Education Resilience Approaches (ERA) Program
A complement to the Systems Approach for Better Education Results (SABER)

Working with higher education institutions in South Sudan: Why resilience research is locally led

South Sudan
Education Resilience Case Report
About the ERA case report series

This report has been produced by the Education Resilience Approaches (ERA) team at The World Bank (HDNED) and analyzes the adversity, the resilience assets, and the education system response in a particular country or context. It makes use of available data collected through the ERA’s conceptual framework and/or tools, as well as review of other secondary sources. While the report complements those produced as part of the SABER series, the approach taken also differs in that it does not seek to benchmark or provide regional and international comparisons. Rather, in keeping with resilience theory and good practice (presented herein), the process is one of collecting and analyzing data as it pertains to the local relevance of education services in countries affected by significant adversities.

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Introduction

Education Resilience Approaches (ERA)

Violence, conflict and other contexts of adversity present a significant challenge to the pursuit of the Millennium Development Goals (MDGs). Moreover, as highlighted in the World Development Report 2011, countries affected by violence and conflict often face severe development challenges and many are characterized by weak institutional capacity and political instability. The impacts of pervasive violence and conflict are especially felt by the poor and traditionally excluded communities not least because such contexts often exacerbate existing inequity in social service delivery, including education services (World Development Report, World Bank 2011). However, research and practice in situations of adversity have also highlighted how education can protect vulnerable children and youth providing them with an appropriate environment within which to nurture their psychosocial well-being and better protect them.¹

Responding to the “Learning for All” objective of the World Bank’s Education Strategy 2020, the ERA program builds upon and complements the body of work on protection and emotional well-being in difficult contexts by focusing on the education system level features that can also support the pursuit of positive learning outcomes in adversity. Also, ERA addresses the New Deal for Engagement in Fragile States and its focus on resilience within country-led fragility assessments agreed in Busan (Korea). Learning and competence in contexts of adversity have been identified as resilience factors in individuals, along with other non-cognitive skills such as purpose, empathy, perseverance, etc.² Today’s resilience studies emphasize that individuals can recover, continue to perform, and transform positively in times of adversity by dynamically engaging with their environment (including other actors and relevant and accessible services). Schools and education systems can support this dynamic process for students through integrated approaches that target their protection, socioemotional well-being and learning outcomes.

For more than 40 years, resilience studies have tried to understand the capacity of human beings (and their communities and organizations) to recover from crises, to continue to perform in spite of adversities and to transform positively in the midst of difficulties.³ We now know that resilience is neither a special, super-human gift nor a trait in only a few individuals. Resilience occurs ordinarily in the interactions between people, as adversity triggers the need to understand our problems, to express our emotions and to develop competence and skills to overcome them—including academic and productive skills. Certainly, many studies identify schools and teachers as important contributors to resilience in children, adolescents and youth. What is more, in education systems resilience can be promoted through the provision of relevant and quality services that foster the interactions among students, teachers and parents to address both learning and well-being.

While the roots and forms of adversities—especially of violence and conflict—differ greatly from

¹ See for example Nicolai and Triplehorn 2003; INEE Minimum Standards for Education (revised) 2010.
one country to the next, by applying resilience theory, the ERA Program has been able to develop an overarching framework through which to focus on learning outcomes and questions of relevance and quality even in times of pervasive adversity across varied contexts. As an approach, ERA does not provide rigid methods or formulas, rather it offers a guide to understand learning in spite of adversity. It does so through offering flexible diagnostic and research tools firstly to gather evidence of this process within a particular context and then to furnish general lessons learned. In so doing, ERA does not advocate for a specific intervention or stand-alone program. Instead, it employs a resilience lens to understand learning in contexts of adversity and identify the risks as well as assets present in education communities, with the aim of aligning those assets with existing education services and supports.

Thus unlike the other SABER domains, ERA does not benchmark nor provide regional and international comparisons. Instead, ERA complements them by offering lessons discerned from a process of collecting and analyzing data at a local level on the relevance of education services in difficult country contexts.

Finally, the findings related to the assets and strengths of students under stress should not be seen to preclude or negate challenges faced by education communities (students, families, teachers and education administrators) nor by the education system itself. ERA’s approach to this study does not diminish the need for wider and comprehensive efforts to address the sources of adversity in each context. Rather, adopting a resilience approach provides a means for education systems to understand both risks and assets in education communities in order to align their institutional policies, programs and available resources to better address the needs of at-risk children and youth.

ERA methodology

For education systems, ERA complements other diagnostic tools such as the World Bank’s System Approach for Better Education Results (SABER). Unlike SABER—an approach based on quantitative metrics against which the performance and status of education systems can be assessed—ERA provides a more flexible framework to collect information on what matters most to foster education resilience. It focuses on risks, assets, interactions and available supports, although these are defined independently in each country context. Similar to SABER, ERA has organized the available evidence on Education Resilience around policy goals (which are called Resilience Components) and Resilience Levers, which guide data collection of the evidence to facilitate understanding of the resilience process in each context and to share lessons across countries. Figure 1 below presents the ERA program’s components and levers.
Figure 1. Education Resilience Approaches (ERA) Framework

RESILIENCE COMPONENTS | RESILIENCE LEVERS | POLICY GOALS
---|---|---
Education in adversity | • What adversities students face  
• How the education system is addressing risks in schools | Manage and minimize risks
Assets and engagement | • How students seek resilience through control, competence and being accountable  
• How students seek resilience through their socio-emotional well-being via engagement with others (peers, teachers, families, etc.) and identity formation | Use and protect assets
Relevant school & community support | • How schools provide support and opportunities to students through actions or approaches regarding access, permanence, teaching and learning  
• How school and community partnerships support student outcomes in contexts of adversity | Foster school-community support
Aligned education system support | • How the education system provides a strategic direction for relevant education in adversity contexts  
• How education programs integrate learning, socioemotional well-being and protection  
• What human, material and financial resources are accessible to support at-risk education communities | Deliver resilience aligned services

The ERA program relies primarily on the collection of mixed-methods data. Three primary tools are being developed:

(i) **Resilience in Education Systems (RES-360°):** A process for a rapid 360° diagnosis of the risks, education community assets and potentially relevant education programs in a country;

(ii) **Resilience in Schools (RES-School):** An assessment of how resilience can be fostered through the core school functions (access and permanence, teaching and learning, school management, school climate and community relations); and

(iii) **Resilience in Education Settings Research (RES-Research):** An education resilience research training module for universities, local researchers and agencies working in fragile, conflict and violence affected contexts.

