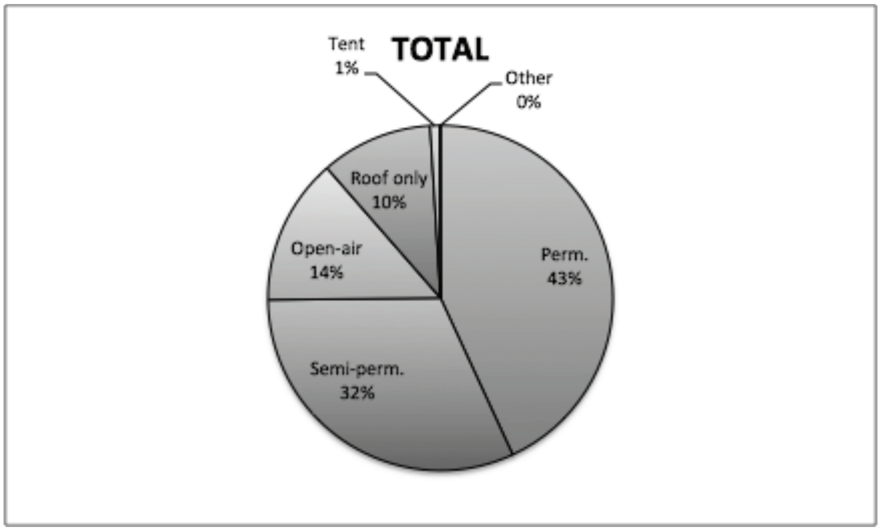


Figure 5. Central Equatoria state schools by structural type.

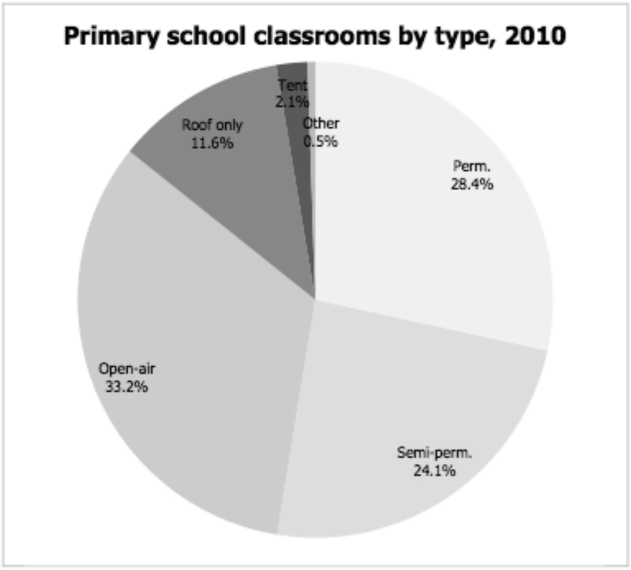


Figure 6. South Sudan as a nation - schools by structural type.

There are many schools, but they were not centrally managed. The challenge with schools that were not coordinated centrally meant that each group focused on its own specific priorities (Deng, 2006). Figure 7 and Figure 8 below show the national breakdown of school ownership (Education Statistics for Southern Sudan, 2011) compared to Central Equatoria (2011). Thirty-three percent (33%) of Central Equatorian schools were nongovernmental compared to the national average of 9% (2011). These included private, community, and other schools. While these statistics implied that nongovernment schools have had greater resources to hire more teachers, the student-teacher ratio was still very high. The data also implied that nongovernment schools likely have greater resources to train their teachers as well.

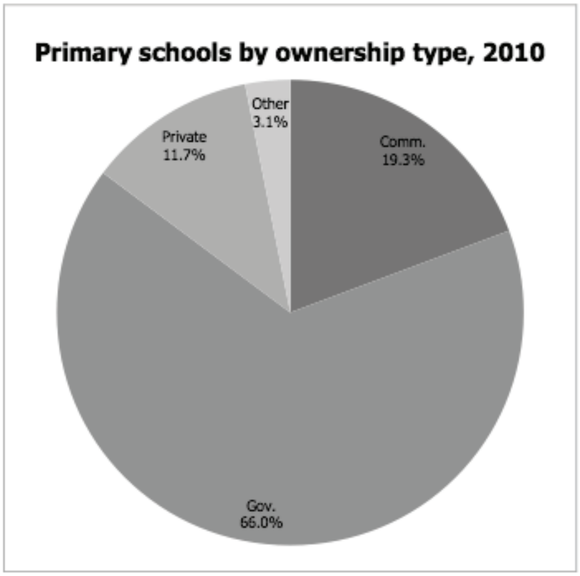


Figure 7. Central Equatoria school ownership.

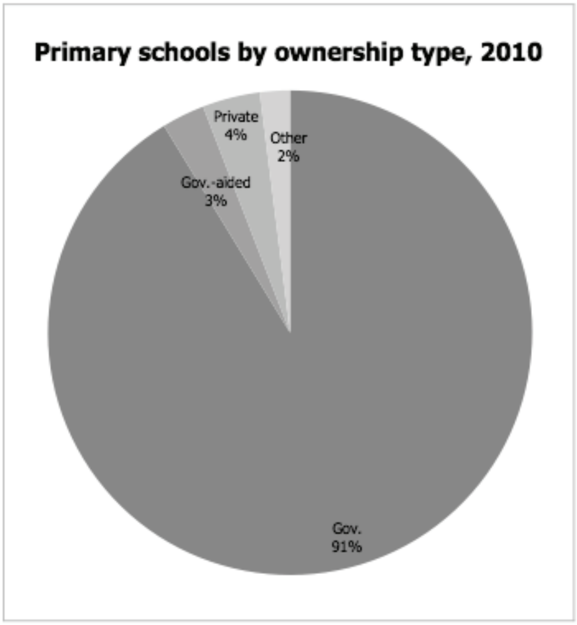


Figure 8. South Sudan as a nation - school ownership.

Teacher training and teacher support institutions/ teacher provision.

Crucially, there was a need for teacher training to be available for all of the schools regardless of whether they were government run or privately operated. In 2006, 9,000 new teachers were trained through the *Go To School Initiative,* which was started to create excitement and interest about education (Luswata, 2006). The same year South Sudan instituted the *Fast Track Teacher Training Programme* (FTTTP) to equip teachers with basic pedagogical skills. In 2007, 1,300 teacher received training, while 500 teachers participated in in-service training (UNICEF, 2008). The FTTTP program did not last very long as it quickly reached capacity and halted around 2008 (Hewison, 2009). However, teacher training did not end.

The successor to the FTTTP were Regional Teacher Training Institutes (RTTI or TTI) built in each state and the County Education Centers (CECs) in each county (Hewison, 2009) for a total of 10 RTTIs; however, by October 2009 there were only three functioning RTTIs with two under construction (2009). Yei in the state of Central Equatoria had a private TTI supported by ACROSS, and Kajo-Keji had one supported by Humanitarian Assistance for Southern Sudan (HASS) (2009). See Figure 9 below for a map of where these two towns are located. Although not all of the RTTIs were functioning, the ones that were supported by NGOs or Faith-Based Organizations (FBOs) usually did well (2009). University and alternative teacher training programs were also available.

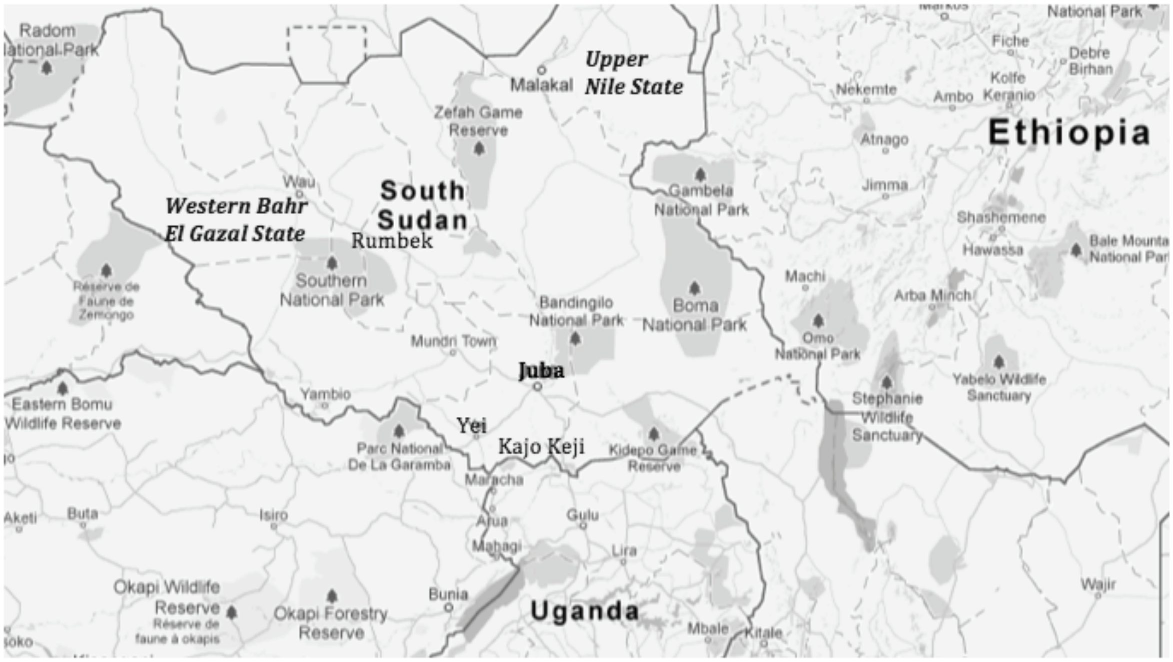

Radom
National Park
Upper
Nile State
Malakal
National Park
Fiche
Debre
Birhan
Nekemte
Ambo
Kolfe
Keranio
Ethiopia
Zefah Game
Reserve
Atnago
Wau
South
Sudan
Western Bahr
El Gazal State
Rumbek
Gambela
National Park
Jimma
Shashemene
Hawassa
Bale Mounta
National Par
Réserve de
Faune de
Zemongo
Southern
National Park
Machi
Bandingilo
National Park
Boma
National Park
Arba Minch
Mundri Town
Omo
National Park
Yabelo Wildlife
Sanctuary
Juba
Eastern Bomu
Wildlife Reserve
Yambio
Stephanie
Wildlife
Sanctuary
Yei
Parc National
De La Garamba
Kajo Keji
Kidepo Game
Reserve
Maracha
Aketi
Buta
Isiro
Arua
Gulu
Mahagi
Lira
Okapi Wildlife
Reserve
Réserve de
faune à okapis
Okapi Forestry
Reserve
Bunia
Uganda
Mbale
Kitale
Wajir

Figure 9. Google Map with overlay of city of Juba, Rumbek, towns of Yei, Kajo Keji, state of Western Bahr El Gazal, and state of Upper Nile.

Other teacher training institutions included the *Southern Sudan Institute of Education* in Rumbek, Lakes State. Bahr el Gazal, Juba, and Upper Nile universities also existed, but only the latter two were functioning (Hewison, 2009, p. 36). Alternative Education Systems (AES) included Interactive Radio Instruction (IRI), which offered distance training, and real-time modeling for teachers as the broadcast was aired into a live class (2009, p. 37). AES also included Accelerated Learning Programmes, Intensive English Courses, Adult Literacy Programme, Community Girl schools, among other educational programs (Education system, n.d.).

Innovative educational organization and sustainable technology in this developing nation were sorely needed. Beyond teacher education programs, there needed to be shared school governance, coordination of assessment, placing teachers, and validation of teacher credentials.

School management agencies and coordinating agencies. Coordinating agencies needed to oversee the placement of teachers and the development of schools. Sommers argued that when education is coordinated it is like an adhesive that holds together states and "limit[s] the chances that trauma, abduction and forced labour will dominate the lives of war-affected children and youth" (Sommers, 2005, p. 15). The role of these coordinating agencies was to work at both the local and international levels to secure regulations for teacher payment, teacher certification verification and transfer, and student assessment (2005). While educators in developed countries may take these institutions for granted, their countries also wrestled with their establishment.

The Secretariat of Education and its Basic Service Fund was a coordinating group of organizations that works with the Government of Southern Sudan. It had implemented the Education Support Network (ESN), which consisted of six networks. The ESN's were able to facilitate training and support, along with basic education for communities in South Sudan (Hewison, 2009). Although these institutions were in place, it seemed they were still learning the full extent of their role, and have been unable to provide outstanding and consistent leadership coordinating the educational issues for the schools of South Sudan.

Since the governments' school management coordination has been historically unreliable, churches and other NGOs stepped in to help. The Yei River County Education Director, Mr. Charles Lumori, said the "government is working together with the church to meet the common goal of education" (John, 2011, ¶ 4). He believed the reason his county was doing so well in the area of education was because teachers are paid consistently (John, 2011; Bray, 2003). The same was not true for most teachers, who although many received teacher training via distance education, had not had their salaries adjusted, nor had they been paid, leaving many discouraged and unmotivated (Aguti, 2002). These teachers had nothing financially to show for their hard work. If only their demoralization could have echoed in the ears of the regulatory authorities of South Sudan, their plight might have been attended to faster.

Regulatory authorities and the national government ambitions for education.

Like a federal Department of Education, there needed to be educated leadership for the country as a whole who sought accountability, said what education standards were required, and insured that schools were setting goals and achieving them. Under Dr. John Garang, the former Sudan People's Liberation Army/ Military (SPLA/M) leader of the newly conquered southern territories of Sudan, education was placed as one of its highest goals even before the Comprehensive Peace Agreement (CPA) of 2011 (Beleli et al., 2007). And because it has been placed as such a high goal, the progress being made was encouraging. In 2009, South Sudan's female teacher goal for 2012 was 13.5-25% of all teachers (Government of South Sudan, 2012a) and by 2012 had come close to attaining the goal at 12.7% of female teachers (Government of South Sudan, 2012c). Part of the reason for its progress was because personnel were retained from the previous administration that were able to pass on expertise—this was something that was denied previous generations who were instead killed, chased out of the country, or imprisoned.

The SPLA and its Secretariat of Education was the original regulatory body in partnership with USAID and UNICEF in the development of education in South Sudan starting in 2000 (Beleli et al., 2007). The SPLA/M had established itself in most states in South Sudan before the signing of the peace agreement. William Ater, the former secretary of the Secretariat of Education, and other personnel were wisely retained by the *Ministry of Education, Science and Technology*, also known as MoEST (2007). The MoEST was able to build on the SOE's previous work and provide much needed leadership in the development of education in South Sudan (2007). May this respecting of elders and sharing of knowledge only increase. Yet there were many elders that could share their wisdom and many were available from outside South Sudan.

International development partners. Without international development partners, education would not have blossomed in South Sudan. Kim et al. (2011) related how UNICEF and many other NGOs helped to meet the enormous demand for primary education by quickly providing the needed resources and infrastructure to meet the urgent needs. Also involved were the communities whose parents in some cases helped by transporting school supplies inland from river ports on foot (2011). During the wars, parents even paid teachers directly to teach their children (Ihedioda, 2009). *Save the Children* and the *Episcopalians* were instrumental NGOs involved in providing supplies and teachers to areas of greatest need (Kim et al., 2011). NGOs who proved themselves in the development process early on were given responsibilities and authority by the GOSS to help build state and county teacher training institutes as well as asked for advice, training, and mentoring for various areas of the redevelopment process (Hewison, 2009). Appendix D includes a nonexhaustive list of the development partners identified in the review of the literature. By sharing the burden of redevelopment, synergy was able to take place; if South Sudan continued healthy partnerships it would have developed at a much faster pace than by doing it alone. With partnership came better services, more resources, and as a result demand increased.

High demand for education by the local population. A high demand for education was necessary for the rebuilding of South Sudan. In September 2006, elementary schools enrolled 700,000 students and by July 2009 the number of students had doubled (Kim et al., 2011). These numbers included students of alternative education schools (AES), which hosted older students who have not yet completed primary school. The demand for education remained so high that the government's goals of "enrolling 1.5 million primary pupils and 36,120 secondary pupils" by 2011 had been exceeded (2011, p. 4). The majority of the students were enrolled in the "Jonglei, Unity, and Upper Nile" states (2011, p. 7) with the most classrooms being added in Central Equatoria (2011). The student enrollment was higher in the northern states, while the resources were greater in the southern state of Central Equatoria. It appeared that there was an increasing demand for education, but could the number of trained teachers keep up with the demand?

Demand was exceeding capacity. Capacity was reached (United Kingdom House of Commons, International Development Committee, 2012) and the government was struggling to retain teachers on account of low pay (Ginsburg & Pigozzi, 2010; Nicolai, 2009). While school enrollment increased from 2005 to 2007, the quality of education remained a glaring obstacle (Breidlid, 2010, p. 15). If the South Sudan government was not able to meet "expectations of its citizens of full access to an education of reasonable quality … that provides jobs for the increasing numbers of young people completing basic, secondary and higher levels of education" (Leu, 2011, p. 24), then there may be trouble in the future for the growing nation. With average classes near 200 students with one teacher and "the increasing number of migrants and young (former) soldiers—often traumatized—who are coming back from the battleground" the need for the positive influence of well-trained teachers was higher than ever (Breidlid, 2010, p. 15). Teachers, school counselors, special educators, librarians, administrators, printers, and curriculum developers were all desperately needed.

Curriculum. Printed curriculum was essential, as many teachers did not have the breadth of knowledge to teach from their head—educators who have taught for 10 years only begin to master the ability to teach without the entire standard curriculum. Schools in the Republic of South Sudan (RSS) had been using other nations' schoolbooks and curricula, although it had been working on a standard curriculum of its own (Kim et al., 2011). According to Kim et al., "in lower grades of primary school, the pupil textbook ratio (PBR) for primary grades 1-4 of core subjects English and Mathematics has been reduced from 5:1 to 3:1 from 2007 to 2009" (2011, p. 17). The United Kingdom's House of Commons reported a slightly different national average of 4:1 textbooks per student (United Kingdom House of Commons, International Development Committee, 2012). These textbooks were welcome, but more subjects needed to be available for more class levels.

Many subjects were suggested and many are currently covered in the classrooms of South Sudan. Beleli, Chang, Feigelson, Kopel-Bailey, Maak, Mnookin, Nguyen, Salazar, Sinderbrand and Tafoya (2007) listed South Sudan’s elementary education objectives as follows:

- To enable the learner to acquire skills of numeracy, literacy and communication
- To inculcate in the learner good health habits
- To develop in the learner the cultural, moral, and spiritual values of life
- To promote acquisition of skills for making a living, respect for work, and attitudes to protect public and private property
- To instill in the learner the spirit of unity, nationalism, tolerance, and respect for others
- To develop the basic faculties and abilities of the individual by stimulating initiative, creativity, objectivity, and rationality
- To inculcate in the learner the understanding of, and appreciation for, conservation and utilization of environment
- To nurture in the learner a positive attitude of self-reliance, cooperation, and interdependence
- To create awareness of one’s rights, obligations, and civic responsibilities
- To inspire the learner to appreciate lifelong learning

Subjects that were taught in primary and secondary education include their Mother Tongue, English, Kiswahili, Arabic, Mathematics, Science, Religious Education, Home Science, Arts and Crafts, Social Science, Music, Physical Education, Agriculture, and Business Education (Beleli et al., 2007). The Republic of South Sudan (RSS) and the

United Kingdom’s Department for International Development (DFID) together announced the national distribution of its first primary textbook and supplementary readers; this was evidence that progress had been made in the area of improving the South Sudan’s curriculum (Safi, 2012). The goal was to lower the textbook to student ratio to 1:1 with South Sudanese curriculum (2012). The question arose, what language would these textbooks be in? The multitude of languages spoken and expected to be spoken was overwhelming. The challenge was that there are so many Mother tongues, yet the resources were not available to translate curriculum into so many languages. The Arabic language was still a requirement because of past ties to Sudan. Kiswahili was expected because of ties to East Africa nations. English was expected because so many of the resources being poured into the country were from international organizations that use English as their primary language.

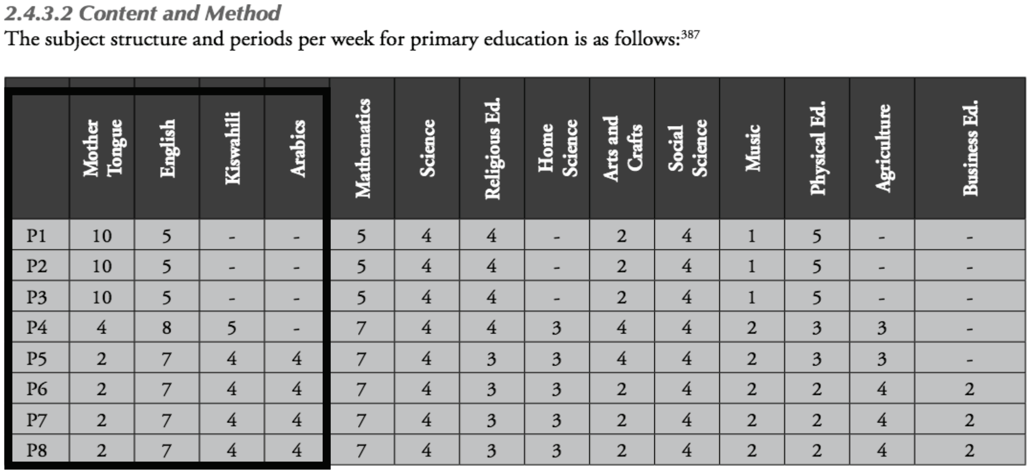
Language of instruction. Language of instruction was a major issue for the nation. In 2007, English was adopted as the national language (South Sudan, 2012, ¶ 34). This act presented challenges to teachers and pupils in Arabic speaking regions in particular, since teaching and learning in a new language takes a considerable amount of time (Beleli et al., 2007). However, the Mother Tongue was also given priority (2007). The Mother Tongue was one of many different indigenous languages spoken in South Sudan; there were hundreds of indigenous languages0.

The Czech proverb, *learn a new language, get a new soul*, implied that there are many cultural and historical lessons embedded in the structure and words used in a given language. Bari, Kakwa, Keliko, and Moru Mangbetu were spoken in the Yei River and

Morobo counties (Lewis, 2009) where my research took place. Student teachers' Mother Tongue was crucial as many tribal elders saw education in their people's language, customs, and history as paramount (Coultas & Lewin, 2002; Davies & Talbot, 2008; Mandela, 1995). Considering what was done to children in the past, it was unlikely public education would be able to take root unless the Mother Tongue was taught. The elders still alive would view the exclusion of instruction in the Mother Tongue as turning on the very foundation of their nation.

South Sudan has many other languages besides the ones already mentioned. Additional languages in Central Equatoria are: Arabic, Fulfulde, Kanuri, Reel, Madari, Lokoya, Baka, Bari, Moru, Ma'di, Avokaya, Morokodu, Jur Modo, Moda, Beli, Dinka, Olu'bo, and Acholi (Lewis, 2009). Beyond English and the Mother language, schools required two more languages to be taught.

Kiswahili and Arabic were also taught in higher-grade levels (P4-P8) as they are the languages of the surrounding nations. Figure 10 below shows the breakdown of which languages were taught in each grade. With all of the required languages to be taught, there were very little resources offered to teachers to meet all of the linguistic requirements.



2.4.3.2 Content and Method

The subject structure and periods per week for primary education is as follows:[387]

	Mother Tongue	English	Kiswahili	Arabics	Mathematics	Science	Religious Ed.	Home Science	Arts and Crafts	Social Science	Music	Physical Ed.	Agriculture	Business Ed.
P1	10	5	-	-	5	4	4	-	2	4	1	5	-	-
P2	10	5	-	-	5	4	4	-	2	4	1	5	-	-
P3	10	5	-	-	5	4	4	-	2	4	1	5	-	-
P4	4	8	5	-	7	4	4	3	4	4	2	3	3	-
P5	2	7	4	4	7	4	3	3	4	4	2	3	3	-
P6	2	7	4	4	7	4	3	3	2	4	2	2	4	2
P7	2	7	4	4	7	4	3	3	2	4	2	2	4	2
P8	2	7	4	4	7	4	3	3	2	4	2	2	4	2

Figure 10. Languages of instruction. (Beleli et al., 2007)

Educational supplies. Educational supplies were another indicator that the country was reaching stability in its education sector. However, there were not very many supplies to go around. In South Sudan, teachers were supposedly well equipped if they had a blackboard and chalk. Lessons were also drawn out on white sheets and hung on a clothesline or tree. Students seldom had their own chalkboards to write upon, let alone pencil and paper (Luswata, 2006). The lack of instructional resources was one of the many hurdles faced by teachers.