The South Sudan country report was the second of a group of five initial pilot country case studies that supported—through consultations, prototyping and pilot applications—the development of the ERA methodology and the program tools listed above. The sequence of the five pilot country cases and their particular focus is presented in the table below.
Table 1: Sequencing of the ERA program development and respective country case studies

<table>
<thead>
<tr>
<th>Country</th>
<th>ERA framework component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rwanda</strong></td>
<td>Development of the Education Resilience framework (institutional resilience component)</td>
</tr>
<tr>
<td><strong>South Sudan</strong></td>
<td>Initial prototype of an education resilience research approach with a university based in a fragile context (RES-Research)</td>
</tr>
<tr>
<td><strong>Palestine Refugees (UNRWA)</strong></td>
<td>Further development of the ERA framework and piloting of the qualitative education resilience training module (RES-Research). Findings guided the initial design of the resilience in schools questionnaire (RES-School)</td>
</tr>
<tr>
<td><strong>Latin America (Colombia, Nicaragua and Honduras)</strong></td>
<td>Development and piloting of the mixed-methods (qualitative and quantitative) education resilience research training module (RES-Research)</td>
</tr>
<tr>
<td><strong>Honduras</strong></td>
<td>Development and piloting of the RES-360° tool</td>
</tr>
</tbody>
</table>

The approach for the South Sudan case study

This country report is based on a pilot approach to build on existing capacities in universities in fragile, conflict and violence-affected situations (FCS), as part of the development of the Education Resilience Approaches (ERA) Program. An underlying principle of ERA is to support the local intellectual leadership and research capacity of countries facing different types of fragility, conflict and/or violence. This not only provides an “insider advantage” to data collection, but also sustains research findings, their dissemination and their on-going contribution to in-country education policy dialogue. The importance of working with local actors and indigenous capacities and skills is well recognized in international development work. It is also relevant to resilience-based research, policies and action. Indeed a resilience approach focuses on local assets, opportunities and actors that can support fostering it. Therefore, ERA makes it a priority to build on local analytical and policy advice capacities, at whatever level they may exist in FCS.

While some initial support to higher education institutions has begun in FCS, it largely aims at training for the emerging labor markets. However, ERA seeks to contribute as well to higher education contributions to fill in knowledge and evidence gaps related to social cohesion advocacy, programming and community service. Working with local researchers can raise some immediate resource considerations (time, personnel and financial). However, ERA has weighed up these concerns against the longer term sustainable and more transformative benefits which can result from working with the tertiary education sector in FCS. One of these benefits is being able to gain a context-specific understanding of education resilience, which requires taking into consideration the particular cultural, community, political and economic factors in that context that influence the learning environment of children, youth and adults living in adversity. Working with local researchers permits this to an unparalleled degree.

This case study presents the lessons learned from the design of a pilot Resilience Research Training Workshop for higher education institutions in South Sudan, immediately after indepen-
dence. Following various in-country workshops with education stakeholders, supported by the International Network for Education in Emergencies (INEE) and the World Bank, South Sudan was selected for the initial pilot exploring the application of education resilience. The ERA team partnered with the Ministry of Higher Education and two departments from the University of Juba, the College of Education and the Center for Peace and Development Studies, to prototype the training workshop in November and December 2011. At the time of this prototype workshop, the RES-Research manual had not been designed, but the general ERA framework was available and guided its design and application. Priority was given to twenty-two lecturers and teaching assistants from the College of Education and the Center for Peace and Development Studies, as some of them were already involved in research design and fieldwork. Some participants were working on their PhD dissertations related to the opportunities and remaining tensions in the newly independent South Sudan. The senior professors and assistant professors from both departments were co-trainers along with World Bank staff and research trainers contracted from the Open University, UK. As part of an applied phase of the workshop from January to March 2012, technical and financial support was provided to four PhD students to develop their resilience-based data collection instruments and pilot them. The resilience research training methodology comprised of five sequenced steps, presented in table 2, below. Appendix 1 presents the more detailed workshop design and implementation strategy.
Box 1: University of Juba: Education Resilience Research Workshop Design

**Phase 1. Risks and Tensions:** The initial training phase involved the identification of the specific type of tensions still present in South Sudan. Local researchers discussed and identify the types of conflict or tension experienced by different populations in the country (children and youth, girls and women, returnees from (north) Sudan, pastoral societies, etc.). Also, global lessons were provided to exemplify how one type of conflict (for example civil war), even when resolved, can later yield other non-political level tensions and violence, such as criminal activities (for example, the World Bank’s World Development Report 2011 calls these post-conflict resolution risks “second generation violence”).

**Phase 2. Assets and Opportunities:** The second phase of the workshop considered how education in South Sudan can contribute to prevent or ameliorate the roots of violence (and of potential future conflict tensions). This required consideration of the opportunities education brings and the assets in education communities today in the country. Participants discussed these assets as opportunities for positive social transformation in a post-independence South Sudan.

**Phase 3. Experiential Reflection:** An important process to internalize understanding of resilience by the workshop participants was a reflection exercise on the ways each of them had been able to overcome obstacles during their lives. The exercise was conducted through a process of mutual interviewing, and through the provision of informed consent to share their own resilience stories with the larger group.

**Phase 4. Evidence Gathering Mixed-Methods Approaches:** The focus on mixed-methods was in order to generate a more complex understanding of the tensions, assets and opportunities for transformation in the South Sudan context. Supported by such a mixed-methods research approach, workshop participants prepared education resilience research proposals. During the explanation of each research design phase—problem definition, central research question, sampling, data collection and analysis methods—the workshop included reviews of different qualitative and quantitative methodological approaches, such as narrative data collection and analysis, grounded theory, questionnaires and scales, statistical analysis, etc.

**Phase 5. Applied Training Approach:** The applied phase of the workshop provided technical and small financial contributions to participants who submitted a pilot resilience research proposal. Four participants submitted proposals and received support for the development of their data collection instruments and a pilot application in the field. The approved pilot research proposals included the following topics:

1. *How can resilience be initiated or strengthened in science instruction through practical activities in South Sudan?*
2. *The resilience of female students in Higher Education institutions in South Sudan: the Impact of early marriage practices*
3. *A survey of resilient mastery and use of intensive English skills for academic achievement in the colleges of the University of Juba*
4. *The resilience of food production of the Lanyi Boma’s pastoralists: Lessons for health and nutrition policy and programs in South Sudan*
This initial research training workshop with the University of Juba confirmed the foundations of the eventual design of the Resilience in Education Settings Research (RES-Research) process and tools provided by ERA. Specifically it clarified: (i) the possibility of building on existing analytical country capacities (even one still as fragile as post-independence South Sudan); (ii) the demand for research methodological training from local universities and researchers in FCS, and (ii) the value added of a resilience approach to empower local actors to understand and respond to the myriad of adversities in their daily personal and institutional lives. The lessons learned from this RES-Research prototype are presented herein using the subsequently developed ERA framework as a structure for the country report. First, however, a brief contextual background to the study is provided.

The South Sudan context (UNRWA)

The country that became known as South Sudan experienced approximately 50 years of armed conflict (known as the first and second Sudanese civil wars). This officially ended in 2005 with the signing of the Comprehensive Peace Agreement and achievement of the independence of the South on July 9, 2011. For most of the conflict period, education services were limited and were not part of an integrated system—existing schools were supported by missionaries, NGOs and communities themselves. Since around 2000, education access efforts increased (with doubling of enrollments from 0.3 million to 0.7 million in 2005 and to 1.4 million in 2009), reaching a General Enrollment Rate (GER) of 72 percent in 2009. A primary and secondary education system was created, in addition to the development of an Alternative Education System (AES) based on the grassroots education efforts during the civil wars. Yet South Sudan still confronts large education challenges in its post-independence period. One million children are out-of-school (92 percent in rural areas), and the country has one of the lowest literacy rates in the world—as low as 39 percent for men and 15 percent for women, although recent efforts have raised the literacy rate of boys to about 60 percent and girls to 40 percent. Even for those children who made the effort to complete a 6-year primary cycle, average learning in language and math is well below expected standards. For example, in a sample test of 6th grade learners, students answered only 35 percent of questions correctly in language, and 29 percent in math.

In addition to the education access demands and

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5 Ibid.
challenges of children and youth, the future cadre of professionals required for the socio-economic development of South Sudan needs special attention. Of the eight universities in South Sudan, the three public universities (University of Juba, University of Bahr El Ghazal and Upper Nile University) represent 82 percent of the 6,527 young adult students based in South Sudan. These three public universities also had campuses in Sudan (Khartoum) with the majority of their students studying there, numbering approximately 18,000. At the time of the case study, it was not certain how many of the 18,000 students studying in Sudan will transfer to South Sudan, return after graduation, or not return at all. In any of these scenarios, managing the return of South Sudanese students in Sudan will be challenging: (i) for those students who transfer, providing education services in a more limited capacity and English-based system could generate some tensions; (ii) if South Sudanese students remain in Sudan beyond graduation, the potential loss of professional human resources could impact the capacity of South Sudan’s post-independence socioeconomic development efforts.

More broadly, post-independence South Sudan provides an important window of opportunity for the learning, self-realization and social and economic contributions of its youth and young adults. These goals can be supported by understanding the impact of the long conflict experienced and its roots, the assets and coping strategies of education communities, and how the education sector can contribute to long-term peace-building and development. Application of ERA in a small higher education pilot in South Sudan offers some initial recommendations for policy and program development decisions, especially in supporting and engaging higher education institutions in FCS. Although a preliminary case based on a specific innovative intervention (the Resilience Research Training Workshop), it opens the door to insights on how higher education institutions in contexts of extreme adversity can contribute to societal resilience and the prevention of any repeated conflict threats.

Findings

**Education Resilience Component 1: Creating a Collective Understanding of Education in Adversity**

As stated earlier, the first phase of the RES-Research workshop prototype with the University of Juba focused on identifying the risks and remaining tensions in the newly independent South Sudan—both at the country and education system levels. The workshop discussions, group work and participants’ insights alluded to risks related to regional disparities, inequitable access to social services and opportunities, and remaining education system challenges. Some of these insights can be corroborated by other studies or broader discussions conducted in the country (for example, the World Bank-supported Education Status Report and the education sector workshop facilitated by INEE). In addition, the workshop participants brainstormed various latent risks that would need to be addressed. These collective understanding of adversity is discussed next.

**Regional disparity in resources contributes to remaining conflict tensions**
Following two decades of civil war, capacity and infrastructure in South Sudan is weak. A particular concern is the impact of inequitable resource distribution across regional lines, a legacy of the former Sudan. During one of the initial education stakeholder workshops facilitated by INEE, inequitable regional distribution of resources was seen a major driver of the civil war. The RES-Research participants stated as well that the competition for scarce resources among the ten states which now constituted South Sudan is a latent threat that needs to be taken into account in service provision. Consequently, addressing this and upholding principles of equity and non-discrimination would send an important signal regarding the direction and identity of South Sudan. It would represent a clear break from the historical experiences of the South Sudanese under northern rule when marginalization of southerners on a number of economic, social and political levels was keenly felt and fuelled the conflict.

**Inequitable access to social services, especially education**

With regards to education, access and retention risks are especially relevant. While enrollments have increased over time, significant disparities exist along varied social lines including age, gender, rural/urban and income levels. Gaps in access have also been identified for children with special needs and disabilities (INEE 2011). Thus while the challenges the education system faces are numerous and cut across questions of access and quality, many of the workshop participants highlighted the immediate need to get children into schools and ensure their retention; today more than 60% of children in primary schools eventually dropout before completing 6th grade (The World Bank). Use of double shifts and other alternative education access strategies are being proposed, as one participant noted:

> The government has to look for people who are ready to build schools. Or within these schools that are ready, we can operate and put in another session. If the school is operating in the morning we can establish another system in the evening and enroll those that do not have a chance.

Perhaps the main equity of access concern raised was around girls’ education. Workshop participants were quick to recognize the particular challenges of girls’ education in South Sudan, and the need to address it through awareness raising and the existing structures and capacities of the community. Challenges include practical issues of security, domestic work, lack of toilets and learning facilities as well as social and cultural views (INEE 2011). Girls’ limited access to education also foretells of a dearth of female qualified teachers in the longer term. A clear prioritization and multi-faceted approach is required to continue to move forward on gender-based equity. Partnerships with NGOs and civil society (churches in particular) could be one important way of supporting the needed expansion (INEE 2011).

**Weak higher education institutions and limited support during reconstruction**

Weak capacity was noted to be especially prominent at the level of higher education. Workshop participants highlighted a perceived lack of support for the tertiary sector which they also felt was not seen as a priority in the reconstruction period. Examples of how this manifests itself included low numbers of staff, a lack of basic facilities (including buildings, computers, up-to-date resources, reliable electricity supply), a lack of teaching and research training for new lecturers,

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and the non-payment of salaries over several months after independence in 2011. In addition to the access considerations, longer term quality within the system also requires addressing. For example, the capacity development of higher education staff has been neglected over the years of the conflict and there are no higher education qualifications frameworks or systems to examine and certify existing and new higher learning institutions.