Information systems. A final education sector indicator was the information systems available to manage the district, school, teacher, and student data. The GOSS with the help of USAID set up the Education Management Information Systems (EMIS) to keep track of teacher salaries, training levels, among other things. EMIS collected data on preschool, elementary, secondary, vocational, alternative education, and higher education (Government of South Sudan, 2011b, p. 1). This information included Access, Enrolment, Over-age pupils, Resources, Schools, Teachers, Classrooms, Curriculum and instruction, and Facilities (2011b). The graphs below, Figure 11 and Figure 12, illustrate the useful information that can be generated from the GOSS information systems. The data provided a richer picture of the types of teachers needed and the location for teacher placement.

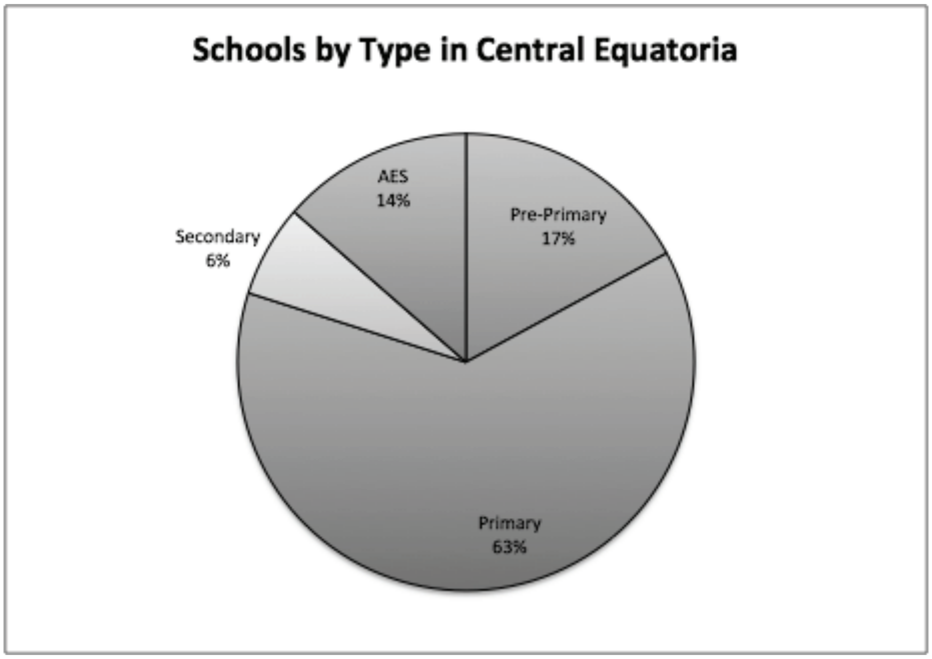


Figure 11. Schools by Type in Central Equatoria.

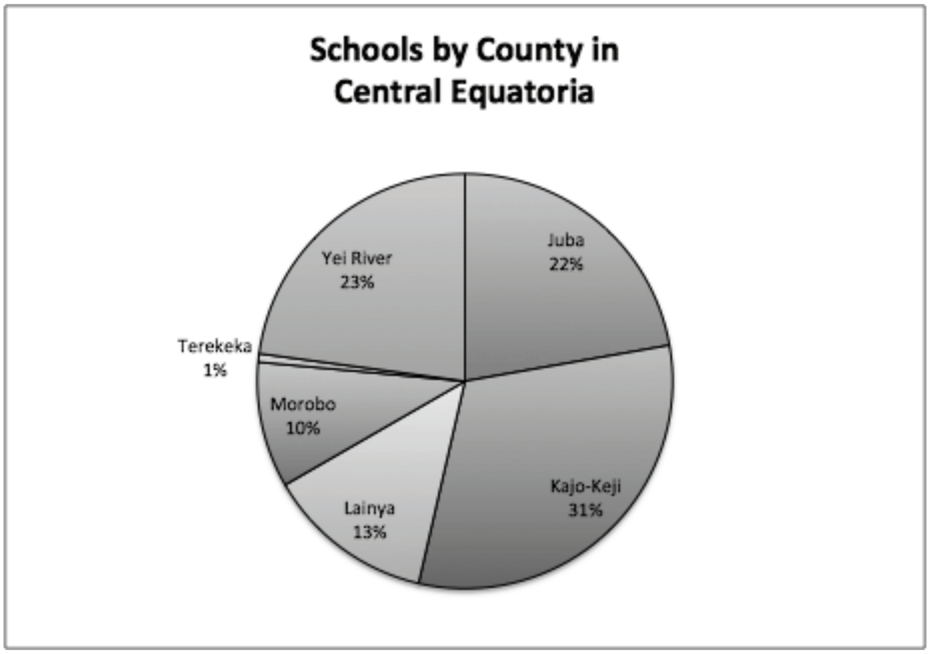


Figure 12. Schools by County in Central Equatoria.

Challenges to Teacher Education

The Southern Sudanese have had many challenges in educating their children—the religious divide, economic struggles, civil war, wars from neighboring countries, gender inequalities, and multiple languages of learning. All of these challenges were evident in the schools. South Sudan was a country unified by diversity. This diversity and enduring spirit speaks of the strength of the people of South Sudan. Its quiet strength, resolve and endurance were reflected in the faces of the teachers: teachers who taught upwards of 100 students in the shade of a tree with no books or chalkboard—teachers who did not receive a salary since they began their career. Teachers who themselves never finished their own primary education due to numerous conflicts and wars. Teachers who have had to actively monitor their students' recreation for fear of land mines or rebel attacks. These were the teachers of South Sudan—teachers with years of experience, yet little to no training. According to Maslow's (1947) hierarchy of needs, if children's basic needs of food, safety, and family are not met, how can they learn? As a corollary, if teachers do not have these basic needs met, how can they educate?

The literature clearly painted the challenges for teacher education in South Sudan. Readers need to keep in mind that "data, despite best efforts, can be partial and fail to reflect the current picture" (Moon, 2007, p. 2). What follows is a list of the challenges as presented in more detail below—(a) high illiteracy; (b) undertrained teachers; (c) unbalanced number of male and female teachers; (d) gender based violence; (e) ethnic rivalries; (f) limited government teacher training infrastructure; (g) aid donor reluctance resulting in teacher training funding shortages; (h) deadly illnesses and no hospitals; (i) no student latrines; (j) no potable water; (k) no food for students at school; (l) refugee and orphan students with horrific trauma experiences; (m) large class sizes; (n) numerous mother tongues among students; (o) no banking system; (p) no reliable couriers; (q) very few roads; (r) very low salaries; (s) open-air classrooms; (t) no school supplies; (u) fragile professional identity; (v) feelings of insufficiency and this is not a comprehensive list! Looking at each of these in detail provides greater insight into what educators are truly up against—first illiteracy.

The illiteracy rate among females was 90% (Brown, 2006) and among males it was 80% (Richmond, 2011). With a brand new government being built entirely from the ground up, the educational infrastructure was in need of immediate attention to address the life altering consequences of a nation with high illiteracy rates. Sommers, a postwar evaluation expert, described the situation brusquely—"It is hardly an overstatement to say that Southern Sudanese are one of the most grossly undereducated populations in the world" (Sommers, 2005, p. 252). Of these, girls were particularly impacted as they were expected to do house chores all day long; fewer South Sudanese girls had the opportunity to attend school than in any other country in the world (Brown, 2006). For girls, fetching water in itself can take a whole day. The same illiteracy ratios were reflected among educators.

Female teachers made up only 7% of the teaching force in South Sudan (Brown, 2006). Yet at the same time, it was the women who most often stay close to their home villages and pass on the culture to the next generation (Girl Effect, 2012; Women Deliver, 2012). Kirk stated, "Attention to these issues should include training for all teachers, as well as communications materials such as posters and radio announcements to recruit and retain women in teaching" (2005, p. 56). It is not hard to imagine the greater impact a female teacher could have on girl students over their male counterparts. Regardless their gender, teachers played a crucial role in rebuilding South Sudan. Even though most of South Sudan's teachers have had very little education, one caring adult has the ability to change the course of a student's life forever.

Examining the current levels of teacher education more closely provided a starting point for researchers and developers. Only 60% of teachers received postsecondary certificates (Ginsburg & Pigozzi, 2010). An UN report provided more detail on the status of teacher training. In 2008, "only 7 percent are trained while the rest have either received some in-service training (48 percent) or are completely untrained (45 percent)" (UNICEF, 2008, p. 19) and of these, female teachers make up only 17% (UNICEF, 2008). The reality for many teachers in South Sudan was that they had not completed their own primary education while only an estimated 6 percent of the teachers have completed their academic studies and are qualified to teach (Beleli et al., 2007; Brown, 2006). This fact explained why teacher education was so vitally important, especially within the communities they serve. Teacher education has the potential to improve the quality of education, but it is hard to implement effectively without coordination from the government and recognition of educators that have been standing in the gap despite their lack of formal education.

The government was still testing its wings. Existing GOSS preservice or professional development was often "limited and lacking in coherence" (Moon, 2007, p.

VII). There were many systems in place at a national level, but unless they were paired with grassroots action, they were doomed to fail (Moon, 2007; Nicolai, 2009). Moon explained how we train together in isolation resulting in teachers who have more than 10 years' experience being treated as beginners (Moon, 2007; Boud, Cohen, & Walker, 1993). Moon further explained that the principals and head teachers often do not know which of their teachers are in a teacher education program (Moon, 2007). This lack of coordination and understanding of the audience seemed widespread, but it was not the only issue.

More serious challenges for teachers in training were (a) that some of the teacher training programs required no in-class practice (Moon, 2007), and (b) teachers who received teacher training, often end up moving out of the country to teach where they will at least get paid (Sommers, 2005). Yet many teachers stayed to teach without pay.

The 2008 UNICEF report illustrated the willingness of teachers to teach without pay, but many lacked skills as evidenced by a volunteer teacher whose class fell asleep during the lesson. While this could be attributed to overwork or under slept students, there are strategies for engaging his class that this teacher could have used. His heart was in the right place, but he desperately needed training. How can the world expect quality teachers with such poor conditions, low or no pay, and low status (Robinson & Latchem, 2003). To change this, "traditional forms and practices" may need to be replaced with more contextualized and current best practices (Moon, 2007; Robinson & Latchem, 2003, p. 21). The existing classroom culture needed to be broadened to include a greater variety of teaching strategies. Examples from other countries were available.

Sinclair (2002) gave an example from another country of how this contextualization may work. She suggested that teachers who had completed their education in a nearby country be awarded basic teacher training qualification status. Any additional training from extra-governmental groups needed to show they covered all of the teacher education requirements from the home country and be thoroughly documented. This finding was also reflected in Lynd's (2005) research. This documentation practice could be embodied into a standard format that all educators in developing countries could adopt. The lack of university teacher education was another challenge.

As of 2016 most universities in South Sudan were closed or struggled to remain open due to the ongoing civil war (4icu.org, n.d.; African universities, n.d.; Back to their roots, 2011). In 2011, the GOSS did not allocate any money for universities (Richmond, 2011). In the meantime, the GOSS's Regional Teacher Training Institutes (RTTI's) in partnership with NGOs were the models that were used to train teachers. The Yei Teacher Training Institute, run by ACROSS, was one such RTTI where many teachers trained from across the country. RTTIs trained teachers in many fundamental areas, but one area that may have needed more attention was countering gender-based violence (GBV) and ethnic rivalries.

Although the RTTI training included components to address the psychological needs and trauma, much more needed to be done (Joyner, 1996). There needed to be business processes in place to report and respond to GBV. There needed to be code of conduct trainings, and "violation response procedures" needed to be developed (Kirk, 2005, p. 56). In addition to these administrative changes, the student curriculum needed to include conflict prevention themes. The Rwandans discovered this same shortfall in their curriculum too late and many died needlessly in ethnic clashes (Rutayisire, Kabano, & Rubagiza, 2004). South Sudan could have avoided similar ethnic and gender clashes if it learned from the past and instituted these changes (Bush & Saltarelli, 2000). Racial clashes were also an issue.

The South Sudanese had a deep hostility towards the Arabs that was transmitted in the classrooms from one generation to the next (Breidlid, 2010). Nicolai (2009) said, “Education itself is never neutral – culture, language, history, and social norms are all partially transmitted through a country’s classrooms” (p. 76). Teachers are “the guardians of tradition” and often teach the way they were taught. “[I]t can be difficult for them to see the need for any kind of education innovation or reform” (p. 79). Rutayisire, Kabano & Rubagiza said it a different way, “Teachers tend to reproduce the methods they went through themselves, but they now need to learn new methods. They must learn to change” (2004, p. 355). But what can a teacher copy when their limited schooling took place in a refugee camp? Davies suggested training teachers in political and media literacy by “developing skills and orientations towards teaching controversial issues and analysing discourse” (2004, p. 239). At this time, political and media literacy were theoretical topics for most Southern Sudanese. Many did not hear about these topics unless they were taught in a teacher-training course that they attended. To add to the complexities of contextualization and peace building was the plight of South Sudan’s internally displaced people.

Internally displaced people (IDP) come and go as regional conflicts escalate and calm down. The UNHCR reported 20 refugee/IDP camps, settlements, and locations in South Sudan (UNHCR, 2013). These refugees, asylum seekers, returnee refugees, IDPs and returnee IDPs accounted for 835,440 people (2013). To illustrate the problems faced by IDP's there were "12-15,000 returnees that have been stranded in Kosti, Sudan waiting to travel to the South" (Corrigan, 2012, ¶ 2). At Kosti, there was a teacher-training center that was closed, and there was no school open for the refugees (2012). Even so, Sudanese refugee children and children in the internally displaced camps had on average better access to education programs than the remaining south Sudanese residents. As these students began to return to homes the educational disparity between the returning refugees and the resident children became even more evident (Deng, 2006). On the other hand, many of these refugees have experienced deep trauma that have the potential to erupt before unprepared teachers in the classroom.

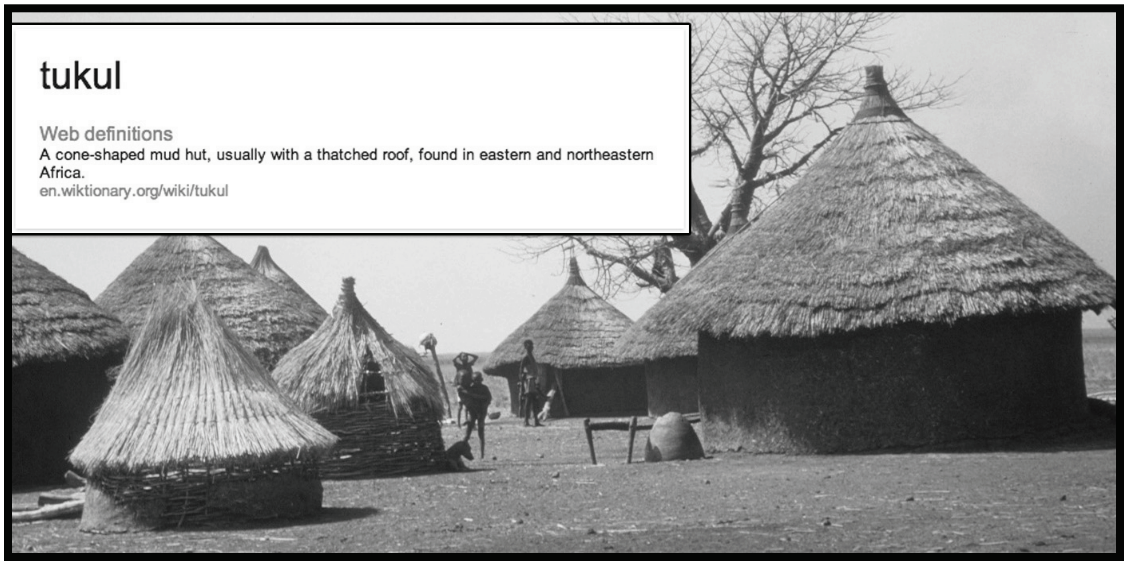
These traumas may be calmed by being among their home people, but not completely removed. People returning from the North to South Sudan usually returned "to their areas of origin because they can fall back on local safety nets, traditional solidarity mechanisms and kinship ties for re-integration into society. Belonging to a group is essential part of the livelihood strategy of rural people" found an NRC report (Corrigan, 2012, ¶ 6). This was a positive trend, and educators who taught in their home community tended to perform much better than those who were displaced from their home community (DeStefano, 2007).

DeStefano asserted that teachers in developing countries were more motivated to teach *when they work close to their own community* (2007). He wrote, “A combination of more contact hours, a reduced curriculum and instruction in the maternal language could easily explain how community schools, even using teachers with minimal formal school, can obtain results comparable to formal public schools” (pp. 160-161). Community based and funded schools were very promising. The community school results had the potential to be pushed even higher with a well-funded school.

UNICEF found in 2000 that “providing a minimum standard of education would cost US$26.25 per pupil per year” (Schwarz, 2000, as cited in Brophy, 2003, p. 7). This included:

- US$2 per pupil per year for the construction of simple *tukul* classrooms (see Figure 13 for a picture of a *tukul*)
- US$10.29 per pupil per year for staff salaries
- US$4.41 for textbooks and materials
- US$2 for stationery
- US$6.06 for institutional support

Empowering Lives International stated that to send a student to its private school in South Sudan costs $10 per student per month (Horn, 2013), most likely with much higher standards than UNICEF.



tukul

Web definitions

A cone-shaped mud hut, usually with a thatched roof, found in eastern and northeastern Africa.

en.wiktionary.org/wiki/tukul

Figure 13. Photo of tukuls.

Infrastructure was needed, as were qualified personnel. The funding listed above “does not include costs for training of teachers” (Sommers, 2002, as cited in Brophy, 2003, p. 7). Perhaps this was why Birungi et al. (2007) endorsed *Save the Children* (SC) because it “invests its resources to insure quality of learning rather than quality of buildings” and supplies (p. 108). Wood (2007) expressed the tension and sometimes conflict between “Public goals and practical realities on the ground” (p. 1) resulting in many donors who had previously targeted the education sector getting frustrated and withdrawing their support (2007). There were some documented examples of this tension.

One example was the Multi-Donor Trust Fund (MDTF) which backed out on its *Rewrite the Future* program resulting in fewer teachers being training in 2009 than 2008 (Dolan & Ndaruhutse, 2011; Education Rehabilitation Project, n.d.). In turn, this impacted many of the *Save the Children* school projects and many students never received a teacher (2011). In 2009, the teachers that did get trained represented only 22% of all the teachers in Southern Sudan (2011). In some cases, teacher-training funding did not come through until after the school holiday period between January and March (2011). Clear goals on what was being funded was needed—whether it was for buildings or teacher hiring and training. Although infrastructure was sometimes to be blamed for late funding, other times it was donor hesitancy.

With the country being brand new, donor hesitancy to fund projects could not be helped. Dolan and Ndaruhutse (2011) noted that donor reluctance was partly due to the country being in transition, moving away from war toward peace. Another reason might have been because of insecurity due to “security restrictions, land mines, poor infrastructure, high transport costs and regular food and fuel shortages in parts of the country” (UNICEF, 2010a, ¶ 5). As if that were not enough, insecurity added to it:

> Inter-ethnic clashes, LRA rebel attacks, disaffected ex-soldiers and banditry continue to make the security situation precarious. Destruction of infrastructure, the impassable state of many roads during the wet season and extensive presence of landmines and unexploded ordnance continue to obstruct movement of people and goods. The spontaneous return of refugees and IDPs to major towns has led to acute congestion and several cholera outbreaks. (Brown, 2006, p. 20)

LRA attacks continued in South Sudan up until June 2011 (Beleli et al., 2007; LRA Crisis Tracker, 2015). South Sudan was very unstable, and Sudan did not help when they cut off the oil imports effectively removing a huge piece of income for South Sudan.

In addition to financial insecurities, health insecurities were a very real problem. Regular outbreaks of Cholera, Typhoid, and Malaria were commonplace. Yellow fever vaccination was an international law recommendation for those traveling to South Sudan (World Health Organization, 2014). Other immunizations recommended by the Center for Disease Control in the area were Malaria, Hepatitis A & B, Tetanus, and Typhoid although some travelers may also need Hepatitis B, Meningitis, Polio, and Rabies (CDC, 2015). Dengue fever was also documented in South Khordofan, Sudan (World Health Organization, 2005) as well as a cholera outbreak in Juba (Personal communication, Khatundi, 2014). One contact who has visited Morobo County regularly shared a story of a very progressive local man who died needlessly because no Tetanus vaccination was available after cutting himself on a bicycle chain (Personal communication, Lee, 2012). Teachers needed to be aware of the symptoms of these illnesses in order to solicit aid quickly or at least prevent the illness from spreading. This would be easier if proper sanitation were available.

Having any water at all for school students and staff was sometimes not possible. According to a 2010 *Sudan Household Health Survey*, 45% of primary schools had access to safe drinking water and 17% of primary schools had access to “adequate sanitary latrines” (UNICEF, 2010c). This demonstrated that there were many schools without latrines or hand washing stations for their students, let alone clean drinking water. When students are at school most of the day, latrines, water, and food are essential. Although the World Food Program (WFP) provided food for schools across the country, it only reached about 16 percent of them (Beleli et al., 2007). Many children at school all day only ate before and after school (Deng, 2006). When children's physical needs are unable to be met, tension builds in the schools (Nicolai, 2009). This was yet another factor to consider when developing a teacher education solution. The solution needed to cover so much more than the standard fare of western colleges. How can teachers help provide for students' physical needs when they can barely meet their own? At least they can learn how to handle behaviors related to lack of physical needs being met.

How should teachers respond when school violence erupts from lack of physical needs being met? Traditionally teachers in South Sudan responded in ways including "corporal punishment or bullying" (Harber & Davies, 2003, as cited in Nicolai, 2009, p. 76). This was not surprising as many teachers simply filled an educational void as they fled with the other refugees and IDPs. They taught, disciplined, and managed the students based on their own experiences, which sometimes included abuse, shame tactics, and marginalization (Kirk & Winthrop, 2007). Many educators were familiar with the horrific trauma experiences students have faced, but they may not have been aware of how to heal from those traumatic memories. Added to this challenge was a shortage of school supplies.

Few teachers were privileged if they had a blackboard and chalk. Students did not even have a chalkboard and chalk, although this was starting to change as evidenced by China's contribution of school supplies for children in Central Equatoria, South Sudan, included "60,000 ballpoint nibs, 30,000 ballpoint pens, 30,000 auto pencils, 30,000 auto pencil leads, 30,000 erasers, 30,000 rulers and 30,000 notebooks" (Chinese firm donates stationary for South Sudan schools, 2012). While increasing supplies was helpful, it was challenging to teach when your class size was over 100.

Class sizes in South Sudan were overwhelming for any educator. When class sizes were as high as 194 students per teacher (United Kingdom House of Commons, International Development Committee, 2012), it was difficult to maintain control, let alone consider individual students' personal issues. Additionally, there was not enough space for classrooms to meet. Many classes met outside, others in tents, *tukuls*, or semi-permanent buildings. Organizations such as HASS were working to increase the number of permanent school buildings. Although class size continued to drop on average, areas with refugee influxes often never had the same students for more than a month. Some of these students may have spoken a language unfamiliar to the teacher.

While English was the national language, Kiswahili was the next language that students were expected to learn (Beleli et al., 2007). Arabic was the former national language spoken by the Muslim Sudanese to the north. The number of languages only increased the complexity for the teacher to help all students learn. Yet given the expectations, complexity, and challenges, the teachers were not paid consistently.

In some parts of South Sudan there was never a financial system in place to adequately pay teacher salaries (Devarajan, Miller, & Swanson, 2002; Nicolai, 2009). According to an expatriate contact in Juba, there were no ATM machines in the whole country and none of the country's banks were connected to the outside world (J. Fernandez, Personal communication, Nov. 28, 2012). Additionally, there were no couriers that he deemed trustworthy. Even getting payment to a teacher in person was challenging due to very few paved roads in the whole country.

The road infrastructure needed to be improved more to bring more stability to the country and education system. Beleli et al. stated until "a stable transportation infrastructure is built in Southern Sudan, costs of school construction, supply delivery, teacher training, and monitoring projects will continue to be vastly inflated as a result of transport expenditures" (2007, p. 81). If there were more roads in South Sudan, this would quickly change.

A contact in South Sudan wanted to start a school and the most crucial need was a 4x4 truck to transport the necessary building materials over nonexistent roads (Mudasia, 2012; Personal communication, Lee, 2012). Besides the new road inaugurated from Juba to Nimule (Kenneth, 2012) and the road under construction from the oil fields in Upper Nile State into Ethiopia (Jada Gabrial, 2012), there were very few paved roads in the whole country (Costello & Luswata, 2007). This made reconstruction and education a very difficult task. If educators did receive their monthly salary, it amounted to around $200 per month, usually not enough for food, shelter, transportation, and classroom necessities (Kuich, 2012). These external challenges were augmented by teachers' internal struggles.