**Integrating returnees from Sudan (north)**

Many of the university students who participated in the RES-Research workshop were returnees from the north. During the conflict all three major South Sudanese higher education campuses had been relocated to north Sudan. Post-independence, South Sudanese returnees now faced a variety of challenges in terms of education. Concerns revolved around the capacity of the newly independent country to meet the education needs of these returnees and their children as expressed by this workshop participant:

*Now we have problems in a number of schools, because you have people coming from the North. What we are aware of now is that the number of schools is not enough for all the students in South Sudan today.... And then we have problems with the content of the curriculum. The government does not have a fixed curriculum that can be taught across South Sudan at this stage. The government should sit down and prepare a curriculum that is feasible for our state, and then build more schools. With respect to the community, the community should raise issues related to education... The community is supposed to enlighten the government, give a comment of what is going on in general, what they lack, what they need.*

**Tension over language of instruction in education institutions**

The adoption of English as the main language of instruction was a popular topic of discussion and the historical precedents for damaging language policies were recognized (the former use of Arabic as the official language of instruction being seen as a divisive force). Schools are currently run in either English, Arabic or a mix of the two languages, though indicators of how language of instruction correlated with school performance were said to be unclear. During the INEE workshop it was also noted that support for English language courses would needed for educated returnees who are unable to function adequately in English.

Conscious of this, students highlighted the inconsistencies of the shift towards the English language in light of the multilingual make up of today’s South Sudan. Of particular concern were the implications for the many South Sudanese returnees who have not been schooled in English. Chief among these are returnees from the North who were schooled at the basic level in Arabic. While some of these students had taken English as a foreign language in school many required extra support if they were to continue their education in English in South Sudan. This was understood to pose immediate challenges to the system of bringing these learners levels of English up to an acceptable academic level, managing differing levels of English among learners and thus managing teacher and learner expectations. Questions were raised about how to plan for this and what signals such a policy might send regarding the value of ethnic diversity.

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7 At the higher education level, at the time of independence more than 18,000 South Sudanese university students were expected to return. Tensions were expected not only due to the limited infrastructure, financial and human resources available to receive them, but also related to cultural issues such as language as most had been educated in Arabic in Sudan.
Brainstorming regarding simmering tensions in post-independence South Sudan

Through small group work, the workshop participants identified a set of simmering tensions as latent risks to be addressed in South Sudan after independence. These included tensions in society at large and also within the education system. Of note were the sources of potential conflict, remaining insecurity and violence in certain regions of the country, and institutional and economic fragilities. In the education system, the growing demand is contrasted with lack of facilities, inequitable access to resources across communities and still poor teacher development and management. Especially for workshop participants, the unstable condition of higher education was a concern, adding to the risks previously mentioned related to the lack of guiding education policies and the emergence of institutions that are not accredited. Table 3 presents the summary of these latent risks.

Table 2: Simmering Tensions In Post-Independence South Sudan

<table>
<thead>
<tr>
<th>Country and Society</th>
<th>Education System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conflict Sources</strong></td>
<td><strong>Lack of Facilities to Accommodate Growing Demand</strong></td>
</tr>
<tr>
<td>• Ethnic tensions (inter/intra)</td>
<td>• Lack of teaching facilities, overcrowded classrooms,</td>
</tr>
<tr>
<td>• Resources conflict (cattle rustling,</td>
<td>and some institutions have not been rehabilitated</td>
</tr>
<tr>
<td>land disputes, access to minerals, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Gender conflicts</td>
<td><strong>Inequitable Access to Community Resources</strong></td>
</tr>
<tr>
<td><strong>Remaining Insecurity and Violence</strong></td>
<td>• Not all communities have access to development funds</td>
</tr>
<tr>
<td>• Remaining insecurity</td>
<td>• Institutional instability or weakness in the education sector</td>
</tr>
<tr>
<td>• LRA (Uganda’s Lord Resistance Army) attacks</td>
<td>• Lack of civic education</td>
</tr>
<tr>
<td>• Proliferation of small arms</td>
<td><strong>Poor Teacher Development and Management</strong></td>
</tr>
<tr>
<td>• Youth Violence</td>
<td>• Lack of well-trained teachers</td>
</tr>
<tr>
<td><strong>Institutional Fragility</strong></td>
<td>• Insufficient and irregular payment of teachers</td>
</tr>
<tr>
<td>• Governance issues and discontent</td>
<td><strong>Unstable Tertiary and Higher Education</strong></td>
</tr>
<tr>
<td>with the system</td>
<td>• Lack of education policies</td>
</tr>
<tr>
<td>• Fragile State institutions (corruption, neglect of minorities, limited expression)</td>
<td>• Mushrooming of (unqualified) universities</td>
</tr>
<tr>
<td>• Uneven service delivery</td>
<td>• Infrastructure, staff and funding problems</td>
</tr>
<tr>
<td>• Lack of support for environment issues (disposing waste)</td>
<td>• Language of instruction tensions (Arabic/English)</td>
</tr>
<tr>
<td><strong>Economic Fragility</strong></td>
<td>• Inter-student conflicts in universities</td>
</tr>
<tr>
<td>• High and rising unemployment</td>
<td>• Lack of student accommodations in universities</td>
</tr>
<tr>
<td>• Influx of undocumented foreigners</td>
<td>• Overdependence on the government</td>
</tr>
</tbody>
</table>
Education Resilience Component 2: Supporting a Positive Engagement and Assets in Education Communities

To recover and continue to perform in spite of adversities, (what it means to be resilient), societies and education systems must engage the assets and opportunities available in systems, communities and individuals. During the RES-Research workshop in South Sudan, participants identified assets at the individual, social and institutional levels, especially in the post-independence contexts. These assets and engagement processes that foster resilience are presented next.

Human resilience and moving forward in spite of adversities

Through experiential exercises to help workshop participants reflect on how they had overcome their own obstacles to become university students, many human factors that foster resilience were identified. These included hope for the future, perseverance, problem solving, caring and supportive communities (even when financial support was not available) including among peers. Individuals seek support from others during time of adversity, and resilience literature and research has identified this as a primary factor in moving forward in spite of overwhelming challenges. One participant shared with the group the following:

I was not alone, but there were some students that [...] as a group we advised each other .... we shared many things together, we talked together. [We] tried to set up and handle our cases together. That was the motivation that helped me succeed... I was in a boarding school with many people from different communities of South Sudanese background. And we had many friends. And also some of our teachers encouraged us to succeed.