Individuals who wanted to be teachers often feel tentative due to the challenges involved as well as the lack of education that they had. When other more qualified teachers arrived, they may have felt uncertain about their level of preparation, community acceptance and issues of self-confidence as a teacher (Kirk & Winthrop, 2007). Some of the *less educated* teachers may have had a very good grasp of teaching methodology, but still struggled with the content area. Other newer, more educated teachers may have had a better academic grasp, but little classroom management skills. As a result many teacher felt insufficient for the job at hand. However, being an effective teacher included subject area knowledge, pedagogical knowledge, and methodological knowledge. Individuals who completed a teacher education program had higher student achievement in the classroom (Nilsson, 2003). Kirk & Dembélé sympathized with educators' "*fragile professional identity*" and were quick to mention their essential skills of knowing their students' needs and being dedicated to their community's success (Kirk & Dembélé, 2007, p. 1). These teachers were more qualified than they thought. They needed to be given the confidence that they had the ability to do a tremendous job just by showing up and being part of the community.

Given the set of challenges listed above, it was a wonder that students were able to learn at all with the challenges teachers faced. I agree with Kirk and Dembélé that the best way to help teacher education is through development of teacher training and support solutions that are considerate of the challenges these "underqualified teachers" have and their "limited resources" (2007, p. 2). The next question is what would be the best teacher-training model to use?

Teacher Education Models

The mission of the Ministry of Education, Science, and Technology for South Sudan was:

> We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of Southern Sudan, an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens. (Government of South Sudan, 2012b)

From 2005-2011 the interim constitution of South Sudan stated that "education is a right for every citizen and all levels of government in Southern Sudan shall provide access to education without discrimination as to religion, race, ethnicity, HIV status, gender, or disability" and that "all levels of government in Southern Sudan shall promote education at all levels and shall ensure free and compulsory education at the primary level; they shall also provide free illiteracy eradication programs" (Beleli et al., 2007, p. 87; Nilsson, 2003). The Minister of Education, Dr. Michael Milli Hussein, put it concisely, "*Education is the priority of all priorities*" (2007, p.78). South Sudan certainly had a high esteem for education both verbally and in written form. However, free education did not mean that teachers should be unpaid or untrained.

While South Sudan was at peace there were many opportunities, resources, and experts available that could custom tailor a solution to its educational problems. Nicolai exhorted the nation to "grab these opportunities and run with them" (Nicolai, 2011, p. 149). Teacher education in South Sudan was not impossible; it could be done, and with more funding it could have been completed faster.

How Teacher Education Was Funded

In 2006, funds for education were 10.7 percent of the total GOSS budget, which was about 10 million USD according to the Strategic Plan and Policies for the Education

Sector, 2006-2010 (Government of South Sudan, 2010). The government of South Sudan wanted to provide free education to all elementary children, but it still required additional resources and community involvement (Beleli et al., 2007). Oil exports arguably provided enough money to fund education (Deng, 2006; Government of South Sudan, 2010). However, disagreements arose over how to divvy the profits with Sudan and South Sudan turned off the oil wells (Dixon, 2012) until March 2013 (Bhaskar, 2013). The distribution of oil resumed until June 2013 when Sudan's president Omar Al-Bashir ordered the pipelines closed from its end (Osman, 2013). Since South Sudan was 98% dependent on oil revenue, their national budget and ultimately the economy (Leu, 2011) were put on hold indefinitely. If the nation or even a state or a county could implement a teacher training solution that works, it would greatly improve the state of education.

What Teacher Training Means

Before exploring past and present teacher education models, it was important to grasp how much schools with qualified teachers mean to a community. Joyner went so far to say that schools are the beacon of hope to a community that brings a sense that normalcy is returning (Joyner, 1996). Nicolai believed that even if schools do not always reach every child, students still go to precarious lengths to access them as evidenced by girls in Uganda who walk three miles, five kilometers, for a chance at an education (Nicolai, 2005). When a school received much needed resources such as new curriculum or education for its teachers, attendance increased (Joyner, 1996). Schools bring a community hope, new life, and higher expectations. Schoolteachers today may not have been formally trained, but South Sudan has had a training system in place in the past.

How Teacher Training Works

The GOSS policy was to have one Teacher Training Institute for each state and two County Education Centers (CECs) for each of the 79 counties. However, there were only nine CECs that were operational with 21 nonoperational facilities (Colquhoun, 2011; Hewison, 2009). The Education Support Network (ESN) staffed the facilities with three to five employees, depending on the size of the county. The staff led teacher training, nonformal education, and other specialized trainings for the communities (Hewison, 2009). USAID supported GOSS teacher training since before it gained its independence, and equipped the South Sudanese government with teacher education principles from around the world.

Developing a successful teacher-training solution in South Sudan needed a customized approach. Although worldwide, teacher education reform has led to closer ties with universities, an “outcomes based-approach” (Moon, 2007, p. 11), and a “more coherent curriculum, built around the daily work of the teacher rather than traditional disciplines” (p. 11). South Sudan struggled to build teachers’ confidence in their ability to teach (Winthrop & Kirk, 2005). Many of its teachers were veteran teachers with years of teaching experience, but little to no formal education on the pedagogy of teaching. Teachers who learned how to create a lesson plan report feeling new levels of confidence in the classroom (2005). Some teacher just needed to be affirmed that teaching in your own community was just as valuable as a teaching certificate (2005). Just being available as a teacher and keeping schools running during times of crisis has the ability to bring tremendous stability to a community (Deng, 2006). According to the Programme for

International Student Assessment, teachers were a school's most valued assets (Nilsson, 2003; Sommers, 2005). Teachers needed to know that by being there, they were doing something right and benefitting their students and the community.

Finland was a shining example of teachers being valued for their crucial role in society. There they were given the responsibility for planning a school's curriculum at the local level within national guidelines (Houtsonen, 2004), and were educated so thoroughly in their subjects that they could easily transfer to other sectors of the workforce (Moon, Vlascenu, & Burrows, 2003). Although South Sudan may be a long way from achieving the level of education Finland's teachers have, I believe that keeping a potential transfer to another sector of the workforce is a good goal to have. The teacher training should include a subject matter component.

Implications

As evidenced in the literature review South Sudan teachers are in need of training. The question remains, "What training is most important?" As an outsider, one can make assumptions from the literature review about the most important training topic, but it is essential to seek the answer from the teachers in South Sudan. For too many years the South Sudanese have had outsiders assert their will, opinions and views on them. It is the people of South Sudan's turn to decide their destiny. By considering South Sudan's past, asking its educator's questions, suggesting supporting material, I hope to identify the essential topics that need to be covered in an intensive teacher training curriculum as well as ongoing support to develop its educators into leader-makers for the country.

Summary

South Sudan’s educational system and teacher education have been plagued by many challenges including tribal warfare, dual administrations, colonial missionaries, civil wars, over 80% national illiteracy, lack of a unified language, dependence on oil revenues, and the ongoing threat of war. Yet there is a rising hope among the resilient people of the South Sudan who have only had their independence since July 9, 2011.

The people have a hunger for education and the government has an enormous resolve to build educational capacity and a large network of international friends who are coming to its aid. If South Sudan can successfully maintain its independence, it can be done.

Understanding the context of South Sudan is key to developing a teacher education solution that will be sustainable and well received. Issues discovered include gender inequality, interrupted education of teachers, a lack of teacher training mechanisms, nonexistent to low teacher pay, and overwhelming class sizes, among others. An understanding of the historical context and myriad of complexities in the education sector of South Sudan provides greater impetus to use a case study approach to gather data to be used to design a beneficial teacher education solution. The end result of this project study is to assist the teachers of South Sudan in effectively educating the next generation of leaders.

The remainder of this study provides the methodology for research including the data analysis and results. An overview of the project is provided along with a comprehensive review of literature. The final section of the study contains the reflections and conclusions.

Section 2: The Methodology

Introduction

The purpose of the case study was to discover the pedagogical needs of teachers in Yei and Morobo, South Sudan. With that information, I developed a contextualized teacher-training solution for the state of Central Equatoria. Within a conceptual framework of participatory action research (Freire, 2000), qualitative research was completed with the purpose of seeking a real-life solution for people who have been marginalized. A case study research design allowed for flexibility and inductive questioning (Creswell, 2009), which was essential in providing a rich, detailed description of issues previously unidentified.

Qualitative research is often used to study existing research from a new perspective and explore what is occurring in new situations (Creswell, 2013). South Sudan is a new nation attempting to emerge from a colonial past and a civil war. Doing a case study was appropriate because it takes place in a unique, natural setting over the duration of a specific time period (Creswell, 2009; Hancock, 2006). The results were used to design an effective teacher-training solution to address the pedagogical needs of teachers in South Sudan.

Qualitative Research Design and Approach

The qualitative tradition for the research was a case study design. Merriam (2009) stated that case studies were valuable for researchers who seek to find a solution to a specific practical problem. In this study the practical problem was the need for preparing teachers in Central Equatoria, South Sudan to meet the demands of teaching in a country that was emerging from decades of conflict.

The case study fit the hallmarks of the qualitative tradition according to Johnson and Christensen (2008), and Lichtman (2006). The objective of the research was exploratory and broad in scope. The mode of data collection was interviews, observations, and reflections. The sample size was small and not random. The observations and interviews took place in the natural setting. The purpose of the data analysis was to uncover themes to solve the practical problem of inadequate teacher training.

The educator interviews and observations provided rich insight into the daily pedagogical needs of teachers in South Sudan. From a cultural perspective, the case study approach aligned with the cultural values of the people of South Sudan. The South Sudanese enjoy a relational, storytelling culture (Perry, 2009). Using the interpretive perspective in the qualitative tradition valued “a commitment to dialogue,” and a realization that many different perspectives may diverge or converge to reveal many realities (Denzin, 2010, p. 271). The case study was the perfect vehicle “to capture the worlds of the people by describing their situations, thoughts, feelings and actions and by relying on portraying the research participants’ lives and voices” (Chamaz, 2004).

The qualitative case study provided thick, rich description of a specific problem in a natural setting. On the opposite end of the methodology spectrum, a quantitative research method would have limited the study to a specific set of predefined variables. The participants’ lives cannot be justified, nor can their experiences be explained in a solely numerical manner as prescribed in a quantitative approach. Had a quantitative approach been used as a survey design, it may have provided a much narrower view of the issues affecting teachers. Other possible qualitative research traditions that may have been used included grounded theory or narrative design. Grounded theory was not selected because the development of a theory was not necessary to describe teachers' needs. Narrative design was less effective because I was not looking to tell the story of "one or two individuals" (Creswell, 2008, p. 61).

Participants

Voluntary participants for the study were drawn from teachers and education professors in Central Equatoria, South Sudan. Schools were visited and the local administrators were asked for permission to interview teachers and observe classrooms. I was sensitive to only interview and observe the teachers that the school administrator recommended, along with the participants who signed the informed consent. Preservice, inservice, and education professors were interviewed and observed in Yei River County. Yei River County in Central Equatoria has a medium sized town called Yei and hosts one of South Sudan's best teacher training colleges. In Morobo County there is no teaching college; therefore, only in-service teachers were interviewed and observed. Morobo is a rural town that is in the redevelopment phase after being ravaged by the effects of conflict. Teachers in Morobo provided insight into the rural teacher's experience and needs.

The use of snowball/chain sampling was useful to identify additional participants in the communities of Yei River County and Morobo County. Due to the qualitative nature of the study, the results were not generalizable; however, the results may be transferable to other locations within the state of Central Equatoria. If more educators from other parts of the state are available to be included in future studies, similar results could be verified (Lodico, Spaulding, & Voegtle, 2006; Merriam, 2009). Readers will be able to judge for themselves if the results of this study transfer to their educational setting in South Sudan.

Requirements for participation in the study included English proficiency and current employment in the education field. Participants needed to be currently teaching in the primary and/or secondary level of schooling, or in teacher education. Due to the challenges of time, extenuating circumstances such as weather, transportation, strikes, regional conflicts, and availability of participants, the sampling size consisted of 15 participants in the field of education who were willing to participate and who met the qualifications for participation in the study. The original goal was between 10 to 20 participants.

When human participants were involved, great care was considered in relation to ethical issues. When I crossed borders to conduct research it was important to pay careful attention to cultural values, taboos, historical events, and issues of dominance/subordination. A key factor in building rapport and trust for a researcher-participant working relationship was for both the researcher and the participants to be viewed as colleagues with the common goal of helping students in South Sudan. In order to build a positive working relationship I visited with the teachers during their daily tea breaks and was available before, during, and after the school day for casual conversations, to answer questions, or provide clarification about the study.

Critical to the completion of the study were the participants. In a new nation that is being rebuilt after decades of war and conflict, communication was challenging. Contact was made with administrators in Yei and with a community leader in Morobo. The contacts were informed both verbally and via a consent form of the purpose of the study and requirements of each of their educator participants. An electronic copy of the informed consent form was sent to the contacts at each of the locations, as they had e-mail addresses. Due to the limited resources of paper, printers, and ink, I brought copies of the forms to be signed at the time of the interview and/or observation.

The purpose of the study and format for data collection were verbally explained to each participant with a consent form highlighting the points of what was explained, and time was given for questions and discussions. Each participant was informed that they could choose to withdraw at any time without reason or penalty. Informed consent was obtained from each participant prior to interviews and observations. Participants were ensured of confidentiality. The interviews were recorded and transcribed. Field notes were also recorded during the observations using the form in Appendix B. Participants had access to their interview transcription and field notes. All data collected and information was confidential.

To ensure confidentiality of the participants, a coding system was used instead of the participants' names. The individual code for each participant consisted of their location (Y for Yei, M for Morobo), their position (PT for preservice teacher, NT for new teacher, ET for existing teacher, A for administrator, P for professor). A number was also assigned to each participant if more than one individual from a specific category participated in the study. The coding system enabled the location and position of each participant to be easily identified.

Data Collection

The exploratory qualitative methods consisted of interviews and observations. The data collection took place at two communities located in Central Equatoria, Yei and Morobo. As the primary data collector it was vitally important that I took the time to record all data in detail and not simplify or misrepresent the data (Lewis, 2009). The goal of data collection was to provide thick, rich descriptions that accurately portrayed the teachers and classrooms in South Sudan in order to begin the process of data analysis.

Interviews were a pivotal piece of the qualitative data collection. Preservice, new, and practicing teachers as well as education faculty participated in one-on-one interviews about their views on teacher education in South Sudan. An interview guide was used to provide structure to the interview (Appendix C). The participants were given a copy of the questions to refer to during the interview. The purposes of the initial questions in the interview guide were to gather background information about the participants' education and motivation. The interviews were conducted on the school grounds in an available classroom, office, conference room, or under the shade of a mango tree. The goal was to have 10 to 20 educator participants to interview. The duration of the 15 interviews lasted from 30 to 90 minutes.

In addition to the individual interviews, two observations of teacher education classes and three observations of teachers instructing in classrooms were conducted in order to gain further insight. I observed the educators' learning strategies, tools, withitness, classroom management, and classroom climate. These terms are defined in the Definition of Terms. Careful and detailed field notes from the observations were recorded to provide a rich, thick description. An observation guide was used to record and organize detailed field notes for the classroom observation (Appendix B). Due to the initial exploratory nature of the case study, the observation did not utilize observation checklists in order to allow for the discovery of themes (Marshall & Rossman, 2006). The guide had an area for the recording of classroom location, demographics, instructional strategies, and resources that were used by the teacher. The remainder of the guide was organized with a column for field notes detailing what was observed. An adjacent column was used for observer comments. Following the observation the observer read over the field notes and recorded further questions and comments in different colored ink. If needed, further clarifying questions were asked of the participant following the observation. Three classrooms were observed in Yei and Morobo that lasted 45 to 60 minutes in length.

I met with educational leaders in Yei such as the director of the Yei Teacher Training College and two local school principals in order to gain permission to collect interviews and observations from the teachers at their schools. I spoke with the educational leaders in person at their specific school site. I explained the purpose of the study and answered questions. Additionally, I attempted to meet with the education commissioner in the two counties to arrange additional interviews and observations, but was unsuccessful in this. Through introductions by local contacts, I was able to gain the confidence of the educators in schools in Yei County and Morobo County. I was unable to meet with regional educational leaders, so I met with the more locally available school leaders to gain permission and entry.

I have had the opportunity to visit South Sudan several times prior to the study. Through informal conversations with teachers in South Sudan during the course of my visits, I have come to admire the strength and perseverance of my teaching colleagues. As a foreigner, I had much to learn about the culture, history, languages, and diversity of the teaching profession in South Sudan. As an independent researcher, I did not solicit or try to exert any power over any of the participants; however, they may have often consciously or unconsciously attributed power to me because of my white skin, foreign origin, English accent, and modes of travel. To deflect this perceived power inequity, it was crucial for me to assert that their opinion and words were just as important as mine. Additionally, it was important to make sure that all the participants understood all the options available to them in my research by using the informed consent form and attempting to overcompensate away from attributed power.

My role during the interviews was that of asking the questions and guiding the conversation around the topic of teacher education in South Sudan. I did not provide feedback by making comments or suggestions. I asked clarifying questions and additional questions during the interview. At the conclusion of the interview I made myself available to answer any questions that the participants asked. The participant questions were not recorded or used for data collection.

My role during classroom observations was strictly as an observer. I limited my interactions with students or the teacher during the classroom observation beyond the initial greeting and introduction. My presence as a White visitor to the classroom did distract students, and the teacher did feel the need to introduce me to the students. I sat in the back of the classroom in order to observe rather than be observed by the students.

I have performed classroom observations since 2007 in various school settings in California, United States of America. Teacher education in California definitely has western cultural biases, and I had to be especially careful about comparing the American educators with South Sudanese educators. Rather than passing judgment by comparing classrooms, it was of utmost importance to ask questions and seek clarification about teaching practices in South Sudan. I used a reflective journal to assist me in identifying my biases. I also met with a mentor familiar with both third world and western education systems to hold me accountable with my research practices and bias. It was very important to acclimate to the South Sudan teacher expectations. Conversations with local head teachers and principals helped provide a base line of expectations and standards that teachers were expected to meet.

After presenting at the second annual teacher educator conference in Yei, South Sudan, in 2013, more of my western perspective was exposed and set aside. I arrived at the conference excited and energetic. I left later that evening drained and disappointed. I discovered that the majority of the teachers are functionally illiterate, unable to read or write in English, the primary language of instruction in South Sudan. The conference sponsor said,

> The theme *they* chose for the Conference bordered on eradicating illiteracy. They knew their problem but did we? Halfway into the meeting, it was clear that most of the 125 teachers present from over 30 schools, which represent less than a third of the teachers in Yei, were functionally illiterate. (Izuora, 2013)

My western view of pedagogy in South Sudan had been challenged. My hope was that my research would not only meet the teachers where they were, but would also provide solutions that would help to ameliorate such a huge education and literacy insufficiency. It was a fulfilling experience to work with these teachers and understand more fully the enormity of the task set before them.

Data Analysis

The purpose of the data analysis was to discover what areas of teacher training were most needed for teachers in Central Equatoria, South Sudan. The data for the study were collected when school was in session to assure that the teachers were available, but did not interfere with the participants' teaching responsibilities. The inductive analysis of the qualitative data occurred in the months following the initial interviews and observations. All of the interviews, observations, and field notes were organized by date and location.

The qualitative interviews and observations were collected concurrently during the same time period. The interviews were recorded and then sent electronically to an independent contractor, Casting Words, for transcription. I also wrote down the participants' responses to each question during the interview in a notebook. Microsoft Excel was used to sort, filter, complete word counts, freeze panes, and create new columns to associate numbers with thematic elements in a respondent's text. The results were used to code the interview transcripts. The codes in turn aided in identifying themes. The breaking down of data into blocks (codes) and then reassembling the data (themes) was the very essence of qualitative data analysis (Richards, 2002).

The field notes from the observations were typed immediately following the observations and reviewed for accuracy by myself. If a question arose about the field notes or observation I was able to talk with participant for clarification and accuracy. The field notes were coded to identify themes and then cross referenced with the themes identified in the interview data. I reviewed the transcripts of the interviews and took copious notes in a reflection journal. Reflection on the field notes, transcripts and reflection journals provided rich descriptions and enabled the themes to be identified (Merriam, 2009). Descriptive analysis of the data helped provide a clear picture of the classrooms, teachers and support/training for teachers in South Sudan.

Member checks were used to ensure the accuracy of the interviews and observations. Each of the participants' interview responses and observation notes were reviewed with them individually at their earliest convenience to verify data collected and clarifying questions were asked. To increase the descriptive validity the transcribed interviews and written notes from the interviews were compared to ensure that the data were accurate. In order to enhance the interpretative validity, open-ended questions were used for the interviews to allow for more detailed and thorough answers (Lewis, 2009).

To further establish credibility, the study was discussed with peers who were familiar with qualitative research principles and practices. The peers were not directly involved in the study to review interpretations and conclusions. Interviewing multiple participants at various sites and observing different classrooms provided a richer, more detailed descriptions to triangulate data.

For the reliability and validity of the case study it was important to investigate all cases of discrepant data. Member checks and peer review were valuable in reviewing discrepant cases in order to clarify and ensure the data recorded was correct. Consulting with colleagues familiar with cultural nuances in South Sudan provided a rich resource for discussing discrepant cases, and accountability for my biased judgments.

All of the data, including consent forms, interview audio files and transcriptions, observations, field notes, themes/coding will be kept in my possession for a minimum of seven years. All of the data is stored in a locked filing cabinet.

Conclusion

This was an exploratory qualitative study focused on interviews using an interview guide with teachers, classroom observations, and reflections with the goal of uncovering the challenges teachers face and the appropriate training needed. The end goal was to help teachers in South Sudan be confident and competent educators amidst the challenging circumstances in the classroom. Compensations in the research plan were made to minimize my western worldview in the findings. This was a small study that was focused on teachers at various public and private schools in Yei and Morobo in

Central Equatoria, South Sudan. Input from educators at one of the nation's few teacher-training colleges was also considered in the data collection.

Data Analysis Results

The data were collected from teachers in Yei County and Morobo County in South Sudan. I met with four principals who allowed me to ask their teachers if they would be willing to be interviewed and allow me to observe their classrooms. Fifteen teachers representing two primary schools in Yei, one secondary school in Morobo, and one teaching college in Yei volunteered to be interviewed. The teachers consisted of three female teachers, twelve male teachers, and of those teachers eight were primary teachers, six were secondary teachers and one was an instructor at the teaching college. The informed consent form was verbally reviewed in person with each participant, participants were given a copy of the Informed Consent Form, and questions were answered before obtaining each participant's written consent to participate in the research. Each teacher was assigned a specific code according to their location and school in order to increase confidentiality by not using names as identifiers.

Interviews were conducted at each individual school site either prior to beginning of the school day, at lunch, or after the school day ended. The interviews were recorded with an audio recorder and by written notes. After the transcribed interviews and researcher notes were reviewed and compared, member checking was used for clarification and accuracy. A sample of a portion of a transcribed interview is located in Appendix F.

Three teachers allowed me to observe their classrooms. The classrooms observed were a high school chemistry class in Morobo, a Nursery (prekindergarten) class in Yei, and a P-2 (second grade) class in Yei. Notes were taken during the observation using the Field Notes/Observation Guide. After the observation, the notes were reviewed with the classroom teacher for accuracy of reporting and clarification. A completed, handwritten Field Notes/Observation Guide for the observation of the nursery class is located in Appendix E. The classroom observations illustrated that teacher training is vitally important to classroom management and classroom instruction. Out of the three classrooms observed, one teacher had a teaching certificate, one teacher was a student teacher, and one teacher had no training. The teacher with the teaching certificate appropriately managed her class of 87 four and five year old students. The students were engaged and on task for the majority of the class time. Both the student teacher and teacher with no training struggled to engage the students and maintain management of the class.

Data were aggregated onto an Excel spreadsheet from the transcription of the interviews. Data were then analyzed and coded with results in Excel. Finally IBM's *Many Eyes* website was used for many of the data analytics graphs and charts. Some additional figures were created using a word cloud tool created in 2010 by Hakuta and Wientjes of Stanford University called WordSift (2015) and a word tree maker by Jason Davies (2015); the original technique was invented in 2007 by Martin Wattenberg and Fernanda Viégas of Google's data visualization research group.

Results from the WordSift show common words of teaching, teacher, and training, as shown in Figure 14 below.

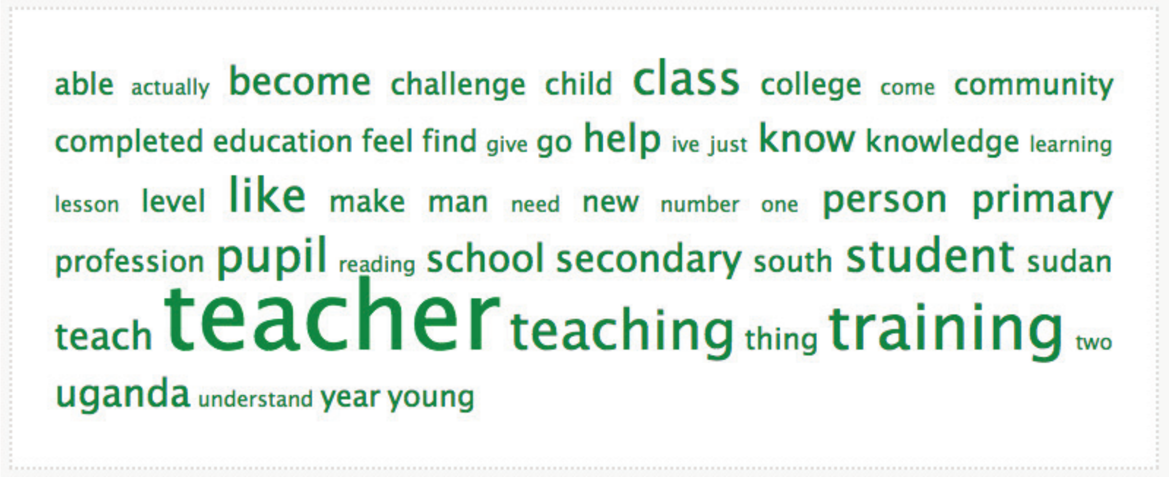
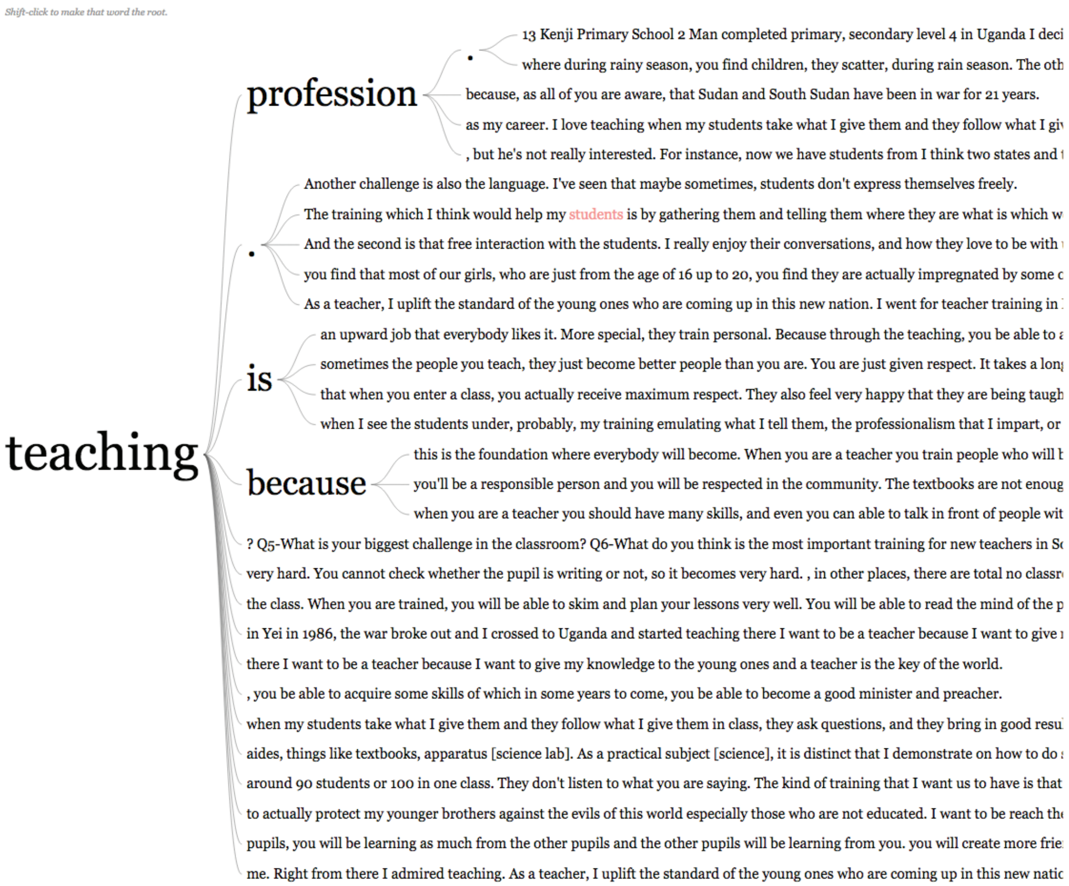


Figure 14. Words associated with teaching, teacher, and training.

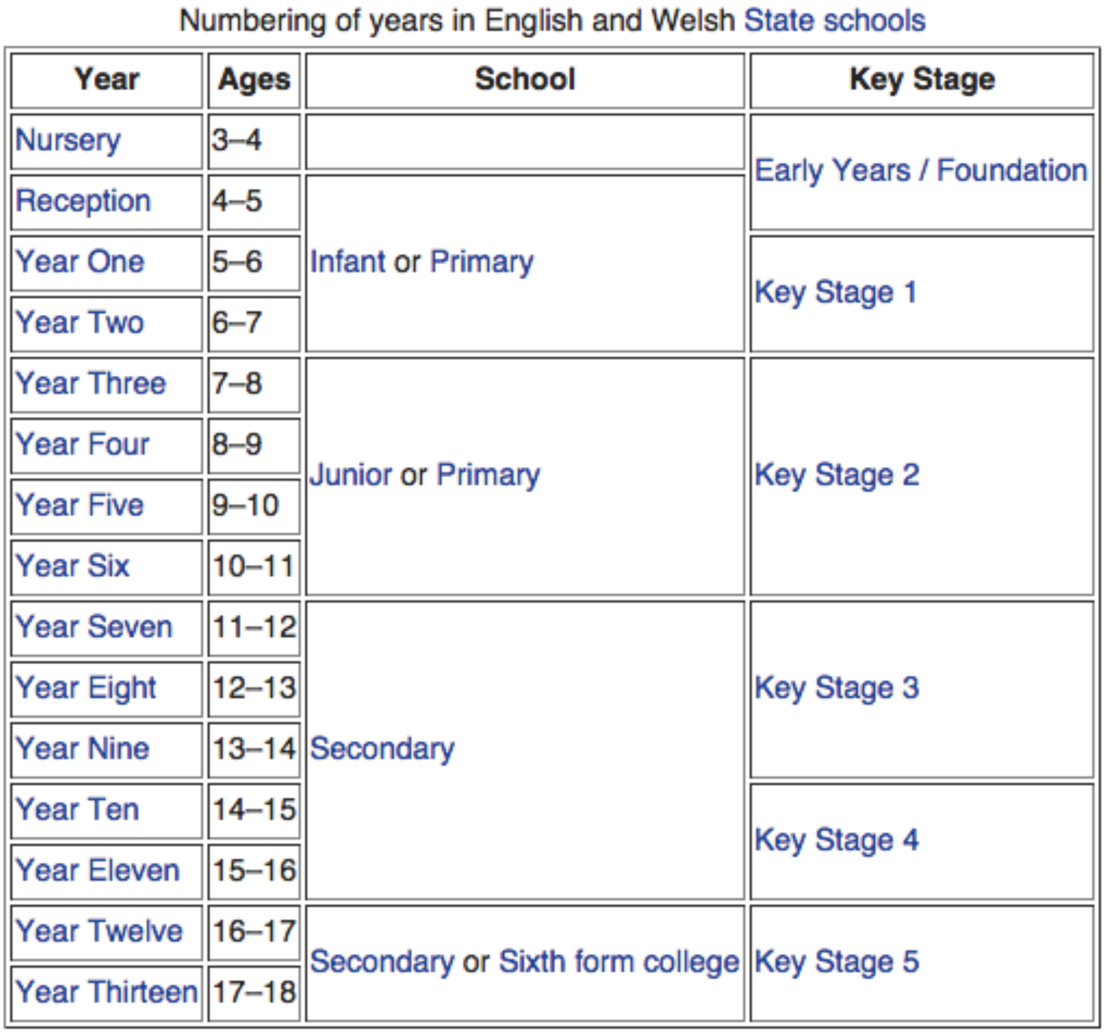
Results from Jason Davies' website show in broad strokes sentences that start with similar words and the next similar words associated with them. Figure 15 shows the filter for teaching for the participants' responses. The word tree visually illustrated the participants' responses before they were coded and analyzed. The word cloud and word tree illustrated the data by giving a voice to the participants in accordance with the participatory action research conceptual framework.



13 Kenji Primary School 2 Man completed primary, secondary level 4 in Uganda I deci
where during rainy season, you find children, they scatter, during rain season. The oth
because, as all of you are aware, that Sudan and South Sudan have been in war for 21 years.
as my career. I love teaching when my students take what I give them and they follow what I gi
, but he's not really interested. For instance, now we have students from I think two states and
Another challenge is also the language. I've seen that maybe sometimes, students don't express themselves freely.
The training which I think would help my students is by gathering them and telling them where they are what is which w
And the second is that free interaction with the students. I really enjoy their conversations, and how they love to be with
you find that most of our girls, who are just from the age of 16 up to 20, you find they are actually impregnated by some
As a teacher, I uplift the standard of the young ones who are coming up in this new nation. I went for teacher training in
an upward job that everybody likes it. More special, they train personal. Because through the teaching, you be able to
sometimes the people you teach, they just become better people than you are. You are just given respect. It takes a lon
that when you enter a class, you actually receive maximum respect. They also feel very happy that they are being taugh
when I see the students under, probably, my training emulating what I tell them, the professionalism that I impart, or
this is the foundation where everybody will become. When you are a teacher you train people who will
you'll be a responsible person and you will be respected in the community. The textbooks are not enoug
when you are a teacher you should have many skills, and even you can able to talk in front of people wit
? Q5-What is your biggest challenge in the classroom? Q6-What do you think is the most important training for new teachers in S
very hard. You cannot check whether the pupil is writing or not, so it becomes very hard. , in other places, there are total no classr
the class. When you are trained, you will be able to skim and plan your lessons very well. You will be able to read the mind of the p
in Yei in 1986, the war broke out and I crossed to Uganda and started teaching there I want to be a teacher because I want to give
there I want to be a teacher because I want to give my knowledge to the young ones and a teacher is the key of the world.
, you be able to acquire some skills of which in some years to come, you be able to become a good minister and preacher.
when my students take what I give them and they follow what I give them in class, they ask questions, and they bring in good resu
aides, things like textbooks, apparatus [science lab]. As a practical subject [science], it is distinct that I demonstrate on how to do
around 90 students or 100 in one class. They don't listen to what you are saying. The kind of training that I want us to have is that
to actually protect my younger brothers against the evils of this world especially those who are not educated. I want to be reach th
pupils, you will be learning as much from the other pupils and the other pupils will be learning from you. you will create more frie
me. Right from there I admired teaching. As a teacher, I uplift the standard of the young ones who are coming up in this new natio

Figure 15. Sentences associated with teaching.

In order to understand these results, it was important to be familiar with South Sudan and Uganda's former colonial British education level numbering system. In Figure 16 below it shows primary school going through year or Class six (6), and secondary going through year thirteen (13) or Forms one through six.



Numbering of years in English and Welsh State schools

Year	Ages	School	Key Stage
Nursery	3–4		Early Years / Foundation
Reception	4–5	Infant or Primary	
Year One	5–6		Key Stage 1
Year Two	6–7		
Year Three	7–8	Junior or Primary	Key Stage 2
Year Four	8–9		
Year Five	9–10		
Year Six	10–11		
Year Seven	11–12	Secondary	Key Stage 3
Year Eight	12–13		
Year Nine	13–14		
Year Ten	14–15		Key Stage 4
Year Eleven	15–16		
Year Twelve	16–17	Secondary or Sixth form college	Key Stage 5
Year Thirteen	17–18		

Figure 16. Educational stages in schools modeled after the English system (British Broadcasting Corporation, 2016; Government of the United Kingdom, 2016).

Themes

In reviewing the data from the interview responses and classroom observations multiple times, the themes discovered included classroom management, lesson planning, differentiated instruction, and motivation to teach. I assumed that I would discover necessary themes related to pedagogy, such as classroom management and lesson planning. I was surprised to discover how closely related the motivation to teach correlated with the level of education and teacher training of the participant. The themes are further discussed in the response to the research questions.

Response to Research Questions

Answers to the research questions were identified and are included after the questions below.

- How do new and existing educators in Central Equatoria, South Sudan, view the effectiveness of the teacher education that they have received?
- What are the pedagogical needs of teachers in South Sudan?
- What could be an effective training model for given South Sudan's current situation?

How do new and existing educators in Central Equatoria, South Sudan, view the effectiveness of the teacher education that they have received?

At the outset it was important to identify the level of education that the participants had received. Figure 17 illustrates the education levels of the 15 participants. In the East African education system a person may complete a teacher education certificate program prior to completing college, as evidenced in several participants completing teacher training without completing college. For example, one of the participants only completed primary school and went on to get a teacher certificate. Another participant only completed some primary and some secondary school, but still was able to get a teacher certificate.

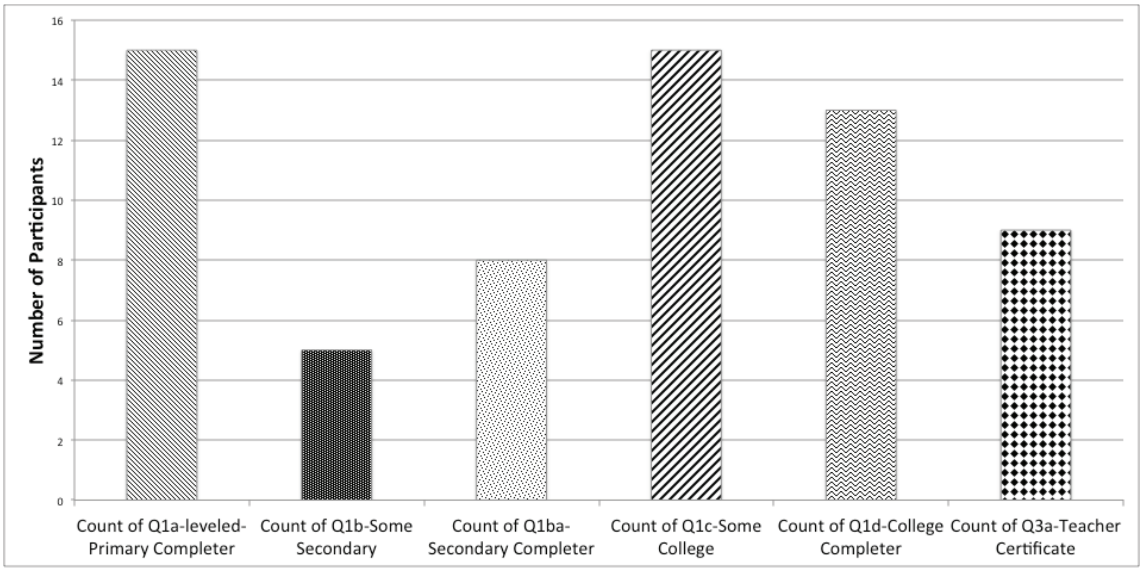


Figure 17. Participants' Education Levels.

To further investigate how new and existing teachers view the effectiveness of teacher training it was necessary to find out who had received formal teacher training. All of the participants at one school site did not answer the question if they had received any teacher training. Out of the nine responding teachers, four teachers had received a teaching certificate. Therefore it was hard to draw any applicable conclusions about how new and existing teachers view the effectiveness of the teacher education that they have received. This is due to the fact that only ¼ of the teachers had received any type of teacher training or formal teacher education.

While there may not have been sufficient data to evaluate how new and existing teachers view the effectiveness of the teacher education that they have received, it was apparent that the teachers who had completed more education had a greater level of intrinsic motivation to teach than their counterparts. As shown in Figure 18, there was a comparison between educational background and motive for becoming a teacher.

Participants who had completed more primary and secondary school had a greater *intrinsic* motive to teach and want to have an *impact* on their pupils more than those who have less education whose reasons for teaching are either *unclear*, for *position*, or for personal *development*. Table 1 showed that most of the educators interviewed mentioned they were motivated *intrinsically* and wanted to have an *impact.*

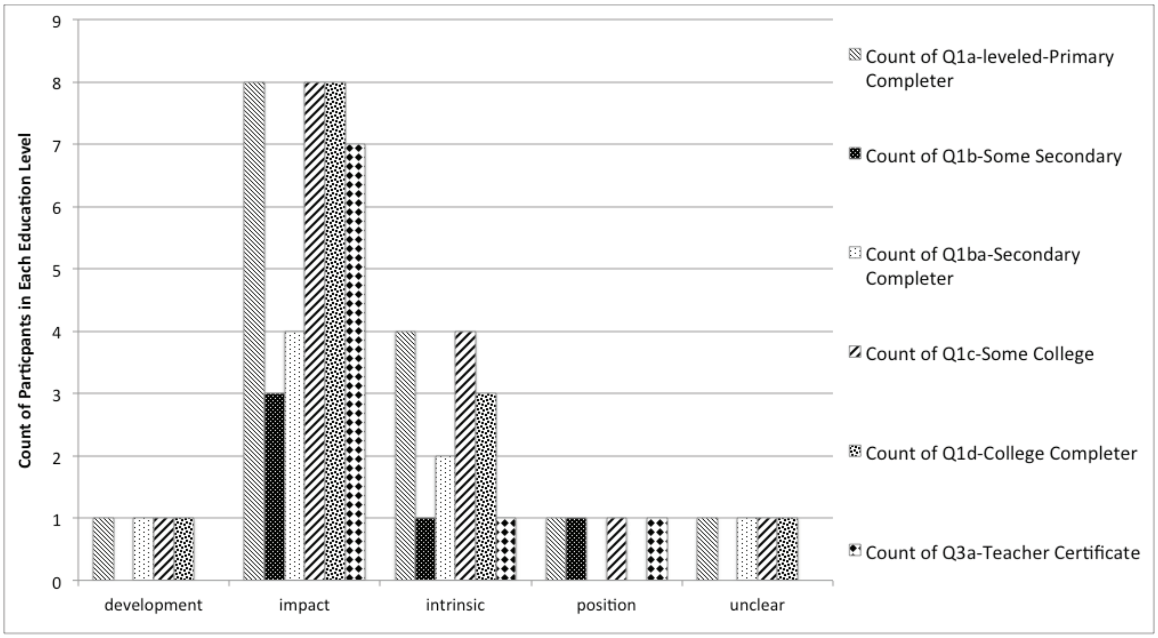


Figure 18. Comparison between educational background and motive for becoming a teacher.

Table 1.
Summarized Occurrence of Teacher Motivation to Teach

Motive for Becoming Teacher	OCCURRENCE (N15)
Development	1
Impact	8
Intrinsic	4
Position	1
Unclear	1
TOTAL	15

The results in Figure 19 showed that those with more education enjoy the following aspects of teaching: *professional development*, and *student growth*. Table 2 disaggregates the data showing in general most answered personal enjoyment due to seeing *student growth* and personal *professional development*. Those with less education enjoy the *community respect*, and *job security*.

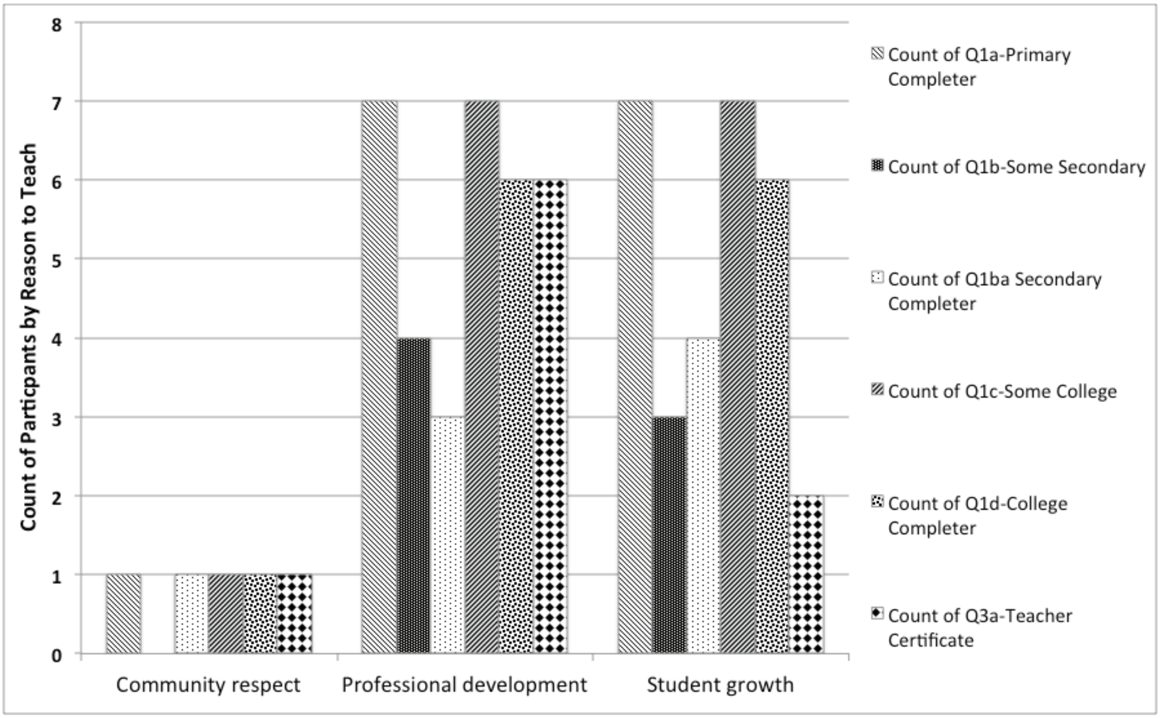


Figure 19. Correlation between education and reason why they enjoy teaching.

Table 2.
Disaggregated Data Showing How Most Answered Why They Enjoy Teaching.

Reason Enjoys Teaching	OCCURRENCE (N15)
Student growth	10
Professional development	7
Community respect	5
Job security	1
TOTAL	23

What are the pedagogical needs of teachers in South Sudan?

Participants gave numerous answers to interview questions dealing with challenges in the classroom and perceived training needed. It was interesting to note that the answers provided fell along divisions aligned to the extent of the participant's educational background. Figure 20 below illustrated how those who have more education answered that their biggest challenge in the classroom was (a) lacking instructional support, and (b) student teacher ratio the most. Those with less education gave answers such as: (a) classroom environment, (b) lacking resources, (c) language barriers, (d) low teacher salary, (e) poor student achievement, (f) student tardiness, (g) campus safety, (h) poor unit make-up strategies, (g) lack of student records, and (h) little ability to differentiate instruction. The numerous answers were disaggregated into common categories (Table 3), and overall the participants acknowledged the largest challenges as follows: (a) student teacher ratio, and (b) lacking instructional resources. The data shows the largest felt challenges among the 15 respondents are *lacking instructional resources*, too many students in a single classroom (*student teacher ratio*), *classroom environment,* and *language barriers*.

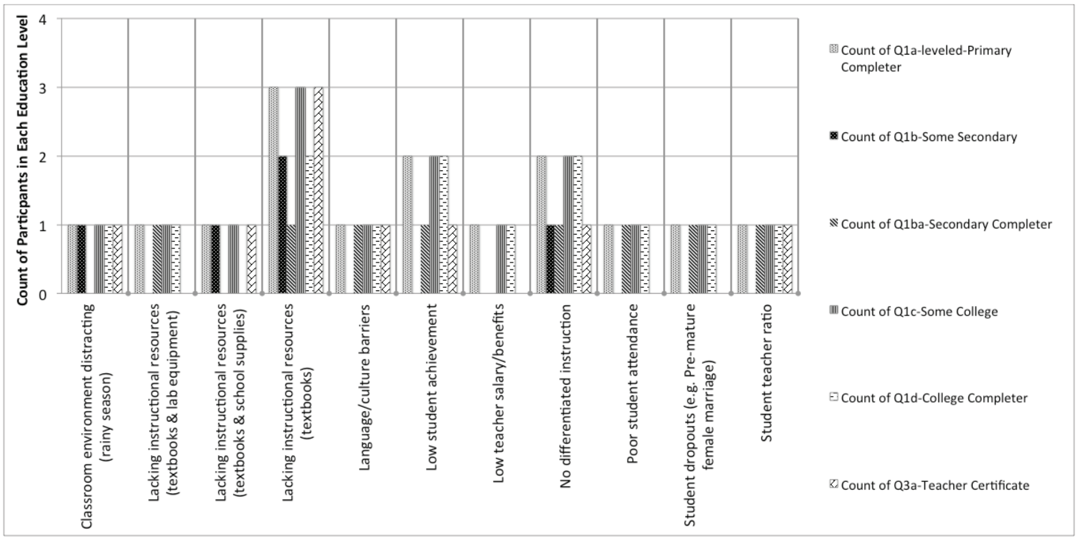


Figure 20. Bar chart illustrating correlation between education and perceived challenges.

Table 3.
Aggregated and Uncorrelated with Education Level Showing Most Commonly Mentioned Biggest Challenges in the Classroom.