Community support matters

Students interviewed in the workshops highlighted the valuable support their communities provided during their hardship, including in rural and hard-to-reach villages. This was especially manifest through communities providing positive examples and offering their youth role models they could relate and aspire to, as this workshop participant explained:

There were a lot of community teachers, there are teachers that, when I am able, when I grow up I want to behave the same way... Initially people start with the teachers in school, and you try to imitate them. Then you see the elders in the community, especially those that work with the government and you see them driving their cars and then you see yourself in that position, someday I want to be like those people..... Especially my tribe, where I came from... I am proud of our king...because he is concerned about everybody...[.] He is the one who takes care of the tribe, his experience is important and we better listen to his words. So I am proud of him.
Assets and opportunities in post-independence South Sudan

In addition to exploring country, societal and education system risks in post-independence South Sudan, the workshop participants also identified the assets in each these categories. At the societal level, there was a collective feeling of pride for having achieved freedom and independence. References were also made to the initial development and social cohesion efforts. Regarding education, assets listed included a renewed education purpose by communities, growing access opportunities, decentralized resources at the community level and an education system in the process of restructuring. Participants also stressed the contributions of higher education to develop the professional, political, intellectual and academic leadership of the country.

Table 3: Assets and Positive Outcomes in Post-Independence South Sudan

<table>
<thead>
<tr>
<th>Country and Society</th>
<th>Education System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freedom and Independence</strong></td>
<td><strong>Education Purpose and Meaning</strong></td>
</tr>
<tr>
<td>• Standing united in referendum for independence</td>
<td>• Growing interest and attitude changes toward education</td>
</tr>
<tr>
<td>• Achieving independence and freedom</td>
<td>• Access</td>
</tr>
<tr>
<td>• Returnees, resettlement, rehabilitation, reconstruction and reintegration</td>
<td>• Establishment, rehabilitation and growing number of education institutions</td>
</tr>
<tr>
<td>• Achieving national identity</td>
<td>• Reopening of education institutions (public and private)</td>
</tr>
<tr>
<td>• Free movement of people</td>
<td>• Increase in girls and children in schools</td>
</tr>
<tr>
<td>• Reduction in mass killing</td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>• Hope for the future</td>
<td>• Introduction of community development funds for building schools</td>
</tr>
<tr>
<td><strong>Initial Development Efforts</strong></td>
<td><strong>Education System</strong></td>
</tr>
<tr>
<td>• Development of some basic infrastructure</td>
<td>• Restructuring of educational system</td>
</tr>
<tr>
<td>• Attainment of South Sudanese new currency</td>
<td>• Unified curriculum for quality control (identified as a risk as well as an asset)</td>
</tr>
<tr>
<td>• Establishment of South Sudan Airlines and international communication</td>
<td><strong>Tertiary and Higher Education</strong></td>
</tr>
<tr>
<td>• Return of migrated South Sudan wildlife (contribution to tourism)</td>
<td>• Repatriation of universities</td>
</tr>
<tr>
<td>• Regional cooperation</td>
<td>• Influx of students in higher education</td>
</tr>
<tr>
<td>• International links and support from the global community</td>
<td>• Specialized education/training (e.g. vocational, nursing, teachers)</td>
</tr>
<tr>
<td><strong>Initial Social Cohesion Efforts</strong></td>
<td>• Training of teachers, human resources, Masters and PhDs</td>
</tr>
<tr>
<td>• Recognition of national languages</td>
<td>• Decentralization of policies and implementation</td>
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</table>
Education Resilience Component 3: Enabling Relevant Higher Education Institutions Support

This component within the Education Resilience Approaches (ERA) program refers to the support provided by schools to foster resilience in children, adolescents and youth. Since the focus of this first ERA country report for South Sudan is on a higher education pilot, this section will discuss four core responsibilities of universities: inclusive access, quality teaching and learning, research and community service. These have been emphasized in the literature, especially concerning the role of higher education institutions as important players in the political, social, professional and intellectual life of a country. Workshop participants stressed the importance of the University of Juba—and other higher education institutions in South Sudan—in contributing to the economic and social development of their new country.

Inclusive access and recognizing diversity while building a unified State

Workshop participants highlighted the diversity (cultural, ethnic and linguistic) of new country’s population as an asset, but also noted the need to promote a Southern Sudanese identity and sustain a coherent social, economic and cultural development. Providing equitable education access to all groups was considered an important inclusiveness strategy in order to build social cohesion. Another example of more inclusive education (higher education in this case) that came up was identifying and supporting female candidates across the diverse communities of South Sudan, especially in rural areas. The particular experience of women currently studying at the university level, who have succeeded in making it through the basic and secondary cycles to university level studies, was discussed. It provided an important window of opportunity of lessons learned that could be shared and supported by corresponding gender equity policies and programs.

In terms of the diversity of languages across South Sudan, the students of the University of Juba highlighted that the use of English language could provide a “lingua franca” to facilitate communication without losing the various mother tongues. In addition, the return of many South Sudanese students who were educated in Arabic in Sudan was also a concern. Thus, participants considered a priority the implementation of the English as a Second Language (ESL) programs in higher education institutions. Challenges to be addressed included managing the variety of student’s instructional experiences and levels, the relative short time span of the course, and teacher strikes for lack of pay. Despite these challenges, the existence of some ESL courses and the potential to shift it towards a more active, student-centered approach—drawing on existing bilingual university students and staff—was a point of departure to address the immediate teaching-learning risks that a shift in the language policy could pose.

Relevant content as the foundation for quality teaching and learning

This ERA component traditionally focuses on school level support for children and youth; however, for this case study focused on ERA’s work with the University of Juba, references are made to initial learning on University level support in FCS. See for example, Arthur, J. and Bohlin, K.E. (eds) (2005). Citizenship and Higher Education: The role of universities in communities and societies.
While workshop participants acknowledged that the post-conflict reconstruction of the education sector would require a sequenced approach, they also stressed that addressing issues of quality remains crucial. Quality was understood as a key issue from the outset (and not to be postponed to later development phases); especially its conduit, the curriculum, was seen as holding particular political and social importance primarily in shaping the identity and direction of the new country.

...usually the curriculum design...we design it according to the needs of our country. According to what we need to teach, how we are going to shape our country. If we are teaching a foreign curriculum, we are teaching the ideas of others that will not meet our policy needs: foreign policy that will not meet our needs, something that won’t even be relevant to our environment. Our curriculum must fit our environment. If we teach someone else’s curriculum it will have a negative effect on nation-building.

Thus in today’s South Sudan, the question of reform and/or design of a new curriculum—for all levels of education, including higher education—appears to be framed within the need for a unified state, building social cohesion and valuing the country’s diversity and the positive potential as an independent nation.