Challenges	Occurrences (N15)
Lacking instructional resources (textbooks, lab equipment, classroom supplies)	6*
Student teacher ratio	6
Classroom environment distracting (heat, rain)	4*
Language/culture barriers	4
No differentiated instruction	3
Poor student attendance	3
Student dropouts (e.g. early female marriage, student transience)	3*
Low student achievement	2
Low teacher salary/benefits	2
Campus safety (fence destroyed)	1
Insufficient teacher training	1
Lack of infrastructure (water)	1
Long commute for teacher	1
No individualized student records	1
Poor remediation capabilities	1
Student tardies	1
TOTAL	11

* Categories have been merged and listed in parentheses

The participants identified many training topics that would benefit classroom pedagogy. The data showed that instructional planning, classroom management, students with special needs, and differentiated instruction were the top four categories for training. Answers such as "you will be able to skim and plan your lessons very well," and "for teachers who aren't primed so that when they come to prepare for classes, that teacher would go into teach and during holidays he has to go and attend his plannings," have been included in the category *instructional planning*.

There were 27 total responses according to Table 4 below. The reason there are so many with the answer of NULL in the figures below it is only because many respondents only had one answer and so they were marked as NULL for the additional columns that recorded the answers of their peers who had more than one answer.

These are included in Figure 21 to show a correlation between those with more education answering that they needed more training in *instructional planning* and *classroom management*. Of note, is that the only teacher educator who answered that *trauma counseling* should be part of a teacher's preparation taught at the college level and may frequently deal with teacher trainees who have experienced more war in their lives than the children in primary and secondary school.

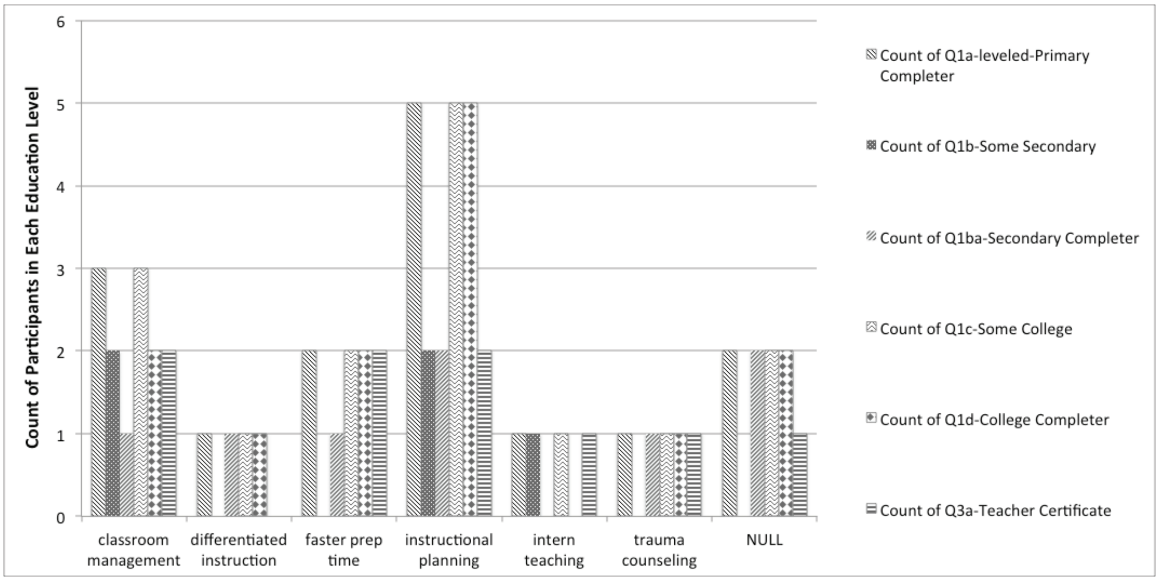


Figure 21. One of many similar bar charts illustrating the correlation between a teacher's education level and the type of training they want.

Table 4.
Uncorrelated List of Which Type of Teacher Preparation is Most Requested.

Needed Teacher Training	Occurrences (N15)
Instructional planning	7
Classroom management	4
Special needs	3
Differentiated instruction	3
Trauma counseling	1
Student needs awareness	1
Student development	1
Student assessment	1
Sociology of education	1
Research	1
Philosophy of education	1
Intern teaching	1
Faster prep time	1
Career planning	1
TOTAL	27

What could be an effective training model given South Sudan's current situation?

The anecdotal observations, conversations, and having lived with teachers in Yei and Morobo provided rich descriptions of the myriad of challenges faced by teachers. Teachers in Yei River and Morobo counties have many extenuating circumstances they have to juggle in addition to the demands of teaching. The data provided insights into the type of training model that may be effective for teachers.

In order to provide for their families when they do not receive their salary from teaching, many teachers have multiple jobs and subsistence farm. Their days begin early in the morning with the female teachers completing the basic tasks of seeking drinking and cooking water, completing farming tasks, cooking, washing, and then walking up to 5 kilometers to school. After the school day ends, the teachers must walk back home and repeat the process. Queuing for clean water at the borehole may take several hours, and leaves many teachers waking in the early morning hours to be among the first to queue in line for water. Male teachers do not have the responsibilities of fetching water, cooking, or cleaning. They do provide for their families by farming, selling the produce, and running side businesses as tutors, shop owners, or manual laborers.

Teaching 80 or more students in a dirt floor classroom with little resources is exhausting in itself, and to add to that the demands of daily living depletes any remaining resources. In addition to the classroom constraints and limited salary, teachers also face the threat of political instability and civil war. The constant threat of insecurity leaves little time, energy, or resources to devote to furthering development as a teacher.

A contextualized, effective training model will need to take into account the daily demands and challenges faced by teachers in Yei and Morobo. The training model must be sensitive to time allocation, affording time for teachers to complete household tasks, as well as time to walk to the training during daylight hours. The unique cultural and political aspects of life in South Sudan must also be taken into account for an effective training model to be realized.

Discrepant Data

Dealing with contradictory evidence collected during interviews and observations was important to examine, especially in a case study of a small size. During the data analysis of the first several interviews, I discovered that the participants appeared to repeat the question back to me in the form of an answer. It became apparent after discussing the data with a colleague that several participants did not sufficiently understand English. The participants' interviews were not used in the data analysis due to their limited English proficiency. Subsequent participants were fluent in written and spoken English to understand and answer the interview questions.

Answers to several interview questions resulted in discrepant data. Participants had difficulty in differentiating between the following two interview questions: What do you think is most important training for new teachers in South Sudan; What type of training would you appreciate in order to be able to meet your students' needs? The discrepant responses were discussed individually during member checking for further clarification.

All of the participants at one of the school sites did not answer the interview question about how they viewed the effectiveness of their teacher training. The majority of the teachers at the school site had just completed their own secondary education. Therefore, one can deduce that they may have not answered the question due to the assumption that they did not have the time to complete teacher training when they finished their own secondary education only months before they began teaching. I discussed the incident with a colleague who works in East Africa, and he informed me that it is cultural for an individual to not answer a question if they feel the response will bring embarrassment or shame to the individual and family.

In addition to the participants who did not answer the interview question about the effectiveness of their teacher training, only four participants had completed teacher training. My Western bias became apparent in my assumption that teachers in Yei and Morobo would have completed teacher training prior to being placed in a classroom as the primary instructor. Therefore, there was not sufficient data to examine how teachers view the effectiveness of their teacher training.

Summary

The results from the data analysis provided a framework for training topics that teachers in South Sudan identified would be beneficial for teachers in Yei and Morobo. According to the data analysis the most beneficial training topics for a five-day workshop would include classroom management, instructional planning, and differentiated instruction. The data analysis results further demonstrated that the more education the teacher received the greater the intrinsic motivation to teach students, and the more acuity they have about what are their challenges and needs. The small size of the study prohibits the results from being generalized to other areas in South Sudan.

Section 3: The Project

Introduction

The five-day professional development workshop was designed after a thorough analysis of the qualitative research and review of the literature. The overarching goal while designing the project was to provide professional development that is effective, contextualized, and sensitive to the unique needs of teachers in South Sudan. The purpose, goals, learning outcomes, target audience, rationale, review of literature, project description, project evaluation plan, and project implications for the five-day professional development workshop are described in the following sections.

Description and Goals

The purpose of the five-day school-based professional development workshop is to equip teachers in South Sudan with the necessary skills to improve classroom pedagogy. The goal of the professional development is for the participants to work together to learn from each other about classroom management, lesson planning and differentiated instruction. A school-based professional development provides a collaborative environment for learning that is contextualized to the unique needs of teachers in South Sudan.

Learning Outcomes

By the end of the five-day professional development the participants will be able to:

- implement effective classroom management strategies;

- design a lesson plan that includes an objective, anticipatory set, modeling, guided practice, individual practice, assessments, and differentiated instructional strategies;
- differentiate instruction for students in the classroom by incorporating several differentiated instructional strategies throughout the school day; and
- reflect on their teaching practices and compare their experiences through on-going dialogue.

Target Audience

The target audience for the professional development is teachers in Yei and Morobo counties in South Sudan. To build an inclusive learning community where teachers may learn from each other, the professional development will take place at school sites. South Sudan is a communal society where members learn in community. The entire school staff attending the annual teacher's conference illustrates the communal aspect of South Sudanese society.

Rationale

Based on the findings from the qualitative research interviews and classroom observation, three key areas were identified for professional development for teachers in Yei and Morobo counties in South Sudan. The three key topics to be addressed in the professional development are classroom management, lesson planning, and differentiated instruction. The professional development will take place over five days, with four hours of professional development each day, and an additional four hours of training to be provided at the school administrator's discretion. There are a total of 24 training hours available. The school site administrator will determine if the professional development will take place following the regular school day or after a shortened school day. The timeline for the professional development must take into account the fact that the majority of the teachers attending will walk to the professional development, will need time to return home to prepare food and procure water for their family before dark, and will possibly need to complete household chores and farming.

The majority of the intended participants will have to walk a fair distance to reach the professional development. They also will not be paid to attend, and will be giving up their time when they would be farming and completing other jobs that supplement their incomes. To ask them to attend a three-day professional development would create an economic hardship that many simply cannot afford. It must be noted that it is often a daily challenge for these teachers to secure food and water for their families. Attending a five-day professional development workshop that is built into their daily schedule will lessen the financial and physical impact on the teachers and their families.

A five-day professional development at local school sites creates a close-knit environment that builds upon the bonds already developed among the staff members. The guest teacher is the outsider and must establish rapport and relationships with the staff to form a team. The guest teacher will observe classrooms to better understand the unique learning environment and tailor the professional development to the teachers' needs. The guest teacher will have the opportunity to share the daily experiences of the teachers prior to the professional development.

The goal of the professional development is for the guest teacher and host teachers to work together to learn from each other about classroom management, lesson planning, and differentiated instruction. A long-term goal is for the guest teacher and host teachers to develop a relationship built on mutual respect and appreciation. The professional development workshop would ideally build bridges between local school staff and the guest teacher's school community. Eventually, the goal would be to establish sister schools between western schools and schools in South Sudan. The program provides the time for both national and western teachers to work together in close proximity to build relationships that will last a lifetime. Guest teachers are also able to share in the experiences of a teacher in a struggling new nation. The guest teacher will see firsthand the resources or lack thereof, unique challenges, classroom demographics, and setting of the host teacher's school.

Review of the Literature

Due to the unique and dynamic setting of South Sudan, the available research was limited. The cultural context, economic limitations, and political instability made it challenging to find current literature that provides insights, resources, or strategies to assist teachers in South Sudan. There was an extremely limited number of current research articles on the topics elicited from the qualitative research that are applicable to South Sudan. Articles were located from research conducted in West Africa and sub-Saharan Africa that can be generalized for South Sudan as well as current best practices constructed in western countries.

With many South Sudanese being displaced due to the ongoing civil war (British Broadcasting Corporation, 2015; Council on Foreign Relations, 2015) we cannot wait for current research before assistance is provided. Burns, Snowden, Skeie, and BouJaoude (2015, p. 27) accurately described the current situation: “As South Sudan vividly evokes, teachers in many fragile contexts never receive the most basic preparation needed to carry out the most rudimentary activities associated with teaching.” There is much to be learned from the refugees as they share their stories and beliefs that education is the key to rebuilding their lives and the country (Jack, 2010). Education begins with teachers, and "Teachers in conflict zones are among the most in need of a coherent strategy to upgrade their skills" (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2014, p. 27). Many of the teachers, themselves refugees, need education in the form of professional development to be successful in the classroom.

Research was conducted through Walden's library of educational databases utilizing Google Scholar, ERIC, Education Research Complete, SAGE Premier, Ebsco Host, and ProQuest Central. The following search terms associated with West Africa, sub-Saharan Africa, South Sudan and Third world nations were used to conduct an exhaustive search for applicable research: *instructional strategies*, *pedagogy*, *individual differences*, *differentiated instruction*, *teacher centered pedagogy*, *student centered pedagogy*, *lesson planning*, *teaching strategies*, *teacher education*, *classroom management*, and *learning differences*. The following topics were elicited from the initial search and were further researched for use in designing the project study: *school-*

based professional development, *dialogue circles*, *use of language and technology*, *classroom management*, *lesson planning*, and *differentiated instruction*.

School-based Professional Development Model

With the limited resources for professional development for teachers in South Sudan, a school-based professional development workshop can greatly improve not only the quality of teaching, but also the confidence of teachers as evidenced by case studies of teacher professional development in Kenya, Uganda and Tanzania (Abrishamian, Hardman, Ackers, & O'Sullivan, 2011). Research conducted in Kenya by Ndambuku et al. (2009) and MoEST (2006) revealed that teachers who had received systematic school-based professional development had the greatest impact in their classroom practice. The key to pedagogical renewal is quality professional development for all teachers (Dembele & Lefoka, 2007).

The current trend in professional development for teachers in sub-Saharan Africa is for more school-based professional development that placed greater control in the hands of the teachers who are familiar with their unique school environment, local customs, culture, strengths and constraints (Abrishamian et al., 2011). School-based professional development has greater flexibility to meet the diverse needs of the teachers, is a more efficient use of the teachers' time, and is a more cost effective strategy to train an entire school staff (Mattson, 2006; Power, 2012). School-based professional development also provides safety for participants, especially women, in that the teachers are not travelling to the professional development, which increases the risk of violence, rape, and harassment (United Nations Educational, Scientific, and Cultural Organization, 2014).

According to a UNESCO report on teacher education development, professional development opportunities are crucial for providing sustainable support and improvement for teachers (Vavrus, Thomas, & Bartlett, 2011). Professional development that takes place at the school site creates a community for ongoing growth in which teachers can "live and learn as professionals" (du Plessis & Muzaffar, 2010), and professional development is connected with the realities of the classroom and constraints on curriculum (Geertsema & Campbell, 2014). Du Plessis and Muzaffar (2010) found the following:

> Research has indicated that when teachers [and by extension teacher educators] engage in professional development activities aimed at meeting shared goals of improving practice in collaboration with other colleagues and experts, teachers are more likely to develop higher levels of expertise (DuFour, 2004). The main activities of teachers in these communities are: experience sharing, pedagogical analysis, observation, demonstration, feedback, experimentation, developing methods, and technical consultations from advisors. (p. 1)

When designing professional development opportunities for teachers in South Sudan, the realities of the overcrowded classroom with limited resources must not be brushed to the side. Lessons can be applied from a study of professional development provided to teachers in Tanzania. Due to physical limitations and large class sizes it was realized that the teachers were unable to utilize the strategies taught in the professional development (Abrishamian et al., 2011). Western "best practices" cannot be assumed to be the best practices for South Sudan. Despite the push from relief agency and international donors, western pedagogy cannot usurp the cultural values and norms of the sub-Saharan classroom (Altinyelken, 2010).

What should teacher training cover? What else should teacher training cover? Joyner believed that teacher education was the *sine qua non* of redevelopment in the nation (1996). In rural areas some children will only get a few years of primary education and as a result want to focus on "life skills" (p. 73), shared Joyner. She suggested a development program that focuses on the teachers themselves rather than new buildings (1996). A teacher code of conduct needed to be developed so that teachers do not use corporal punishment (Nicolai, 2005). Nicolai believed that promoting child centered teaching strategies, a peace curriculum, restorative justice methods for classroom discipline, and increasing casual education opportunities for teachers is essential (2005). Educators should be more flexible in "thought and action" in order to increase innovation (p. 67), Nicolai stated. Moon believed that teacher education programs must consider demographic poverty levels (2007). Advocating a partnership between preservice teachers and schools, Moon said it is akin to the "relationship between a medical faculty and teaching hospitals" (2007, p. 10). If South Sudan is going to catch up with developed countries, all the stops need to be pulled out. It needs to learn from the mistakes of past teacher programs and leapfrog into the latest best practices.

A focus on the importance of Mother Tongue is essential. DeStefano lauded the country's existing "*emphasis on the use of maternal languages in the early primary* *grades*" (2007, p. 160) and believed this will enable many teachers to be successful. As many teachers had to learn Arabic in the old system and may not speak English very well, the Secretariat of Education has developed an intensive English language training program for teachers and planned to train "6,000 teachers by 2010" (Nicolai, 2009, p. 146). According to USAID, the government did not even get to 2,000 teachers trained because violence erupted in 2013 (2014). English is supposed to be the primary language of instruction by the fourth year of primary school with an additional three languages as a subject covered during the school day: the local indigenous language, Arabic, and Kiswahili (Beleli et al., 2007). By mastering these languages future entrepreneurship, relationship building, and international jobs will be possible.

The teacher education approach used should take into consideration this language and cultural diversity. Romo and Chavez suggested using a "border pedagogy" that takes into consideration the frequent border hopping and periodic influx of other cultures (2006, p. 143). This is similar in intent to the *diversity in the classroom* foundations course that many western educators are required to take. However, western teachers do not have to deal with issues related to people affected by war and extreme physical need.

Another concern for a teacher education solution in South Sudan is the trauma that so many of the teachers and students have had to endure. The International Rescue Committee wanted to include elements in teacher training to help children recover from trauma and crises such as those used in its *Healing Classroom Initiative* (Winthrop & Kirk, 2005). Beleli et al. echoed this sentiment and called for "learner-centered models of teaching methodology" (2007, p. 100). Joyner, as well as Winthrop and Kirk, advocated for educational practices that address the psychological needs of teachers and students who have been affected by the trauma of war and displacement (1996; 2005). In 2014 South Sudan descended into civil war and in many parts of the country violence and fear continue to hold sway. Sensitization to these issues by the teacher educators will be essential for success of any program they deliver.

There are many teacher-training methods across the country. They are led by four separate groups—faith-based organizations, other nations, international development organizations, and individuals. Faith based organizations such as the *Jesuit Refugee Service* used a "vacation and term time" model they originally used in Uganda (Brophy, 2003). *ACROSS*, a inter-denominational group, used radio to deliver teacher training in English in Central Equatoria (Across, 2010a; Across, 2010) and also provided head teacher training for *payams/*communities in Morobo County (Across, 2010b). The Presbyterians have the *South Sudan Institute* which recently trained 14 teachers who were then expected to train five other teachers (Backlund, 2011). The Catholics have an organization called *Solidarity with South Sudan* that provided training to 1,564 teachers of which 351 are women (Callistus, 2012). Effective practices can be garnered from each of these programs.

At the national and international level there are many teacher education methods that could be used by South Sudan. Sudan's Arabic-based teacher training model, distance education models such as UK's Open University (Thakrar et al. 2009), Uganda's MITEP and NITEP models (Aguti, 2002), UNICEF's in-service training and train the trainer (Joyner, 1996; Sesnan, 2009), the International Rescue Committee's mobile trainer and “in-school resource teacher” (Brophy, 2003), the Fast Track Teacher Training Model used by USAID (Lynd, 2005), and the Aga Khan teacher development model (Anderson, 2002). The information technology infrastructure is already developed enough to support online education, however, there are not enough community or school computer labs to take advantage of them. The train the trainer model is one that is often used, but the mobile trainer is not (Aikman, 2006). It may be an effective way to share a limited resource such as a qualified master educator between many schools in a given area. Although not all of these methods have been successful, much can be learned from them.

USAID’s Fast Track Teacher Training program did not accomplish its objectives (Hewison, 2009). However, it learned from its shortcomings and is now funding the *South Sudan Teacher Education Program* (SSTEP), which ran from 2012 to 2015 (South Sudan inaugurates teachers' education program, 2012). What USAID found is that the teacher training model in use was too expensive and was taking too long to complete within the project time constraints (USAID, 2014). In response it redirected the project funds into three new objectives including: (a) teacher education policy development which emerged with the National Professional Standards for Teacher Standards in South Sudan; (b) a training program and materials for in-service teacher training; and (c) an updated “National Teacher Training Curriculum” for preservice teachers, among other items. Each teacher-training solution has a different approach based on findings from different researchers. The more research accomplished, the better the teacher education solution can be developed.

The Bangladesh Rural Advancement Committee used a model for teacher education (Bangladesh Rural Advancement Committee, n.d.) that is based on the in-school professional development model touted by Schwille and Dembélé (2007) for use in other countries. Save the Children used the community school model for teacher training (Birungi et al., 2007; DeStefano, 2007; Glassman, Naidoo, & Wood, 2007; Kennedy, 2007). Although there are many other nations with international development organizations, they tend to support the teacher training models mentioned so far instead of designing their own. Yet this hesitancy by some nations to not design their own teacher training models does not limit individuals from doing so.

Individuals have started their own organizations to aid teacher education in South Sudan. One of them is *Project Education South Sudan* (PESS) started by Carol & Rich Rinehart of the United States and Isaac Khor Bher from South Sudan (Project Education South Sudan, 2011). Among other education-focused projects, they also train teachers using a train the trainer model (2011). They also provide the trained teachers with curriculum kits for them to check out and radios that receive educational programming (Ears to Our World, 2016; Education Development Center, 2011).

Another group of individuals are Janet Finke, Judy Backlund, and Phil Backlund, of Central Washington University, who organized intensive literacy, communication, and leadership training workshops for teachers in Juba (Backlund, Backlund, & Finke, 2011). The local Rotary club and the International Reading Association Council support the project. Professors, nations, and international organizations have become aware of the need for teacher training in developing nations such as South Sudan and are responding to the need. It is my personal hope that by responding to the great need an assimilation of all these resources will lead to an even greater focus on South Sudan’s educators and students.

Language

It is important to take into account that although English has been declared the official language, limited amounts of South Sudanese are fluent in English (Capansky, 2013). According to Vavrus et al. (2011) teachers limited linguistic skills in the language of instruction limit the use of critical questioning and the ability to explain complicated ideas. Teachers in South Sudan may save face by participating in what Hornberger and Chick (2001) termed “safe talk” where teachers repeat what has been said with little comprehension.

In South Sudan's story telling culture, nonverbal communication and body language is equally valued as is the spoken word in communicating (Capansky, 2013). Non-verbal communication coupled with storytelling can be a powerful communication tool. Storytelling, rather than fact-based talk, is an appropriate tool to use to increase the reception of the professional development.

Technology

The South Sudanese live in what has been termed by media theorists as the Tribal Era whereas the western world lives in the Digital Era (Capansky, 2013). The guest teachers must be sensitive to the divide between the Tribal Era and the Digital Era, while respecting the benefits of both communication eras. It is vitally important to not separate the teacher from his tribe and culture by immersing him in technology that is removed from the interactive story telling nature of the South Sudanese culture (Capansky, 2013).

As more technology, especially the use of smart mobile phones, progresses in South Sudan it would be beneficial to make use of this technology to train teachers. Teachers with smart phones could access open educational resources for free professional development and English language learning (Geertsema & Campbell, 2014). The use of smart phones could also be a path to strengthen communication between the guest teacher and the host teacher both prior to the in country visit and after the visit. *WhatsApp* is a texting tool that is commonly used on smartphones across sub-Saharan Africa and can be utilized by people outside of Africa. This tool and those like it would encourage dialogue and strategy sharing in real time between the host teachers and the guest teacher.

Dialogue Circles

School-based professional development allows the guest teacher and host teachers to live and learn alongside each other. Freire (2000) advocated for a dialogue that is based on respect and equality in order for each participant to learn from each other. The reality is that each teacher has a valuable contribution to make.

The opportunity for dialogue throughout the school day and designated professional development time provides a rich time for learning as well as potential conflict. To reduce issues resulting from cross-cultural communication it is important to provide opportunities for two-way dialogue (Tjoflåt & Karlsen, 2012). It is vitally important for all of the participants to work together to ask questions and seek understanding when conflict arises or words/actions are misinterpreted.

Two-way dialog can be incorporated in a professional development program. Professional development that is school-based can provide more opportunities for teachers to develop a “Dialogic pedagogy” where teachers are encouraged to learn through discussions thus leading to a more student-centered learning approach (Abrishamian, Hardman, Ackers, et al., 2011). From a social cognition perspective, learning happens best when it is shared in a participatory manner (du Plessis & Muzaffar, 2012). The opportunity to share and learn from each teacher’s diverse experiences provides new insights and knowledge.

Professional Development Topics

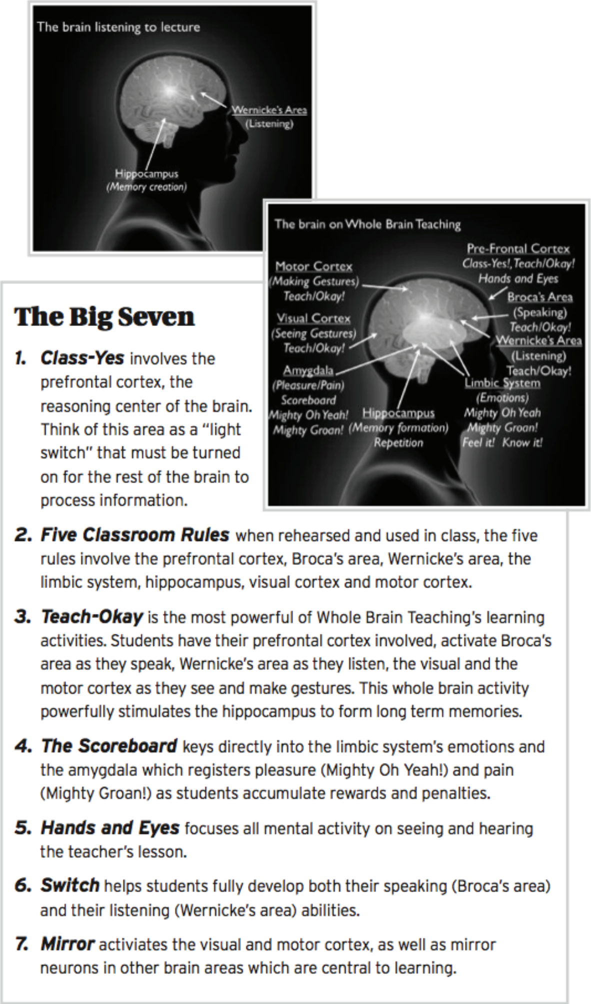
The qualitative research from the project study revealed that teachers interviewed in Yei and Morobo would benefit from professional development on lesson planning, classroom management and differentiated instruction. Based on research, Freiberg and Driscoll (2000; 2002) have organized lesson planning, classroom management and differentiated instruction into three categories of strategies that are essential for teachers; organizing, instructing, and assessing. Organizing strategies encompass lesson planning, time use and classroom management. Instructing strategies are based on either teacher centered or learner centered strategies. Lastly, assessing strategies include student assessment and self-assessment. Professional development in the areas of organizing, instructing and assessing are crucial to help teachers be successful and to increase teacher retention (Frieberg, 2002).

Classroom Management

The effective teacher utilizes appropriate classroom management techniques to create a positive climate of security, belonging and learning. With the large class sizes in South Sudan and physical limitations of the classrooms many classroom management techniques are not suitable. Successful classroom management can be an exhausting practice even in the best of conditions, let alone when the class size is 80 students with limited resources as are the norm in many South Sudanese classrooms (Abosi, 2007). One of the main keys to successful classroom management is the teacher, and the role of the teacher is one of the commonalities shared between the guest and host teachers. The classroom size, location, student population, resources and curriculum may all differ, but the one constant between continents is the role of the teacher.

Walker (2008) and Brophy and Putnam (1999) identified key characteristics of effective teachers that are applicable to teachers in South Sudan. The effective classroom teacher has the following characteristics: prepared, problem solver, high expectations, creative, fair, personally connected, creates a sense of belonging, compassionate, actively listens, a sense of humor, respectful, forgiving, and admits mistakes (Walker, 2008; Brophy & Putnam, 1999). They key characteristics of successful teachers can provide a basis for shared dialogue and learning between the guest teacher and the host teachers in regards to sharing effective classroom management strategies.

A classroom management tool that can work in large class size settings and favors the South Sudanese oral, singsong tradition is Whole Brain Teaching. Whole Brain Teaching emphasizes the use of seven steps that engage the student's brain and focuses their attention on the topic. The seven steps of Whole Brain Teaching as outlined in Figure 22 can be used as needed to meet the teacher's needs and do not need any additional material resources for successful classroom management. Whole Brain Teaching offers free videos of implementation of the seven steps in large class sizes that can be downloaded and viewed by teachers in Yei and Morobo as a means of modeling the strategies.


The brain listening to lecture
Wernicke's Area
(Listening)
Hippocampus
(Memory creation)
The brain on Whole Brain Teaching
Pre-Frontal Cortex
Class-Yes!, Teach/Okay!
Hands and Eyes
Motor Cortex
(Making Gestures)
Teach/Okay!
Broca's Area
(Speaking)
Teach/Okay!
Visual Cortex
(Seeing Gestures)
Teach/Okay!
Wernicke's Area
(Listening)
Teach/Okay!
Amygdala
(Pleasure/Pain)
Scoreboard
Mighty Oh Yeah!
Mighty Groan!
Limbic System
(Emotions)
Mighty Oh Yeah
Mighty Groan!
Feel it! Know it!
Hippocampus
(Memory formation)
Repetition

The Big Seven

1. ***Class-Yes*** involves the prefrontal cortex, the reasoning center of the brain. Think of this area as a "light switch" that must be turned on for the rest of the brain to process information.
2. ***Five Classroom Rules*** when rehearsed and used in class, the five rules involve the prefrontal cortex, Broca's area, Wernicke's area, the limbic system, hippocampus, visual cortex and motor cortex.
3. ***Teach-Okay*** is the most powerful of Whole Brain Teaching's learning activities. Students have their prefrontal cortex involved, activate Broca's area as they speak, Wernicke's area as they listen, the visual and the motor cortex as they see and make gestures. This whole brain activity powerfully stimulates the hippocampus to form long term memories.
4. ***The Scoreboard*** keys directly into the limbic system's emotions and the amygdala which registers pleasure (Mighty Oh Yeah!) and pain (Mighty Groan!) as students accumulate rewards and penalties.
5. ***Hands and Eyes*** focuses all mental activity on seeing and hearing the teacher's lesson.
6. ***Switch*** helps students fully develop both their speaking (Broca's area) and their listening (Wernicke's area) abilities.
7. ***Mirror*** activiates the visual and motor cortex, as well as mirror neurons in other brain areas which are central to learning.

Figure 22. The big seven components of whole brain teaching. (Biffle, 2013, p. iii)

Lesson Planning

The elements for the instructional planning process (Freiberg & Driscoll, 2000; Hunter & Russell, 2006) include objective, focus/anticipatory set, explanation/review, checking for understanding, guided practice, individual practice, and closure. Hunter and Russell's (2006) approach to lesson planning allows the teacher the flexibility to use the elements that best suit the lesson objective, teacher and students' specific needs. Figure 23 provides a visual of the instructional planning process. The customized approach to lesson planning is uniquely adapted to the diverse needs presented in the classrooms of Yei and Morobo.

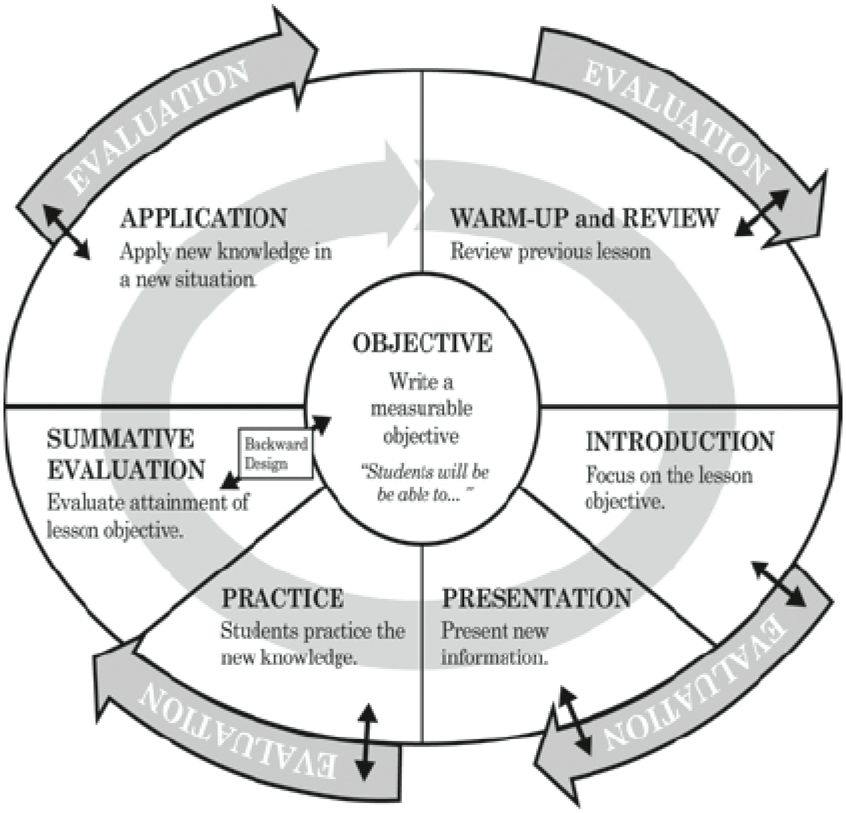

EVALUATION
EVALUATION
APPLICATION
Apply new knowledge in a new situation
WARM-UP and REVIEW
Review previous lesson
OBJECTIVE
Write a measurable objective
"Students will be able to... "
SUMMATIVE EVALUATION
Evaluate attainment of lesson objective.
Backward Design
INTRODUCTION
Focus on the lesson objective.
PRACTICE
Students practice the new knowledge.
PRESENTATION
Present new information.
EVALUATION
EVALUATION

Figure 23. Instructional planning wheel. (Office of Vocational and Adult Education, 2011)

Differentiated Instruction

In order to begin a discussion on differentiated instruction with teachers in South Sudan the idea of learner-centered pedagogy must be addressed (Tomlinson et al., 2003). In a 2011 UNESCO report, the authors suggest that in order to achieve change in implementing a learner-centered pedagogy "a wide range of participants should be involved with different experience in the education system" (Vavrus et al., 2011, p. 13). To move towards a learner-centered pedagogy a key change is to encourage the use of the reflective practitioner model (Vavrus et al. 2011). To model and teach the skills of a reflective practitioner will encourage teachers in South Sudan to use their traditional oral story telling strategies to encourage students to inquire, discuss, think critically, and analyze the content. The movement towards learner-centered pedagogy will take time for cultural adjustment as teachers move beyond modeling how they themselves were taught.

Differentiated instruction is a philosophy that all children have unique strengths, every student can learn, emotions affect learning, and students learn in different ways (Gregory & Chapman, 2013). For differentiated instruction to be effective there must first be a classroom community where all members feel a sense of belonging. The teacher must know all of their student's individual differences, learning styles, intelligence preference, strengths and weaknesses (Tomlinson et al., 2003). Gardner's (2011) work on multiple intelligences coupled with the knowledge of learning styles can provide valuable tools for differentiation for teachers in Yei and Morobo. The knowledge of multiple intelligences can increase a teacher's potential to provide learning opportunities for all students (du Plessis & Mufazzar, 2010). Tomlinson et al. (2003) identified that for effective classroom differentiation the use of small groups is important. This poses a unique challenge for teachers in South Sudan whose average class sizes are upwards of 80 students. Figure 24 below provides a point of reference for discussions between the guest teacher and host teachers as to which tools and strategies are appropriate and usable in classrooms in Yei and Morobo. The instructional planning tool, "Planning for Differentiated Learning", provides a resource that can be paired with Freiberg & Driscoll (2000), and Hunter & Russell's (2006) instructional planning process for a complete lesson planning tool that incorporates differentiated instruction. Gregory and Chapman's (2013) differentiated instructional strategies in Appendix G may be too advanced for the initial professional development, but would be beneficial to use as a resource for teachers.

Implementation

The following sections provide a description of needed resources, potential resources and existing supports, potential barriers and solutions, proposal for implementation and timetable, and roles and responsibilities for the five-day school-based professional development workshop. The professional development guest teacher outline and notes, PowerPoint, booklet, and assessment surveys are all located in Appendix A.

Needed Resources

A safe and central meeting location/building are important to provide a physical location for the professional development. Electricity for charging computers and other electronic devices is beneficial, but not necessary. Copies of the *Professional Development Booklet* will be needed for each teacher. In the *Guest Teacher Outline and Notes* located in Appendix A the daily workshop materials are outlined in detail. Daily accommodations, food, and transportation will be needed for the guest teacher.

Potential Resources & Existing Supports

There is a coalition of teachers who work with a community organizer from Nigeria. Together, they sponsor an annual teacher's conference in Yei. The conference is typically two days in length and teachers from Yei and surrounding counties are invited to participate for free. The community organizer provides financial sponsorship, as well as leadership for the local teachers.

There are schools in Yei and Morobo that have existing school buildings and faculty that are interested and would be able to host the professional development. In Yei there is the Yei Teacher's Training College that has classrooms and dormitory style housing for the guest teacher. There are additional guesthouses in Yei that are able to provide accommodations for the guest teacher.

Potential Barriers and Solutions

Political instability is a major barrier to the implementation of the professional development. The country is currently in the midst of an on-going civil war (British Broadcasting Corporation, 2015; Council on Foreign Relations, 2015; Dörie, 2015). In Yei, the political situation and security changes daily. The lack of reliable electricity is also a barrier that will need to be overcome in order to use technology. In addition, the idea of western best practices as tokens of imperialism is a potential barrier to the guest and host teachers working and learning together.

Planning will proceed according to the proposed timeline in spite of the political instability. One month prior to the proposed professional development, the political climate will be evaluated on a daily basis to determine whether hosting the professional development is safe and viable. Contacts in Yei will provide the most up to date information on the current political climate, safety, and viability for the training.

In order to limit power struggles associated with western best practices and imperialism, the visiting teacher will be called a guest teacher and the local teachers will be referred to as host teachers. From the first day of interaction between the guest teacher and host teachers the goal will be that each teacher is equal and valued. Each teacher has important insights and knowledge to share. There is not a "best way". The team, comprised of the guest teacher, host teachers, and host administration will work together to share, learn and grow together.

Proposal for Implementation and Timetable

The five-day professional development will take place at school sites within Yei and Morobo counties of South Sudan. It is important to receive the support of the stakeholders and establish memorandums of understanding (MOU's) with Yei Teacher's Training College, various school administrators, and possibly county government officials. The timetable for accomplishing objectives in South Sudan does not move at the same speed as timetables in western countries. I need to be mindful that taking the time to establish relationships is vitally important to the implementation of the project.

The goal for implementation of the first professional development is in the spring or summer of 2016. There are many factors that can speed up or slow down the timetable such as political instability, health crises, and natural disasters. The perseverance that I have grown in to complete the project study will be needed to a greater degree to successfully implement the project in South Sudan.

Roles and Responsibilities

Professional Development Organizer

The organizer will contact YTTC and schools to establish MOU's. The organizer will recruit guest teachers, make all travel arrangements and facilitate the necessary pretrip training sessions. The organizer will make the final decision after consulting key people to determine if it is safe to proceed with the professional development. The organizer will provide all of the resources for the professional development. The organizer will also be responsible for collecting the professional development evaluations from the guest teacher, host teachers, and host administrators.

Community Organizer

The community organizer will be an invaluable source of contacts for locations, schools, teachers, principals, government officials and local issues to be aware of in the planning and implementation stages. This role will be someone in the community that is already established, well connected, and well respected. The community organizer will also be in contact with the guest teacher prior to the professional development to provide safety and security updates.

Host School Administrator

Host school administrators will provide a safe meeting place for the professional development. They will introduce the guest teacher to the staff, facilitate observation/coaching schedule for the guest teacher, attend all of the professional development sessions, provide any necessary information to the organizer, and complete the professional development evaluation. In addition, the host school administrator will play a pivotal role in helping the guest teacher address the pedagogical needs of the staff.

Host Teachers

The host teachers may be new or experienced teachers who volunteer to participate as a school staff. The host teachers need to have at minimum a basic level of English speaking, reading and writing skills. The host teachers must teach at a school in Yei or Morobo counties. The host teachers will be responsible to attend all of the professional development sessions, host the guest teacher in their classroom for a minimum of two hours through out the week, contact the guest teacher for on-going dialogue as they have means to do so after the professional development, and complete the professional development evaluation.

Guest Teacher

It is necessary for the guest teacher to have taught for a minimum of five years in a K-12 setting. Preference would be given to guest teachers who also have experience in mentoring, and teaching adult learners. The guest teacher will need to speak English. The guest teacher does not need to have previously travelled abroad, but will need to have a current passport and international immunizations. The guest teacher will be responsible to observe and coach the host teachers, facilitate the professional development, contact the host teachers for on-going dialogue after the professional development, and complete the professional development evaluation.

Project Evaluation Plan

The overall goal of the professional development, for the guest teacher and host teachers is to work together to learn from each other about classroom management, lesson planning and differentiated instruction in order to improve pedagogy. The goal will be evaluated through the use of multiple assessments. The overall evaluation goals are to evaluate the initial knowledge and skills of the host teachers, knowledge and skills following the professional development and how the knowledge and skills are being implemented following the professional development.

A preprofessional development survey will be administered prior to beginning of the first day. At the conclusion of each day's professional development, the guest teacher will conduct daily formative evaluations of the day's professional development through the use of discussions, strategy cards, K-W-L charts and 3-2-1 reflections. The daily formative evaluation will allow the guest teacher to make adjustments in the delivery, format or content of the professional development. A summative evaluation will be given at the end of the professional development in the form of a postprofessional development survey in order to evaluate the overall effectiveness of the professional development. The survey will be given to the host administrator and host teachers at the conclusion of the professional development workshop. The guest teacher will complete a guest teacher self-assessment. A follow up survey will be administered to the host teachers. The assessments are located in Appendix A.

Buher-Kane, Peter, and Kinnevy (2005) suggested the use of a preworkshop survey, postworkshop survey, follow-up survey, presenter self-assessment, and overall conference evaluations. The ongoing evaluation strategy provides comparative data that will be used to improve future professional development sessions.

To effectively evaluate the project's strengths and limitations all of the stakeholders must be involved in the evaluation process. Ginsburg, Rose, and Adelman’s (2011) research concluded that successful teacher professional development projects engaged all of the stakeholders in not only the planning and implementation, but also the evaluation of the project. The key stakeholders of the professional development are: the organizer, host school administrator, host teachers, and guest teacher.

Project Implications

The ultimate purpose of the project is to positively impact social change in the key stakeholders of the project. The change in the stakeholders’ knowledge and skills will then have a positive effect on student learning. Individual students will be impacted by their teacher’s new pedagogical knowledge and insights. The host teachers’ pedagogical skills will be improved allowing them to teach more effectively. Guest teachers’ pedagogical skills will also be improved, and they will have new cultural awareness and sensitivity. The communities in Yei and Morobo will benefit from improved educational instruction that has been shown to provide stability in conflict areas (Inter-Agency Network for Education in Emergencies, 2013). The nation of South Sudan will have more teachers who have participated in professional development to enhance their knowledge and skills. The research affirms that teachers are the key to student learning (United Nations Educational, Scientific, and Cultural Organization, 2014; du Plessis & Mufazzar, 2010), and education is the key to supporting a nation's growth. Effective teachers who are qualified, competent, and confident in their practice will provide a solid foundation of educated individuals who are prepared to build and strengthen South Sudan.

Section 4: Reflections and Conclusions

Introduction

As a reflective practitioner, it is important to take the time to deliberate on the learning process, considering future possibilities for the project. It is reflection that allows us to improve the project with each iteration. The following sections follow the reflective process in the areas of: the project’s strengths and limitations; recommendations for alternate approaches; my role as scholar, project designer, and leader; the importance of the work; and the implications, applications, and directions for future research.

Project Strengths and Limitations

A key strength of the project is that it is grounded in current research that advocates for school-based professional development. The project design is sensitive to the many extenuating circumstances and challenges that impact the teacher's daily decisions. The professional development workshop is focused on strengthening the educational infrastructure of one of the world's newest nations. The project study also has the capability to be portable and flexible, possibly adaptable to other communities in the world. The project study benefits not only the host teachers, but also the guest teachers by exposing them to new experiences, strategies and cross-cultural exchange.

Limitations in addressing the problem of teacher training include the following: the majority of the guest teachers would most likely be female and the majority of the host teachers are male; the guest teacher is not South Sudanese, may not be completely accepted, and may be viewed with suspicion as an outsider; the host teachers may not fully comprehend the guest teachers' use of language, motives, or actions; there may be more schools interested in hosting a professional development workshop than there are available guest teachers; the results may be short lived.

The strengths and the limitations of the project must take into account the important topic of sustainability. Timperley (2008) stated, "Sustainability depends on both what happens during the professional development experience and on the organizational conditions that are in place when external support is withdrawn" (p. 24). To see results that last beyond the professional development workshop, the project must be sustainable. Sustainability involves all the stakeholders in each aspect of the project from the planning stage to implementation to evaluation and beyond.

Recommendations for Alternative Approaches

An alternative approach to the five-day professional development workshop is to host a professional development conference. The conference approach is well intended, but does not provide for long-term growth. Burns et al. (2015) have characterized this as a "standardized professional development program" (p. 30) that overlooks the unique settings of teachers in a crisis zone.

Facilitating long-term mentor relationships may be another alternative approach for professional development. Research has shown that the most effective professional development for long term benefits results from mentoring/coaching (Avalos, 2011; Burns et al., 2015). A concern is that there are not enough highly trained and effective teachers in South Sudan to provide mentoring.

An additional alternative approach for professional development is the development of a professional learning community that encompasses several schools. Research has shown that a teacher's involvement in a professional learning community does have a positive impact on student learning (Timperley, 2008). Learning and growing in a community of colleagues can provide a rich ground for positive change and interaction.

Scholarship, Project Development, and Leadership and Change

At the outset of this project study I would not have referred to myself as a scholar or practitioner. After several years of intense research, discussions with leaders in the field, fieldwork, data collection, analysis, and project design; I can confidently state that I am a scholar, as well as practitioner in the field of higher education and adult learning. I am able to discuss and clearly articulate my ideas with those in the field of higher education and with respected leaders working in South Sudan.

Following the completion of the first review of literature I was uneasy about passing the IRB phase because it would necessitate completion of a second review of literature. The review of literature had always been a daunting task in my mind, but at the conclusion of the project design, it was the two literature reviews that best prepared me for the fieldwork of data collection and designing the project. The literature reviews gave me the necessary context and cultural information to be an informed, scholarly practitioner.

As I reflect on what it means to be a project developer, I am filled with a strong sense of pride that I was able to develop a project that I am proud to support, a project that benefits teachers in need, and a project that goes beyond my own sense of self. It is fulfilling to see the culmination of many years of hard work. Looking back I can see how my experiences in designing intern teacher workshops, graduate classes, mentoring and completing doctoral coursework in higher education and adult learning have all prepared me to design the professional development workshop for teachers in South Sudan.

The entire process of the project study has been an exercise in endurance, an opportunity to persevere even when obstacles arose. When I felt like giving up, I would catch a glimpse of a child's face as she patiently waited with her parents to enroll her in a school that had no books, no desks, no walls, and the teachers had not been paid in months. It was in those times that I was challenged by my own lack of inner strength, and encouraged by the child's smile to press on for the betterment of education in South Sudan. I have emerged as a leader who will continue to be a voice for South Sudanese teachers.

Reflection on the Importance of the Work

Throughout the project study I have witnessed teachers in Yei and Morobo teaching in extreme circumstances with little to no support. Their joy and perseverance have been contagious. In designing and implementing the project, I know that my hard work pales in comparison to the daily work of my colleagues in South Sudan. The professional development will provide much needed training, as well as affirm the teacher’s dedication to strengthen South Sudan through the avenue of providing education to the next generation of leaders, entrepreneurs, business owners, and civil servants.

Implications, Applications, and Directions for Future Research

The implications of the five-day school-based professional development range from individual teacher's improved pedagogical skills to improved education for students in Yei and Morobo counties. The five-day school-based professional development workshop could be a model for professional development for teachers with limited resources in conflict zones in other parts of the world.

For future professional development it would be beneficial to include a counselor trained in posttraumatic stress disorder and refugee issues. The counselor would meet with the host teachers throughout the five days of professional development. Professional development that is designed with the teachers' mental and emotional health in mind can deliver far more positive results (Burns et al. 2015).

Beyond the scope and size of this project it would be advantageous to begin to partner with the local Teacher Training College in Yei to provide professional development opportunities for tutors/instructors. The professional development would provide training in pedagogy, as well as andragogy, which many tutors have not received (Vavrus et al., 2011). Providing professional development for both teachers and tutors could provide a rich network of professional learning communities in Yei and Morobo counties.