**Resilience-based research and demand for mixed-methods approaches**

The workshop participants welcomed the resilience world view that proposes that individuals, groups and communities can recover, perform and even transform positively in the face of adversity. As nationals of a newly independent and post-conflict country that retains different types of fragilities, resilience was a relevant concept through which the participants could make sense of education related interventions as they related to questions of agency, empowerment and transformative premises. Still, participants recognized that being resilient does not imply negating the challenges, nor the responsibility of society and its public institutions to promote the welfare of its populations, especially the most disadvantaged. They desired to capture this view through their research proposals, as exemplified in the following research topics and questions developed by working groups during the workshop:

**Topic: The resilience of higher education students from unprivileged backgrounds in South Sudan**

Research questions:
1. How have underprivileged students succeeded in education?
2. What features of personal resilience have enabled such students to reach university?
3. What are the external attributes of their environment – family, schooling and community that have affected the resilience of these students?

**Topic: Parent Teacher Associations (PTAs) and School Management Committees’ roles in peaceful nation building (PNB) in South Sudan**

Research questions:
1. What are the education contributions to peaceful national building (PNB) and the roles PTAs can play in PNB?
2. What are the attitudes of PTAs towards education contributions to PNB?
3. Which are the PNB roles PTAs can play in schools across South Sudan?
• **Topic:** The impact of English language instruction in a multilingual society and its role in nation building: The case of South Sudan

Research questions:

1. What are the challenges of the introduction of English as the language of instruction in secondary schools in South Sudan (with particular regard to teacher training, quality assurance, the curriculum, the learning environment, the attitude to English, the role of Arabic and other languages in schools, and school management)?

2. How can the education system translate these challenges into opportunities?

3. What is the significance of English language instruction in nation building in South Sudan?

The above research questions were operationalized by the three working groups through mixed-methods research proposals. To better understand resilience as a broader process that reflects not only on individuals but their wider social dynamic, their interactions with it and the implications for State and social services, ERA relies on the collection of mixed-methods data. While quantitative indicators point to the scale and scope of a particular risk, qualitative data allows for a more comprehensive understanding of what hinders and helps individuals, groups and communities to overcome adversities.

Feedback from this first RES-Research training confirmed the proposed approach to capture resilience evidence through both qualitative and quantitative data, especially in an integrated and mutually re-enforcing way. In so doing, it also revealed the demand from local researchers and higher education institutions in FCS to have access to these research methods to build on their analytical capacities. This prompted the ERA team to develop a more in-depth research training module for local researchers that deals with questions regarding risks and assets—at both the individual, education institutions and system levels—as well as training on data collection, analysis and interpretation of mixed data. ERA’s contributions to improving the rigor of mixed-methods research on education resilience ultimately aims at providing useful evidence for an informed dialogue to define relevant education policies and programs in and for FCS.

### Serving the community

A sometimes forgotten or downplayed responsibility of higher education institutions is their service to the community, and society at large. This role of “academic citizen” implies many things, including the preparation of political, professional and academic leaders with social values; the inclusion of service learning for students (i.e., courses that require some type of applied work and support to community issues); and even targeting research to issues related to needed societal transformations. In line with a community service objective, the RES-Research workshop ended with an opportunity for some of the participants to apply their resilience research skills they learned at the community level. Four students took up this opportunity and developed some initial research proposals and tools targeting specific communities, such as the resilience of South Sudanese pastoral societies and of women in higher education.

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10 See for example Creswell and Clark 2006; Cresswell 2005.

Education Resilience Component 4: Aligning the Support from the Education System

Education has a key role to play in building a peaceful new nation

There was a strong sense shared among the workshop participants that education has a pivotal role to play in shaping a positive future for the South Sudanese. In other words, the meaning and purpose of education was clearly linked to the country’s ability to build a constructive national South Sudanese identity away from the violence and conflict that had previously defined it. In particular, participants saw education development as a way of ensuring that indigenous capacities were built and that the causes of conflict, as they perceived them, were addressed and did not result in a return to violence and conflict.

*How can you build a nation without educating people? Education is the way forward. If you are illiterate, you may not know what is around; you cannot defend yourself. What is most important, at the center and the starting point is the education system itself, how to educate, it’s man-power.*

Education was considered a catalytic force to unify South Sudanese communities. This was exemplified in the resilient stories of many participants regarding how they had overcome many adversities to reach the higher education levels in South Sudan, as well how education continued to provide a positive future for themselves, their families and communities. This was expressed by one participant in the following way:

*Many things have changed today. People know the importance of education, and everybody tries to help as best they can, starting from your family to the extended family. My advice to these people is that when they are trying to teach [their children], we also should give them what is needed in the town nowadays, so we have a balanced culture. We should not concentrate only on [...] Interviewers: So [you mean] give back to the [community]... Concentrate on education ..... Yes, for me seeing a child who is not in school is painful, because everybody has the capacity to go to school, and we have to shift to education as well, so they can get the skills and knowledge.... we all need.*

Resilience implies community assets but also available, accessible and relevant education services

While discourse on fragility has been pervasive and dominant, reframing the debate in terms of resilience (assets and opportunities in spite of adversities) allows for a more comprehensive understanding of how education systems can make their services more relevant to FCS. Of note, as the findings of the Sudan RES-Research pilot demonstrated, when considered through a resilience lens, many of the risks that are deemed to hinder the system also present some assets that can be mobilized to strengthen the system. This has played a key role in shaping the
ERA framework. At the time this pilot was conducted the program was still significantly focused on risks and largely defined “resilience” as the absence of conflict or violence. At the conclusion of this pilot, the ERA team sought to create a more theoretical grounded approach to resilience and formed its partnership with the Resilience Research Center\textsuperscript{11} to begin the process of understanding what resilience actually is and how it can be of use to education systems.

At the education system level, in South Sudan, a lack of equitable access to education was identified as a primary contributor to tensions in society and furthering possible inequities along rural/urban lines as the country continued its transformation. The participants highlighted various resilience-based approaches to insure a more inclusive education system. For example, one participant proposed to mobilize the chiefs of the villages to bring about a change in attitudes towards the education of girls. Various examples were provided that education for girls was a culturally grounded challenge, but it was not insurmountable. It was pointed out the value of using a resilience approach to study how current female students at the University of Juba could be a source of information about the challenges faced by rural girls in particular, to improve the evidence base on issues of girls’ education in South Sudan, and to provide policy lessons for the education system more broadly.

In general, the education system policies and programs were considered primary to foster the resilience of education communities (students, teachers, school administrators, parents) in South Sudan. Through a discussion of the role of education for the peaceful nation building of the country, participants saw this interplay between risks, community assets and education services. Figure 2 below presents graphically the discussion held by the RES-Research workshop participants regarding these interactions between education and peaceful nation building in South Sudan.