Future research in regards to the project study would include the following topics: preprofessional development training for guest teachers, the effect of the observing, coaching and professional development on the guest teachers; students' receptiveness to the host teachers' new knowledge and skills; long-term relationships between the host teachers and the guest teachers.

Conclusion

Burns' (2011) research showed that a highly qualified and well-trained teacher is the greatest predictor of a student's success in school. A key to providing stability to an area in conflict is to train teachers who in turn have the greatest impact in the lives of their students (Inter-Agency Network for Education in Emergencies, 2013). The fragile nation of South Sudan is in desperate need of trained teachers who can guide their students towards a peaceful and prosperous future. The five-day professional development workshop is a step towards a more peaceful tomorrow in South Sudan.

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Appendix A: Professional Development/Training Curriculum and Materials

Time	Agenda	Resources Needed	Facilitator/Guest Teacher Notes
Day 1	**Team Building**		
20 min.	Welcome and introductions	If multimedia tools are available use the PowerPoint	*Introduce yourself, and shake each teachers hand as a formal greeting.
60 min.	Preworkshop survey, collected and reviewed	Copies of workshop booklets for each teacher	*Review the preworkshop survey by reading each question out loud and answering questions. Pay close attention to vocabulary that the host teachers may be unfamiliar with. Allow sufficient time for host teachers to complete the survey.
		Colored markers	*Ask the teachers to share about themselves by answering questions on a piece of colored copy paper.
60 min.	Kori Box activity	2 sheets of colored copy paper per teacher	*Ask the host teachers to write down their name, birthplace, family (spouse, children, siblings), how many years they have been a teacher, favorite thing about teaching, favorite food. Take time to allow the host teachers to write down their responses before asking the next questions, model by writing your own as well, you can also add additional questions and ask the teachers to share out loud if they feel comfortable. This activity will give you an opportunity to gauge their English comprehension, speaking and writing skills. Use this knowledge for modifying the workshop to meet their level. *Model step by step how to make the top of a Kori box, discuss that the Japanese make Kori boxes to store things. Would this work in South Sudan? Have the host teachers make the top of their box along with you with their colored copy paper that they wrote on.' *Ask the teachers to now make the bottom of their box with another piece of colored paper. You are modeling guided practice and independent practice teaching techniques. Encourage the teachers to help each other if they forgot a step.

			*Praise the host teachers on their efforts and Kori boxes. Set the Kori boxes to the side to be used at the beginning of the next day's session (make sure to take them with you because they may be eaten by rats if left unattended).
20 min.	Tea break	Provide bottled water for host teachers	*Take a tea break and visit with host teachers.
30 min.	Goal setting	White poster paper	*Facilitate a discussion on professional development goals/objectives. Write down responses on white poster paper.
30 min.	Observation/coaching overview, questions, and schedule		*Discuss the roles and guidelines of observation/coaching. Provide time to answer questions, and make an observation/coaching schedule.
20 min.	Strategy cards, questions, and review	Colored cardstock to write down strategies	*Ask host teachers what instructional strategies were used today, and ask them to write down on colorful cardstock.
			*Ask if there are any questions, and take time to answer all questions.
Total Time- 4 hours			
Day 2	**Classroom Management**		
30 min.	K-W-L chart	White paper Colored markers	*Introduce and model a K-W-L Chart about classroom management
			*Discuss they key to effective classroom management is building a sense of community- each student has a unique gift that they bring to the classroom just as each of teacher is unique.
30 min.	Creating a classroom community activity- Kori boxes	Kori boxes	*Pass out the Kori boxes from the previous day. Pick one host teacher's box that is not overly sensitive. Talk about the things they wrote on their box, and then crush it with your hands. Ask them how they felt, and ask them to repair it so that it looks new.

			*Discuss how words and actions can crush our student's boxes and destroy our classroom community. Provide the host teacher with a new Kori box. *Facilitate a discussion about how teachers in South Sudan can build and strengthen their classroom communities? Write down responses on white paper.
40 min.	Every Kid Needs a Champion video	Laptop or iPad with Whole Brain Teaching example video and Rita Pierson's video Auxiliary speakers	*Show Rita Pierson's talk, "Every Kid Needs a Champion" *Facilitate a discussion on how we can be a child's champion.
20 min.	Tea break	Provide bottled water for host teachers	*Take a tea break and visit with host teachers
60 min.	Introduction to Whole Brain Teaching		*Introduce Whole Brain Teaching
10 min.	Example video		*Show video and discuss what parts may work in their classrooms
30 min.	K-W-L chart		*Fill in the L (what was learned about classroom management) on the K-W-L chart
20 min.	Strategy cards, questions, and review	Colored cardstock to write down strategies	*Ask host teachers what instructional strategies were used today, and ask them to write down on colorful cardstock. *Ask if there are any questions, and take time to answer all questions.
Total Time- 4 hours			
Day 3	**Lesson Planning**		*S'MORE Modeling effective lesson planning techniques: *Goal/Objective*- Discuss the Goal/Objective today in regards to lesson planning; *Anticipatory Set*- Tell a story about S'MORES, interject references to American culture, campfire, cooking;

60 min.	S'MORE lesson plan modeling/activity	S'MORE ingredients for each teacher: skewers, graham crackers, marshmallows, chocolate, candle, lighter, S'MORE baggies for take home	*Input*- Introduce that they will learn how to make an American S'MORE today; *Modeling*- Step by Step show students how to make a S'MORE, remember to Introduce unfamiliar vocabulary words, check for understanding by asking questions; *Guided Practice*- check for understanding by asking each host teacher to make their own S'MORE; *Independent Practice*- Provide the take home S'MORE bags for each host teacher to make at home and share with their family; *Closure*- Ask review questions
60 min.	Discuss and complete the blank lesson plan as a whole group		*Link the S'MORE Activity to the lesson planning techniques by writing a lesson plan together as a whole group based on the S'MORE lesson that was modeled earlier.
20 min.	Tea break	Provide bottled water for host teachers	*Take a tea break and visit with host teachers.
80 min.	Lesson Plan writing with feedback and checking for understanding		*Using a blank lesson plan template have the teachers begin writing a lesson plan that they will teach this week and be observed teaching. Provide time for feedback, coaching, and peer sharing.
20 min.	Strategy cards, questions, and review	Colored cardstock to write down strategies Colored markers	*Ask host teachers what instructional strategies were used today, and ask them to write down on colorful cardstock. *Ask if there are any questions, and take time to answer all questions.
Total Time- 4 hours			
Day 4	**Differentiated Instruction**		
30 min.	Mind Map	Colored markers	*As a group complete a mind map about differentiated instruction? What is a word that is used in your local language that means to teach/treat someone differently?

20 min.	Puzzle Activity Anticipatory Set	2- 4 puzzles: 2 one color, 2 with pictures	*Have host teachers work in teams of two to complete the two different puzzles and time how long it takes them to complete each puzzle. *Facilitate a discussion on which puzzle was the easiest to complete, and lead in to a discussion of differentiated instruction.
60 min.	Multiple Intelligences		*Introduce multiple intelligences, and have host teachers complete their own assessment. Provide assistance for unknown vocabulary or confusing questions.
20 min.	Tea break	Provide bottled water for host teachers	*Take a tea break and visit with host teachers.
60 min.	Learning Styles		*Introduce learning styles and have each host teacher complete their own assessment. Provide assistance for unknown vocabulary or confusing questions.
30 min.	3-2-1 Review Activity		*Model and then have host teachers complete their own 3-2-1 Review Activity. Ask for volunteers to share their responses. Take sufficient time to answer questions.
20 min.	Strategy cards, questions, and review	Colored cardstock to write down strategies	*Ask host teachers what instructional strategies were used today, and ask them to write down on colorful cardstock. *Ask if there are any questions, and take time to answer all questions.
Total Time- 4 hours			
Day 5	**Review & Closing**	Laminate strategy cards that were written by the host teachers	*Prior to the last day laminate all of the instructional strategy cards that the teachers wrote to give to the host teachers to hang in their school

60 min.	A-Z Strategy List Review Activity	White poster paper Colored markers	*Facilitate the host teachers in an A-Z review activity. On a series of white paper/ poster board posted around the room, have the teachers write down everything they have learned over the past five days that corresponds with each specific letter in the alphabet. As an entire group go over the A-Z List.
40 min.	Revisit goals/objectives made on first day		*Go over the goals/objectives made on the first day and ask teachers if they were met and provide examples.
20 min.	Tea break	Provide bottled water for host teachers	*Take a tea break and visit with host teachers.

70 min.	Power Sticks Farewell activity	4 to 6- inch long sticks, enough for each teacher to have a stick representing each of the teachers	*Power Sticks- Hold up one stick, and tell a story about how a stick in nature is not alone. The stick is a part of a larger tree/ bush. It is easy for one stick to be broken in a storm (break the stick), but much harder for a tree to be blown over. We are each a stick working together we make a tree of knowledge and life for our students.	
		Colorful ribbon, yarn, beads, glue, scissors	*Hold up one stick for each teacher that you have already decorated, and talk about the positive qualities you have observed this week while working with each teacher. Put all the sticks together in a bundle and tie together. Ask someone to try to break the bundle with one hand. Discuss how when we work, learn, and grow together in harmony- we are just like the big tree that is unable to be moved. This is the future for our students and the nation of South Sudan.	

			* Pass out sticks to each teacher. Each teacher should receive enough sticks to represent each teacher. Have the teachers to decorate their power sticks with the ribbon, yarn, and beads to place in their classrooms as a reminder of the power we have in working together. *Ask each teacher to show their power sticks, and one positive attribute about each teacher.
10 min.	Sharing contact information		*Share contact information for continued discussions between both the host and guest teachers.
40 min.	Post-workshop survey		*Ask teachers to complete the postworkshop survey.
Total Time- 4 hours			
Additional Training As Needed (best used if it follows the training on lesson planning)	**Teaching English Language Learners**		
	Presession preparation	Chinese hanfu for the guest teacher to wear Agenda written on the black board in Mandarin Classroom labels in Mandarin	*Guest teacher wears the traditional Chinese hanfu and does not speak any English at the beginning of the session. *Place the classroom labels in Mandarin at the appropriate item in the room.
10 min.	Welcome and questions	Laptop or iPad with Mandarin teaching example	*Greet the host teachers in Mandarin by saying, “Nín hǎo, huānyíng lái dào jīntiān de bān” and bowing

			*Instruct certain students to switch seats by saying, “Qǐng zuò zài zhèlǐ”
			*In Mandarin ask if there are any questions, “Nǐ yǒu rènhé wèntí”
5 min.	Teaching video in Mandarin	Auxiliary speakers	*Show a teaching video in Mandarin.
40 min.	Discussion		*In English ask if any of the host teachers can identify the language and culture represented by the outfit, spoken or written language. Ask the host teachers to share what it was like for them when they learned a second language. *Write down key words or feeling on the blackboard or poster paper as the teachers are sharing. *Lead a discussion with the teachers on how it felt to not understand any of the language, culture, or customs.
40 min.	Facts, key vocabulary, and teaching tips about English Language Learners		*Introduce facts, key vocabulary, and teaching tips for English Language Learners.
20 min.	Tea break	Provide bottled water for host teachers	*Take a tea break and visit with host teachers.
20 min.	Four Corners activity	White paper	*Model a classroom teaching strategy for English Language Learners called Four Corners. Place four pieces of paper in each corner of the room with different answers to questions about the facts, key vocabulary, and teaching tips that were introduced earlier. For example, if the question is “What is the most important thing to help English Language Learners in the classroom?” On each of the four pieces of paper record one answer: classroom community, curriculum, the teacher, and classroom supplies (desks, blackboard). Draw pictures to represent the answers as well. Write the question on the board. Ask the host teachers the questions, and have them go to the corner with the answer that they chose. Have each group share why they chose that answer. Emphasize that there is not one correct answer. Repeat the process with several additional questions.

		Colored markers Tape or tacks	*Lead a discussion on how the Four Corners activity is good for English Language Learners (pictures, choice, no one right answer, allows for teacher to check for understanding, small group, wait time).
80 min.	Teaching strategies for English Language Learners	If multimedia tools are available use the PowerPoint	*Divide host teachers into groups of 2-4. Provide each group with 5 teaching strategies to choose from. Each group will be assigned either facts, key vocabulary, or teaching tips to teach all the host teachers using the strategy that they selected. Each group works together to present, and the guest teacher monitor and assists. *Groups present the teaching strategy. After each strategy lead a discussion in how this strategy helps English Language Learners.
20 min.	Review		*Use the activities of this session to review lesson planning. Write each of the steps of lesson planning on the blackboard, and ask the host teachers what each step was in today's session. For example: *Objective*- Teachers will be able to use effective teaching strategies in their classrooms to help second language learners; *Anticipatory Set*- Guest teacher wearing hanfu, speaking Mandarin, agenda in Mandarin; *Direct Instruction*- Lecture on facts, key vocabulary, and teaching tips for English Language Learners; *Modeling*- Four Corners activity; *Guided Practice*- Groups presenting a strategy; *Checking for Understanding*- Teacher observation, discussion, group presentation; *Independent Practice*- Using a strategy in their own classroom; *Closure*- Review of lesson planning and how it is incorporated into everything we teach.

5 min. **Total Time- 4 hours** **Total Training Time- 24 hours**	Questions & closing		*Ask if there are any questions, and take time to answer all questions. *Close by saying thank you and goodbye in Mandarin and bowing, “ Xièxiè dàjiā, zàijiàn”

Professional Development Workshop

> Who dares to teach must never cease to learn.
>
> ~John Cotton Dana

[Insert School Site Name]

[Insert Date]

Daily Agenda

Day	***Agenda***
Day 1	*Team Building* • Pre-workshop survey • Kori box activity • Tea break • Goal/objective setting • Observation/coaching review, questions, and schedule • Strategy cards
Day 2	*Classroom Management* • K-W-L chart • Creating a classroom community • Tea break • Whole Brain Teaching • K-W-L chart • Strategy cards
Day 3	*Lesson Planning* • SMORE's • Elements of lesson planning • Tea break • Lesson plan writing • Strategy cards
Day 4	*Differentiated Instruction* • Mind map • Puzzle • Multiple intelligences • Tea break • Learning styles • 3-2-1 review activity • Strategy cards
Day 5	*Review & Closing* • A-Z review activity • Revisit goals/objectives • Tea break • Power Sticks farewell activity • Post-workshop survey

Day 1 – Team Building

My goals/objectives for this professional development workshop are…

My observation time is…	
My coaching time is…	

Day 2 - Classroom Management

K-W-L Chart

What I KNOW	What I WANT to Learn	What I LEARNED

Day 2 - Classroom Management

Whole Brain Teaching

Notes	Strategies I can use …

Tell me and I forget. Show me and I remember. Involve me and I understand.
-Chinese Proverb

Day 3 - Lesson Planning

Elements of Lesson Planning

Element 1: ____________________

Element 2: ____________________

Element 3: ____________________

Element 4: ____________________

Element 5: ____________________

Element 6: ____________________

Element 7: ____________________

Element 8: ____________________

The mediocre teacher tells. The good teacher explains.
The superior teacher demonstrates. The great teacher inspires.
-William A. Ward

Day 3 - Lesson Planning

Lesson Plan Template

Grade:	***Subject:***
Review	
Anticipatory Set	
Goal/Objective	
Input & Modeling	
Checking for Understanding	
Guided Practice	
Independent Practice	
Closure	

Day 4 - Differentiated Instruction

What is differentiated instruction?

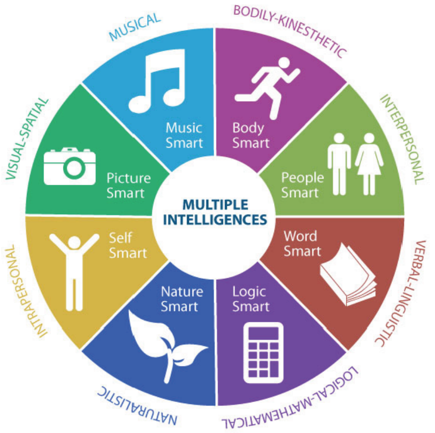
Differentiated Instruction Mind Map

Differentiated

Instruction

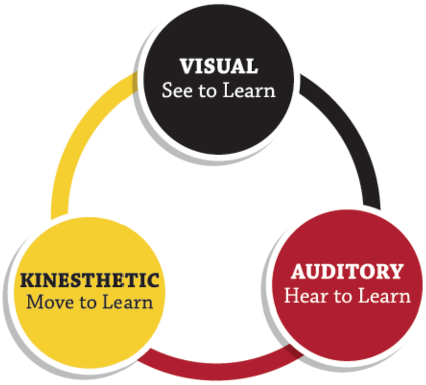
Day 4 - Differentiated Instruction

Multiple Intelligences

My top 3 multiple intelligences are…	1. 2. 3.
Strategies I can use …	 MUSICAL BODILY-KINESTHETIC INTERPERSONAL VERBAL-LINGUISTIC LOGICAL-MATHEMATICAL NATURALISTIC INTRAPERSONAL VISUAL-SPATIAL Music Smart Body Smart People Smart Word Smart Logic Smart Nature Smart Self Smart Picture Smart MULTIPLE INTELLIGENCES

Day 4 - Differentiated Instruction

Learning Styles

My primary learning style is… Strategies I can use …	 VISUAL See to Learn KINESTHETIC Move to Learn AUDITORY Hear to Learn

Day 4 - Differentiated Instruction

3-2-1 Review

3 new things I learned	1. 2. 3.
2 new ideas I am going to use in the classroom	1. 2.
1 question I have	1.

Day 5 – Review & Closing

My Favorite A-Z Strategies

To continue the conversation, write contact information for guest and/or host teachers below:

Day 5 – Review & Closing

Post- Professional Development Workshop Survey

Your feedback is important. We would appreciate if you could take a few minutes to complete the survey. Please return this form to the guest teacher or organizer at the end of the professional development workshop. Thank you.

	Strongly Disagree (1)				**Strongly Agree (5)**
I gained new insights and skills.	1	2	3	4	5
The workshop was applicable to teaching.	1	2	3	4	5
The guest teacher was knowledgeable.	1	2	3	4	5
I was valued and respected.	1	2	3	4	5
The guest teacher was a good communicator.	1	2	3	4	5
The material was presented in an organized manner.	1	2	3	4	5
I will recommend this workshop to other teachers.	1	2	3	4	5

Was this workshop: ☐ Too short ☐ Correct length ☐ Too long

In your opinion, was this workshop: ☐ Introductory ☐ Intermediate ☐ Advanced

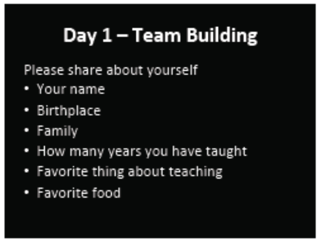
Please rate the following:	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**
Visuals	☐	☐	☐	☐	☐
Handouts	☐	☐	☐	☐	☐
The workshop overall	☐	☐	☐	☐	☐

How could this workshop be improved?

South Sudan Professional Development Workshop Presentation

Professional Development

[Insert School Name]
[Insert Date]

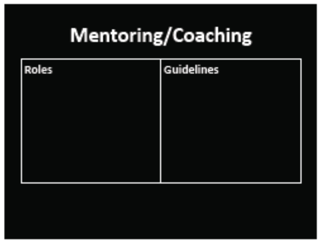


Day 1 – Team Building

Please share about yourself

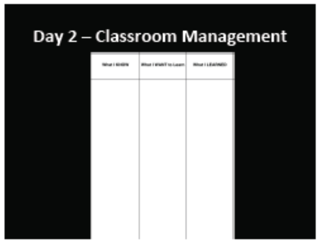
- Your name
- Birthplace
- Family
- How many years you have taught
- Favorite thing about teaching
- Favorite food

Goals/Objectives



Mentoring/Coaching

Roles	Guidelines



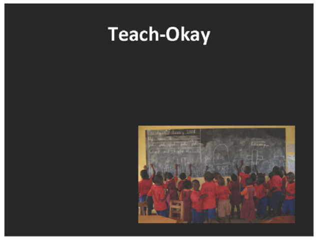
Day 2 – Classroom Management

What I KNOW	What I WANT to Learn	What I LEARNED

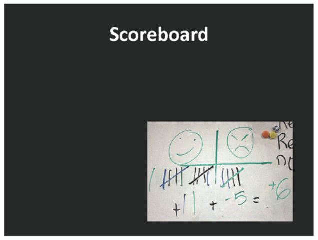
Class-Yes & Hands and Eyes

Micro Lecture

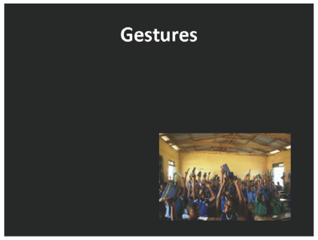
- attention of your students.



Teach-Okay



Scoreboard

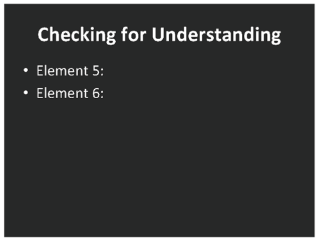


Gestures

Day 3 – Lesson Planning

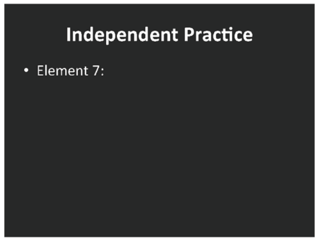
Preparing the Students to Learn

- Element 1:
- Element 2:
- Element 3:



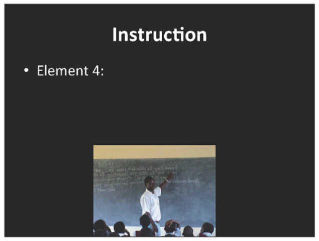
Checking for Understanding

- Element 5:
- Element 6:



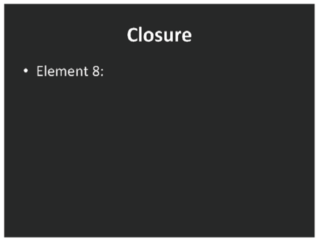
Independent Practice

- Element 7:



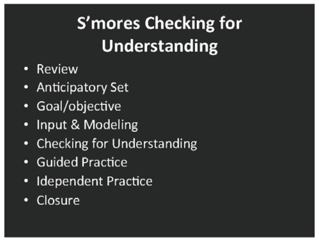
Instruction

- Element 4:



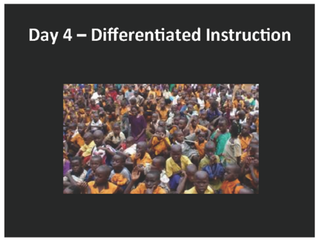
Closure

- Element 8:

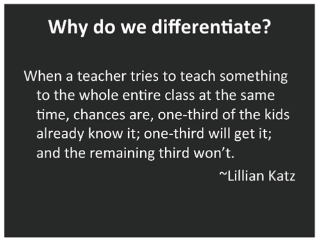


S'mores Checking for Understanding

- Review
- Anticipatory Set
- Goal/objective
- Input & Modeling
- Checking for Understanding
- Guided Practice
- Idependent Practice
- Closure



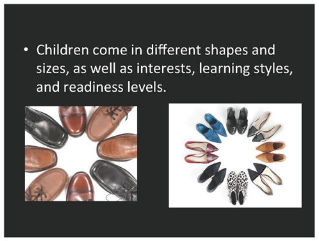
Day 4 – Differentiated Instruction



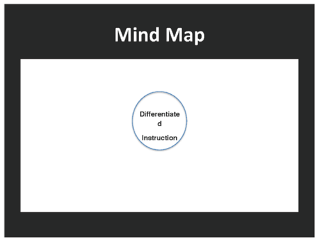
Why do we differentiate?

When a teacher tries to teach something to the whole entire class at the same time, chances are, one-third of the kids already know it; one-third will get it; and the remaining third won't.

~Lillian Katz

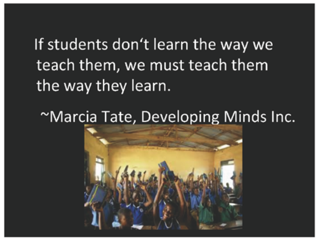


- Children come in different shapes and sizes, as well as interests, learning styles, and readiness levels.



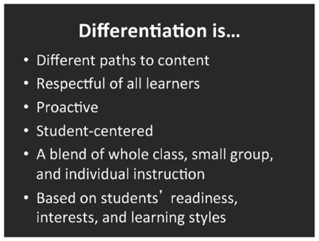
Mind Map

Differentiate
d
Instruction



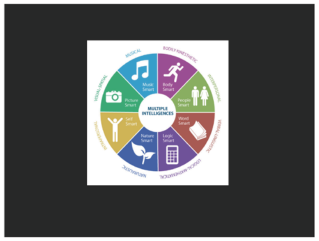
If students don't learn the way we teach them, we must teach them the way they learn.