\textsuperscript{12} Based in Halifax, Canada, and Led by Dr. Michael Ungar and Dr. Linda Liebenberg.
**South Sudan Education Risks**
- Limited School Places
- Pertinent Curriculum Not Available
- Poor curriculum quality
- Foreign curricula do not meet S.S. policies
- Culture Non-Supportive of Girls Education

**Local Community Assets**
- Value of education (primary enrollment doubled between 2005-2009)
- Economic and Social Benefits of Girls’ Education
- Increased Education Awareness in Communities and Support of Chiefs

**Relevant and Accessible Education Services**
- Pertinent Curriculum for Nation Building
  - Identify country needs
  - Contextualized curriculum
  - Feasible for South Sudan State

**Increased Education Access**
- School infrastructure
- Second chance programs
- Double shift schools (afternoon and evenings)

**Empowered Communities**
- Voice and education demands
- Advocates for education

**Government Assessment and Plans**
- Needs assessment
- Planning
- Problem Solving

**Citizens Motivation**
- Overcome challenges
- Building a nation is worth the hard work

**Education for Peaceful Nation Building**
- Education Catalyst for Nation Building
- Education Empowered Citizens and Communities
- Pertinent Curriculum Shapes a Country (its needs and context)
- Educated Manpower for Personal and Nation Success

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Figure 2. Education’s Role in Peaceful Nation Building (PNB)
RES-Research Workshop, university of Juba, South Sudan
In-country partnerships and local institutional capacities

The ERA program’s engagement with partners in South Sudan built upon existing World Bank and other donor operations with the country. Of note, the World Bank’s initial support to a higher education diagnosis in South Sudan (as part of an overall education sector report) offered the opportunity to “test” the interest of universities and researchers in very fragile situations to learn about resilience and to use it to conduct their own initial studies. The implementation of the ERA pilot in South Sudan benefited as well from the work of other partners, including the Education Donor Group in the Country and various conferences sponsored by INEE (mainly the Education and Fragility workshops in Addis Ababa, Ethiopia and Juba, South Sudan). All of these opportunities culminated in conducting the first RES-Research prototype with the University of Juba.

Moreover, working with the College of Education and the Center for Peace and Development exemplified that despite the challenges of capacity and access to research technologies, working with the intellectual leadership of a very fragile state yields significant benefits. Firstly, working through local institutions to develop a research agenda allows for a greater level of local relevance. The students who were involved in the pilot study submitted research projects on a range of topics that may not otherwise have been identified by external researchers as being especially relevant or pertinent. In addition, their in-country presence supports the eventual uptake and application of such approaches in a way that external consultancies cannot always guarantee. In this way, the longer term benefits can be seen to outweigh immediate considerations of time, personnel and financial resources that may be required to work with local institutions that don’t have as much experience in the field of education resilience research.

Lastly, working with local researchers exemplifies a capacity building approach. As the depth of discussion and knowledge sharing that was achieved in these workshops revealed, local researchers have a key role to play in supporting national stability, feeding into policy debates and generating local evidence and knowledge to feed back into the system. Thus working with local researchers helps to lay stronger foundations for national level policy dialogue by engaging more aspects of the national system. This approaches recognizes that building the social, institutional, political and economic fabric of South Sudan, as a new country, requires the intellect, effort, and motivation of all its citizens, especially of those today privileged with opportunities for secondary and higher level education and training.

The importance of engaging higher education institutions

When considering the best ways to work with local researchers, higher education institutions are an obvious point of departure. Yet while education has historically struggled to compete for adequate resources and recognition in humanitarian response and immediate reconstruction periods, the higher education sub-sector has been even more marginalized. Primary and basic levels—and predominantly access concerns—tend to dominate with higher education being considered more of a luxury, longer-term response. As already noted, priorities regarding the sequencing of reform need to be established. However this should not justify the marginaliza-
tion of questions of quality or the tertiary sector’s role in response. Indeed, in a context such as South Sudan, the higher education sector of South Sudan is in imminent need of both short-term, emergency support—to avoid falling into a detrimental stance—and setting the foundations for its long-term development. To accomplish this, it is important to recognize the sense of urgency, to develop both short-term innovative solutions and longer-term system development strategies. Financial, technical and human resources are also needed from the State, civil society and international partners.

The value of working with higher education institutions specifically is that it mobilizes an often overlooked component of their mandate—to promote academia’s social engagement and responsibility. Thus while a significant focus of tertiary education sector work is often on its contribution to the labor markets through imparting relevant knowledge and skills, it is important—especially in fragile contexts where there may have been significant social upheaval, change and even institutional (re)construction as in South Sudan—not to ignore this other important societal level role.

We conclude with some reflections and recommendations for the education system in general, and for higher education in particular, for both South Sudan and other FCS with similar contexts.
Policy options/recommendations

Table 2: South Sudan resilience research pilot lessons learned

Education system level

- Using a resilience lens in contexts of adversity. Many risk factors also present assets and opportunities for change. Using a resilience lens allows for the identification of indigenous strengths that may otherwise have been passed over.
- Resilience as social engagement. A resilience approach is much more than a focus on the opposite of risks in a given community or society. It also goes beyond individual assets. Instead, it involves a complex human engagement process through which better futures are built together. This does not imply lack of disagreement or managing conflict and power issues; however, a resilience approach can provide a much needed clarity to how education innovations can be programmed by relying on the assets (sometimes hidden) of local communities.

Higher education institutions in FCS

- By supporting higher education institutions from the outset of an emergency or crisis response in FCS, partners and governments can foster the resilience of key assets in education system. Higher education institutions bring together the future political, social and economic leadership of a country; provide an opportunity to foster inclusiveness, tolerance or even the value of diversity; and can in a relative short time train the needed human resources to rebuild a country, its economy and especially its fragmented societies.
- Inclusive access, quality and relevant teaching and learning, research and especially community service are key pillars not only of world class universities, but especially of universities in FCS were the intellectual assets of the country are concentrated. Higher education service is dynamic; it can include training students that value social cohesion and supporting the public good; it can imply conducting research that contributes—both critically and proactively—to solving the social ills and unmentioned tensions that lead to repeated conflict and violence; and it also implies working directly within communities (volunteering, university services, community training, advocacy, etc.). All these elements are crucial to social reconstruction in post-conflict societies.
- To effectively capture resilience and provide meaningful policy responses, a variety of data needs to be collected at the national and local level. Mixed methodologies permit this. Higher education institutions and local researchers in FCS are demanding access to many research methodologies and resources that are easily available in privileged education systems in developed countries.
Appendix 1: Design Overview of the RES-Research Prototype in South Sudan

I. Background

Higher education in South Sudan
- Post-conflict state, trying to overcome 2 decades marred by civil war
- University of Juba (official name: Juba National University): relocated to Khartoum in the 2nd civil war; returned to Juba after independence was declared in July 2011
- Introduction of English language instruction at the University of Juba (and across most of secondary education in South Sudan)
- Current issues:
  * Lack of government support; higher education not seen as a priority (reflected e.g. in the non-payment of salaries over several months after independence in 2011)
  * Low number of staff
  * Lack of facilities (including buildings, computers, up-to-date resources, reliable electricity supply)
  * Lack of training for new lecturers, both regarding teaching and research

Framework: Education resilience
- Education resilience: Goal of training activity (contribution to resilience in higher education in South Sudan) and theme of workshop
- Objective of training: To encourage educational research and contribute to the establishment of a more stable education system, through:
  * Building education resilience
  * Growing capacity in research
- Concept of education resilience: Influenced by
  * Social constructivism
  * Critical theory
- Principles underpinning the project: participatory approach of workshop and of research, researcher reflexivity, focus on people’s experience, involvement of participants, sharing resources such as knowledge and skills, aiming at more equality, building on existing capacity
- Emphasis on human resilience and operational resilience:
  * Human resilience: Ability of individuals to withstand adversity
  * Operational resilience: Resilience of institutions and systems to cope with adverse situations

II. Set-up of RES-Research workshop prototype

Participants
• 3 workshop leaders (from the World Bank and Open University)
• University of Juba senior staff = trainers/facilitators, junior staff = trainees
• 2-day preparatory workshop with trainers to find out more about the South Sudan context, particularly in relation to education and conflict
• Trainers as group leaders throughout the workshop
• Final de-briefing with trainers
• Senior staff (7): Deans / (Associate) Directors of Department of Education, Centre for Peace and Development Studies and Centre of Distance Education, professors and assistant professors from these centres/departments
• Junior staff (15): Lecturers and Teaching Assistants (Department of Education, Centre for Peace and Development Studies, Department of Social Studies and Economics) who are either involved in doing a Masters degree or a PhD or who are planning to embark on this

Research methods
• Not presented and discussed in a vacuum but in the context of education resilience
• Focus on designing a set of research projects (one project per group) that will be valuable to the community and could be adapted, further developed and carried out by the workshop participants

Delivery of workshop
• Mix of presentations, discussions, group and pair work
• Theoretical deliberations and hands-on activities

Thematic focus of workshop
• Mixed-methods approach, with a focus on theories, approaches, methods and tools that would be useful for participants:
  * Framework of education resilience
  * Social constructivism, critical theory
  * Participatory research
  * Questionnaires, interviews, focus groups
  * Quantitative and qualitative methodologies
  * Grounded theory, content analysis
  * Descriptive statistics
  * Mixed-methods approaches
  * Ethical considerations
  * Writing up and getting published

III. Implementation of workshop

Overall and day-to-day planning
• Overall scheme prepared in advance, but day-to-day planning of sessions fit in with participants’ input and interests
• Early on in the workshop: Identification of possible areas of interest regarding research in the context of education resilience, including
  * The roots of the post-conflict tensions in South Sudan and the implications for education
  * The role of education in maximizing the positive post-conflict outcomes in South Sudan
  * The role of education in minimizing the post-conflict tensions in South Sudan
  * Attitudes of students in South Sudan to violent conflict and peace
  * Benefits and challenges of English as language of instruction in a multi-lingual society
  * Building girls’ resilience through access to education in South Sudan

• Students were divided into 3 groups and selected the following 3 themes to work on:
  * The role of education in maximizing the positive post-conflict outcomes in South Sudan
  * Attitudes of students in South Sudan to violent conflict and peace
  * Benefits and challenges of English as language of instruction in a multilingual society

Research design approach
• Process of designing a potential research project:
  * Deliberation of possible research questions
  * Discussion of research methodologies (mixed-methods, case study approach)
  * Identification of data collection tools (document research, questionnaires, interviews, focus groups)
  * Consideration of other issues (access, sampling, ethics)
  * Design of sample tools (questionnaires items, interview schedules)
  * Hands-on interviews
  * Sample data analysis (using a grounded theory approach)

• In the course of the workshop the rather broad initial themes were refined, resulting in the following topics with a number of associated research questions:
  * Students’ experience of schooling in South Sudan
    Research questions:
    1. How have the underprivileged students succeeded in education?
    2. What features of personal resilience have enabled such students to reach university?
    3. What are external attributes of their environment—family, schooling and community—that have affected the resilience of the students?
  * Parent Teacher Associations’ and School Management Committees’ roles in peaceful nation building in South Sudan
    Research questions
    What are the education contributions to peaceful national building (PNB) and the roles PTAs can play in PNB?
    1. What are the attitudes of PTAs towards education contributions to PNB?
    2. What are the PNB roles PTAs can play in schools across South Sudan?
  * The impact of English language instruction in a multi-lingual society and its role in nation building: The case of South Sudan
    Research questions:
    1. What are the challenges of the introduction of English as the language of instruction in secondary schools in South Sudan (with particular regard to teacher training, quality as-
survance, the curriculum, the learning environment, the attitude to English, role of Arabic and other languages in schools, and school management)?
2. How can the education system translate these challenges into opportunities?
3. What is the significance of English language instruction in nation building in South Sudan?

IV. Evaluation of workshop

Focus of Evaluation
- Usefulness of topics covered, topics missing, practical approach, fit between methods taught and practical application in the context of specific resilience projects, mix of presentation, discussion and hands-on activities, mix of participants, feedback for trainers and facilitators

Results
- Highly positive comments, request for more in-depth training and for on-going support at the university level

V. Follow-up and next steps

- Small amounts of financial support from the World Bank for those participants who carry out a small study within the framework of education resilience, building on the experience gained in the workshop and applying it in a piece of research which can be related to an existing (Master/PhD) study or can be independent
- Continued support of trainees by the workshop leaders in terms of advice on research proposals – including support from supervisors and advisors from the College of Education and the Center for Peace and Development studies and from international consultants (Open University)
- Design of a more comprehensive systematic RES-Research design and further pilot applications
References and links


RESILIENCE POLICY GOALS

1. Manage and Minimize Adversity in Education
   • Identification of adversities faced by students
   • Identification of current responses to risks in schools

2. Use and Protect Positive Engagement and Assets in Education Communities
   • Resilience through control, competence and being accountable
   • Resilience through socioemotional well-being, engagement with others and identity formation

3. Foster Relevant School & Community Support
   • Relevant approaches to access and permanence
   • Relevant approaches to learning and teaching
   • Relevant approaches to school management, school climate and community relations

4. Align Education System Services to the Resilience Assets
   • Meaningful and relevant strategic direction for education in contexts of adversity
   • Innovative education programs for learning, socioemotional well-being and protection
   • Available and equitable human, material and financial resources