~Marcia Tate, Developing Minds Inc.

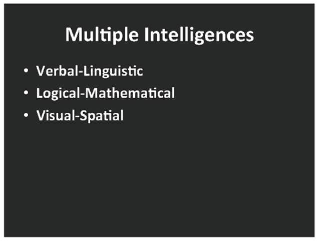


Differentiation is…

- Different paths to content
- Respectful of all learners
- Proactive
- Student-centered
- A blend of whole class, small group, and individual instruction
- Based on students' readiness, interests, and learning styles

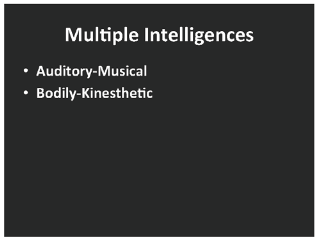


MULTIPLE INTELLIGENCES
MUSICAL
Music Smart
BODILY-KINESTHETIC
Body Smart
INTERPERSONAL
People Smart
VERBAL-LINGUISTIC
Word Smart
LOGICAL-MATHEMATICAL
Logic Smart
NATURALISTIC
Nature Smart
INTRAPERSONAL
Self Smart
VISUAL-SPATIAL
Picture Smart



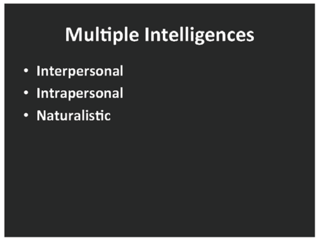
Multiple Intelligences

- Verbal-Linguistic
- Logical-Mathematical
- Visual-Spatial



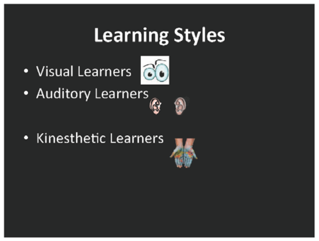
Multiple Intelligences

- Auditory-Musical
- Bodily-Kinesthetic



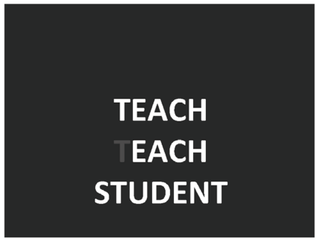
Multiple Intelligences

- Interpersonal
- Intrapersonal
- Naturalistic

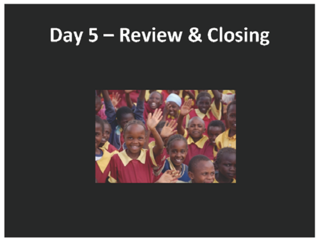


Learning Styles

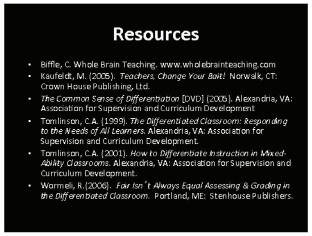
- Visual Learners
- Auditory Learners
- Kinesthetic Learners



TEACH
TEACH
STUDENT



Day 5 – Review & Closing



Resources

- Biffle, C. Whole Brain Teaching. www.wholebrainteaching.com
- Kaufeldt, M. (2005). *Teachers, Change Your Bait!* Norwalk, CT: Crown House Publishing, Ltd.
- *The Common Sense of Differentiation* [DVD] (2005). Alexandria, VA: Association for Supervision and Curriculum Development
- Tomlinson, C.A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Wormeli, R.(2006). *Fair Isn´t Always Equal Assessing & Grading in the Differentiated Classroom.* Portland, ME: Stenhouse Publishers.

Assessment Plan

Pre-Professional Development Workshop Survey

How do you define classroom management?

How do you plan a lesson?

Please list anything that you do to help students who are struggling academically or behaviorally?

Post- Professional Development Workshop Survey

Your feedback is valuable. We would appreciate if you could take a few minutes to complete the survey. Please return this form to the guest teacher or organizer at the end of the professional development workshop. Thank you.

	Strongly Disagree (1)				**Strongly Agree (5)**
I gained new insights and skills.	1	2	3	4	5
The workshop was applicable to teaching.	1	2	3	4	5
The guest teacher was knowledgeable.	1	2	3	4	5
I was valued and respected.	1	2	3	4	5
The guest teacher was a good communicator.	1	2	3	4	5
The material was presented in an organized manner.	1	2	3	4	5
I will recommend this workshop to other teachers.	1	2	3	4	5

Was this workshop: ☐ Too short ☐ Correct length ☐ Too long

In your opinion, was this workshop:

☐ Introductory ☐ Intermediate ☐ Advanced

Please rate the following:	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**
Visuals	☐	☐	☐	☐	☐
Handouts	☐	☐	☐	☐	☐
The workshop overall	☐	☐	☐	☐	☐

How could this workshop be improved?

Guest Teacher Self Assessment

	Strongly Disagree (1)			**Strongly Agree (5)**	
I included the host teachers in goal setting.	1	2	3	4	5
I valued the host teacher's experiences.	1	2	3	4	5
I shared new insights and skills.	1	2	3	4	5
I was well prepared.	1	2	3	4	5
I maintained a safe and respectful environment.	1	2	3	4	5
I was a good communicator.	1	2	3	4	5
I presented the material organized manner.	1	2	3	4	5
I was sensitive to cultural issues.	1	2	3	4	5
I was sensitive to language issues.	1	2	3	4	5
I sufficiently addressed the learning objectives/goals.	1	2	3	4	5
I gained the respect of the host teachers.	1	2	3	4	5

Was this workshop: ☐ Too short ☐ Correct length ☐ Too long

In your opinion, was this workshop: ☐ Introductory ☐ Intermediate ☐ Advanced

Please rate the following:	**Poor**	**Fair**	**Good**	**Very Good**	**Excellent**
Visuals	☐	☐	☐	☐	☐
Handouts	☐	☐	☐	☐	☐
The workshop overall	☐	☐	☐	☐	☐

How could this workshop be improved?

Follow Up Workshop Survey

How has your classroom management changed since the workshop? Please provide specific examples.

List the elements of lesson planning that you use each week?

How have you been able to differentiate instruction for your students? Please provide specific examples.

Adapted from
Burns, M. (2011). *Distance education for teacher training: Modes, models, and methods.* Washington, DC, USA: Education Development Center. Retrieved from http://j.mp/1NxGhib

Appendix B: Field Notes/ Observation Guide

Date/Time	Grade(s)	Number of students in the class
Class location		School name
Number of male students		Number of female students

Classroom setting

Instructional strategies used	Instructional tools used

Field Notes	Observer's Comments

Appendix C: Interview Questions

Location of Interview

Location of current teaching assignment

Gender

Age

What was your educational background, what schooling have you had?

- -Primary school
- -Secondary School
- -University
- -Teacher Training/College

Why did you decide to become a teacher?

Did you have teacher training?

If yes, what kind?

If yes, was it adequate?

What do you enjoy most about teaching?

What are your biggest challenges as a teacher?

What do you think is most important training for new teachers in South Sudan?

What type of training would you appreciate in order to be able to meet your students' needs?

Appendix D: Acronyms & Non-comprehensive list of NGOs and agencies who have helped in the development of education in South Sudan

Education development partners are market with an asterisk (*)

*ACROSS – Across is an inter-denominational development agency in South Sudan that has no published acronym.

*ADRA – Angolan Association for Rural Development

AES – Alternative Education System

*ALARM – African Leadership and Reconciliation Ministries

ALP – Accelerated Learning Program

*AusAID – Australia Agency for International Development

*BRAC – Bangladesh Rural Advancement Committee

*BSF – Basic Services Fund

*CASS – Canadian Aid for South Sudan

CDC – Curriculum Development Center

CECs – County Education Centers

CFS – Child Friendly Schools

*CIDA – Canadian International Development Agency

CPA – Comprehensive Peace Agreement

*CRS – Catholic Relief Services

cpd – continuing professional development

*DANIDA – Danish International Development Agency

*DFID – Department for International Development (UK)

ECC – Education Coordination Committee

*EDC – Education Development Center

*EEPCT – Education in Emergencies and Post-Crisis Transition (UNICEF and the Netherlands)

*EFA – Education for All

EMIS – Education Management Information System

*Episcopolians

ERP – Education Rehabilitation Project

ESN – Education Support Network

FBO – Faith Based Organization

FBO – Faith Based Organization

FTTTP – Fast Track Teacher Training Program

*GEM – Girls Education Movement

*GoSS/GOSS – Government of South Sudan

*HASS – Humanitarian Assistance for Southern Sudan. HASS is a nonprofit, nonpolitical and nonpartisan, Sudanese indigenous nongovernmental organization. Since its inception in 1995, the organization has been working with Southern Sudanese in Kenya, and in Southern Sudan. HASS has been involved in Schools Construction work in Southern Sudan since 1998. The main fields of HASS activities and expertise which are consistent with the current BSF priorities include initiation, management and provision of support for Primary Schools, Secondary Schools, Training Institutions, and construction of education infrastructures.

*Hope & Grace International

*Intersos – (International SOS) recognized by the Italian Ministry for Foreign Affairs

*IRC – International Rescue Committee

*IRI – Interactive Radio Instruction

*JDO – Joint Development Organization

*JDT – Joint Donor Team. The Joint Donor Team was established in 2006, by the Netherlands, Norway, Sweden and the United Kingdom, later joined by Denmark and Canada. The staff of the Joint Donor Team represents all six countries and reports to a Strategic Management Board (SMB) consisting of heads of the respective agencies in South Sudan. The six Governments of Canada, Denmark, Netherlands, Norway, Sweden and the United Kingdom established the JDT to strengthen their development efforts in South Sudan.

*JICA – Japanese International Cooperation Agency

*JRS – Jesuit Refugee Service

MDGs – Millennium Development Goals

*MDTF – Multi-Donor Trust Fund (http://www.mdtfss.org/education-rehab.shtml)

MITEP – Mubende Integrated Teacher Education Project (Ugandan)

MOE – Ministry of Education

MOEST – Ministry of Education, Science and Technology

MPTF – Multi Partner Trust Fund (http://mptf.undp.org/)

*MRDA – Mundri Relief and Development Association

NCP – National Congress Party (of Sudan)

NITEP – Northern Integrated Teacher Education Project (Ugandan)

*NORAD – Norwegian Church Aid

*NRC – Norwegian Refugee Council

OER – Open Educational Resources (from the TESSA project by the Open University of the United Kingdom)

*RRC – Rural Refugee Council

RTTIs – Regional Teacher Training Institutes, also known as TTI

SAT's – Social Advocacy Teams

SBA – Sudanese Business Association

*SBEP – Sudan Basic Education Program (2004). The Sudan Basic Education Program (SBEP) is a multi-year local capacity development program initiated by USAID to meet the most pressing educational needs of South Sudan. Financed by USAID/REDSO/ESA, SBEP falls under USAID's Strategic Objective One "Enhanced Environment for Conflict Resolution" and it's Intermediate Result 1.3 "Increased Access to Information, Education and Communication through Increased Equitable Access to Quality Education in South Sudan". The Sudan Basic Education Program (SBEP) working through a consortium including CARE, the University of Massachusetts, and the American Institutes for Research is coordinating and collaborating closely with the Secretariat of Education (SOE), the national SPLM agency for education, in the development, implementation and monitoring of standardized formal and nonformal education programs across the South Sudan.

*SC – Save the Children

*SCiSS – Save the Children in South Sudan (UN)

*SIDA – Swedish International Development Agency

SoE/SOE – Secretariat of Education

SPA – Sudan Peace Agreement

*SRS – Sudan Radio Service

SSI – South Sudan Institute

SSIRI – South Sudan Interactive Radio Instruction

SSTEP – South Sudan Teachers Education Program (USA)

*SSUDA - South Sudan Development Agency International Inc (Australia)

*TEAR - Transformation, Empowerment, Advocacy, Relief

TESSA – Teacher Education in Sub-Saharan Africa

TLMs – teaching and learning materials

TSN – Teacher Support Network

TTI – Teacher Training Institutes (usually regional)

*UKAID – United Kingdom Agency for International Development

UNESCO United Nations Educational, Scientific and Cultural Organization

*UNHCR – United Nationas High Commissioner for Refugees

UNICEF – United Nations International Children’s Education Fund

UPE – Universal Primary Education

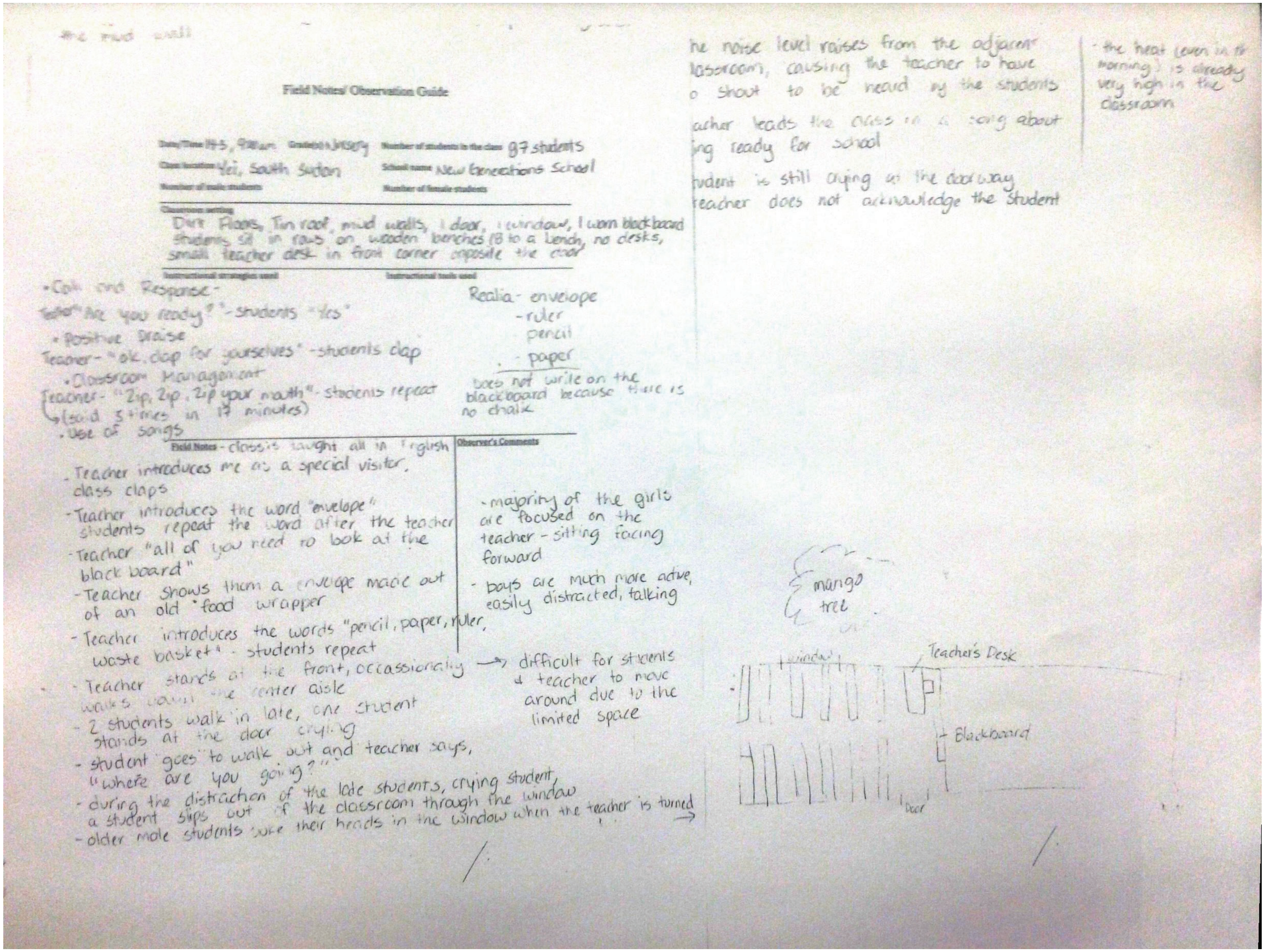
*USAID – United States Agency for International Development

*Windle Trust

*Winrock International

*World Relief

Appendix E: Handwritten Field Notes/Observation Guide for Nursery Class, Yei



the mud wall

Field Notes/ Observation Guide

Date/Time 14-5, 9:30 a.m. **Grade(s)** Nursery **Number of students in the class** 87 students
Class location Yei, South Sudan **School name** New Generations School
Number of male students **Number of female students**

Classroom setting
Dirt Floors, Tin roof, mud walls, 1 door, 1 window, 1 worn blackboard
students sit in rows on wooden benches (8 to a bench, no desks,
small teacher desk in front corner opposite the door

Instructional strategies used
- Call and Response -
Teacher "Are you ready?" - students "Yes"
- Positive Praise
Teacher - "ok, clap for yourselves" - students clap
- Classroom Management
Teacher - "Zip, zip, zip your mouth" - students repeat
(said 5 times in 17 minutes)
- Use of songs

Instructional tools used
Realia - envelope
- ruler
- pencil
- paper

Does not write on the blackboard because there is no chalk

Field Notes - class is taught all in English
- Teacher introduces me as a special visitor, class claps
- Teacher introduces the word "envelope" students repeat the word after the teacher
- Teacher "all of you need to look at the black board"
- Teacher shows them a envelope made out of an old food wrapper
- Teacher introduces the words "pencil, paper, ruler, waste basket" - students repeat
- Teacher stands at the front, occassionally walks down the center aisle
- 2 students walk in late, one student stands at the door crying
- student goes to walk out and teacher says, "where are you going?"
- during the distraction of the late students, crying student, a student slips out of the classroom through the window
- older male students poke their heads in the window when the teacher is turned →

he noise level raises from the adjacent lassroom, causing the teacher to have o shout to be heard by the students

acher leads the class in a song about ing ready for school

tudent is still crying at the doorway
teacher does not acknowledge the student

Observer's Comments
- majority of the girls are focused on the teacher - sitting facing forward
- boys are much more active, easily distracted, talking
→ difficult for students & teacher to move around due to the limited space
- the heat (even in the morning) is already very high in the classroom

Appendix F: Transcription of Interview with teacher from Kenji Primary School, Yei

06 Kenji Primary School

Interviewer: [0:05] I'm at Kenji primary school in Yei with a existing primary teacher who is going to answer the following questions. [background noise and crosstalk] Thank you for joining me today. I appreciate your time to talk with me.

Interviewer: [0:26] Let me get all organized. Sorry. I'm going to be writing. [0:31] What was your educational background and what schooling have you had?

Y-ET-3: [0:39] My educational background, I was taught in primary one in Sudan. And up to primary five then I went to Uganda to continue primary six up to seven. From there I joined S1 then I broke out due to lack of parental support. Then I went for teacher training [inaudible [1:07] 21] certificate. [inaudible 1:24]

Interviewer: [1:26] What was it?

Y-ET-3:: [1:28] I went to Meridian for teacher training.

Interviewer: [1:34] Thank you. I'm a very slow writer. I'm sorry. You received a certificate?

Y-ET-3: [1:40] Yeah.

Interviewer: [1:44] OK, thank you. The next question...Why did you decide to become a teacher? [1:53] Why did you decide to become a teacher?

Y-ET-3: [2:19] I decided to become a teacher when I saw my teachers teaching me. [2:24] Right from there I admired teaching. From there, I decided that when I grow up I would also like to become a teacher. As a teacher, I uplift the standard of the young ones who are coming up in this new nation. Thank you.

Interviewer: [2:48] It's very commendable. Teaching is hard work. [2:51] It's very commendable that you chose to be a teacher. Third question.

[2:59] You may have already answered this, but if you could answer it again just so I have continuity. Did you have teacher training? If so, what kind?

Y-ET-3:: [3:17] Yeah, being a teacher, I went for teacher training in Maridi. I graduated and got a grade 3 certificate. Now I am looking forward to upgrading because when you stop increasing grade, you stand out, so that we can improve the grade to a standard. [3:40] So we can increase the knowledge of these young ones.

Interviewer: [3:45] Thank you. [3:50] Fourth question, what do you enjoy most about teaching? What do you like most about teaching?

Y-ET-3: [3:53] What I like much is when I'm reading the books, it encourages me to read more books so as to try to make me know how to write. [3:57] Maybe in future, I will change to become a writer. From the teaching profession I will change to become a writer of this new nation. I enjoy a lot of stories from books and magazines and newspapers. What I enjoy with the young ones when they are reading when they are reading it impresses me much, so it makes me love their readings.

Interviewer: [4:25] So you like to help students read?

Y-ET-3: [4:27] Yes,

Interviewer: [4:30] What are your biggest challenges as a teacher, what are your biggest challenges or your largest difficulties as a teacher?

Y-ET-3: [4:36] What I face, mostly is the scholastic materials. The inadequate scholastic materials, supplies to the schools. [4:49] The duties, the great number of pupils learning in the school. You can find only two or three textbooks we are given, and it becomes very difficult to teach reading and the way how they can pronounce words. They were supposed to be given each master one.

Secondly, the distances. The distance from the school to the residential areas. Some teachers move from a far distance of 5 kilometers to 10 kilometers to the school, so it becomes very hard for them to manage.

Secondly, the infrastructures. The learning environment is not so conducive for the pupils, because the number is great and the room is not enough. [inaudible: 5:35] .

[5:42] The other thing is we are hoping these teachers' quarters, like the headmaster's, is supposed to be busy in the school compound, so that it will be able to manage and maintain, but there is no teachers' quarters.

[6:02] That's why it is making some teachers travel for far distances. Thank you.

Interviewer: [6:34] How far do you commute?

Y-ET-3: [6:42] Six kilometers.

Interviewer: [6:43] And you walk.

Y-ET-3: [6:46] Yeah.

Interviewer: [6:50] What do you think is most important training for new teachers in South Sudan? What training is most important for new teachers in South Sudan? [6:59] You have taught, but if a new teacher was coming in to teach in the classroom, and had had no training. Think back to your first year, your first year teaching. What type of training would be very important? What workshop would be very helpful to a new teacher, coming in and starting the year? What workshop, what topic?

Y-ET-3: [7:44] OK. What I like most is the philosophy of education.

Interviewer: [7:47] Oh, philosophy?

Y-ET-3: [7:51] Yeah, philosophy of education and then sociology of education and career planning and training.

Interviewer: [8:00] OK. Thank you. Last question I promise. What type of training? Sorry. What type of training would be best to assist your students? [8:05] We talked about, the previous question was training you, would help you as a teacher, now, it's students. What type of training would help you help students?

Y-ET-3: [8:22] I need the reading strategies and the writing strategies. I think those are the major things in English.

Interviewer: [8:36] Thank you.

Y-ET-3: [8:37] Yeah.

Interviewer: [8:42] Thank you very much. I appreciate so much of your time. Do you have any questions for me?

Transcription by CastingWords

Appendix G: Tools and Strategies for Designing Inclusive Differentiated Classrooms for Diverse Learners.

Climate	Knowing the Learner	Assessing the Learner	Adjustable Assignments	Instructional Strategies	Curriculum Approaches
Safe	Learning Profiles	*Before*	*Compacting*	*Edu-neuroscience and*	Centers
	Learning Preferences	Preassessment	Gifted	*Differentiation*	Projects
Nurturing	Sweet Spot	Formal			Choice Boards
	Dunn & Dunn	Pretest	*TAPS*	*Brain facts*	Problem-Based Learning
Encourages Risk Taking	Gregorc	Journaling	Total Group	Memory model	Inquiry Models
	Silver/Strong/Hanson	Informal	Lecturette	Elaborative rehearsal	Contracts
Multisensory		Squaring off	Presentation	Focus activities	
	Multiple Intelligences	Boxing	Demonstration	Graphic organizers	
Stimulating	Using observation	Graffiti facts	Jigsaw	Compare & contrast	
	checklists, inventories, logs,		Video	Webbing	
Complex	and journals to become	*During*	Field trip	Metaphorical thinking	
	more aware of how	Formative	Guest speaker	Cooperative group learning	
Challenging	Cultural	Formal	Text	Jigsaw	
	Gender	Journaling/Portfolios	Alone	Questioning	
Collaborative	Pop culture	Teacher-made tests	Interest	Cubing	
		Checklists/Rubrics	Personalized	Role-play	
Team and Class Building		Informal	Multiple intelligences	Technology	
		Thumb it	Paired		
Norms		Fist of five	Random		
		Face the fact	Interest		
Mindset			Task		
		After	Small Groups		
		Formal	Heterogeneous		
		Summative	Homogeneous		
		Posttest	Task Oriented		
		Portfolio/Conferences	Constructed		
		Reflections	Random		
		Informal Talking topics	Interest		
		Conversation Circles			
		Donut			

Gregory & Chapman, 2013

Appendix H: Walden University Institutional review board (IRB) number.

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