

**Government of Southern Sudan  
Ministry of Education, Science and Technology  
Southern Sudan Technical Assistance Program**

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**Quarterly Report**

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## **I. INTRODUCTION**

This quarterly report covers the activities of the USAID-funded Technical Assistance Program (TAP) Phase II for three months from 1 January to 31 March 2008. TAP Phase II is a four-year program that continues the capacity-building work at the Government of Southern Sudan, Ministry of Education, Science and Technology (GoSS-MoEST) level and places senior-level advisors in State Ministries of Education (SMoEs). The Academy for Educational Development (AED) leads the Phase II program and provides the long-term advisors. AED, as well as USAID/EQUIP 2 partners, International Rescue Committee (IRC) and American Institutes for Research (AIR), will provide short-term technical assistance in specialized areas.

The quarter under review in this report represents the first full quarter of the work of the three senior advisors who arrived near the end of the previous quarter. The speed with which the advisors have settled in and started productive work has exceeded all expectations. An account of the capacity-building work accomplished by Dr. Charles Kanyarusoke in Western and Central Equatoria States, Mr. Tsehaye Haile in Upper Nile and Unity States, and Dr. Grace Akukwe in Western and Northern Bahr el Ghazal States is presented in the report below. The three state advisors, along with the GoSS-MoEST TAP advisor, played an important role in completing the Education Act during this quarter, working with teams of advisors and ministry officers. Dr. Kanyarusoke worked on completion of the Stages 3 and 4 teacher professional development materials at Maridi Curriculum Development Centre during the quarter. Mr. Haile worked with his assigned SMoEs to set priorities for their annual work plans while Dr. Akukwe worked on coordinating and consolidating the efforts and resources of development partners in order to improve educational services within her assigned states. At GoSS-MoEST, Dr. Elizabeth Leu led an effort to coordinate ministry activities and introduce accountability measures, and led the State Advisors Program in the selection of candidates for two additional positions.

## **II. PROGRAM ACTIVITIES**

Major program activities in the Southern Sudan Technical Assistance Program during the quarter are described below.

### **1) State Advisors Program: USAID-funded TAP Advisors**

In order to fulfill the objective of delivering concrete, visible education services at the local level more quickly, more effectively, and with greater quantity and quality, GoSS-MoEST has initiated the Senior State Ministry of Education Advisors Programme. Building on the design first put forward by USAID, the GoSS-MoEST is deploying five senior-level

advisors who will work with all of the ten State Ministries of Education. The first three advisors are part of the USAID/AED Technical Assistance Program. Under the present design of the State Advisors Programme, with five advisors and ten states, each advisor works in two states. During the quarter under review, the three advisors who are part of the TAP worked in all six states for which they are responsible. The recruitment process for the two additional advisors to be funded by MDTF was led on behalf of GoSS-MoEST by TAP advisor, Dr. Leu. Advisors are placed in the ten states as follows:

<b>GoSS-MoEST Senior State Ministry of Education Advisors Programme</b>	
<b>Paired States</b>	<b>Funding Source/Posting of Advisor/ Name of Advisor</b>
Western Equatoria State Central Equatoria State	USAID/TAP advisor based in Yambio <b>(Dr. Charles Kanyarusoke)</b>
Upper Nile State Unity State	USAID/TAP advisor based in Malakal <b>(Mr. Tsehaye Haile)</b>
Western Bahr el Ghazal State Northern Bahr el Ghazal State	USAID/TAP advisor based in Wau <b>(Dr. Grace Akukwe)</b>
Lakes State Warrap State	MDTF advisor based in Rumbek (recruitment in process)
Jonglei State Eastern Equatoria State	MDTF advisor based in Torit (recruitment in process)

An important element of the State Advisors Program will be the addition of ten Diaspora Technical Assistance Volunteers to be selected and fielded early in the next quarter. TAP advertised for the Diaspora Technical Assistance Volunteers during the quarter under review, received approximately 30 applications, and will move forward to hire the volunteers as soon as the cooperative agreement modification is signed between USAID and AED early in the following quarter. These volunteers will be assigned to each state ministry and will work under the supervision of the Senior State Ministry of Education Advisors. Their work will help to intensify the scope and impact of all capacity-building work at the state level.

## **2) State Advisors Program: MDTF-funded Advisors**

The GoSS-MoEST advisor and COP continued working with the ministry on development of and further recruitment for the State Advisors Program that will be funded by MDTF. The advisor prepared documents for submission to MDTF, re-wrote job descriptions according to the specifications of the World Bank, created a data base of potential advisors using the process and short-lists from AED's TAP recruitment of advisors, and submitted all documents to MDTF and the ministry. However, during the quarter final approval was not given for the program so it has not moved forward to the stage of defining the roles and

responsibilities of GoSS-MoEST and the TAP, nor has the recruitment process for advisors gone forward.

### **3) Initial Capacity Building in Six States**

The state advisors are building capacity in the state ministries that will accelerate the implementation of education programs at the local level. In order to do this, they are working in the two broad and interconnected areas of: 1) education management; and 2) program implementation. Although the state advisors have covered a wide range of work with the state ministries during the quarter which is summarized below, the areas of initial concentration have been planning and budgeting, building the 2008 annual plans with the state ministries and working with the states to coordinate the state ministries' annual plans with those of partners at the state level. These summaries are a glimpse of the observations and assessments of the TAP advisors on their first complete quarter within their assigned states. The assessments highlight some of the critical issues that TAP advisors are helping their assigned ministries to address through better education management.

#### **Western Equatoria State**

- Initial assessment of capacity and needs

Western Equatoria has wisely set up a lean and efficient operation. They have the minimum number of directorates required to transact ministry business without overburdening their payroll. All but one of the seven directorates are headed by very enthusiastic directors who are willing to share their ideas with the state advisor and are open to his suggestions for improvement. The state has an ongoing program of capacity building in which various officials are awarded scholarships to pursue advanced studies abroad.

- Education management

Western Equatoria is a large state with 10 counties. The communication infrastructure in the state leaves a lot to be desired. A few of the more distant counties cannot be reached in a single day due to poor road conditions. Western Equatoria has taken positive steps toward alleviating the problem of communication and transportation by maintaining internet connectivity at the ministry that allows for efficient in-house communication. A ham radio installation at each of the county headquarters provides a network of quick communication among the 10 counties. To ease the transport problem, each county has been provided with a motorcycle, and each payam with a bicycle.

Reintegration of returnee teachers into the state education payrolls has necessitated a systematic exercise of teacher verification. Western Equatoria conducted a verification exercise in December 2007 and updated their payroll accordingly. A computerized payroll data system has been established. Through the teacher verification exercise, other useful information was generated, such as the number of untrained teachers, number of teachers by gender and number of children enrolled in school.

Teacher training has emerged as the single most important activity for the year 2008. Efforts to offer remedial training have unfortunately, been disrupted by the mandatory participation in the GoSS-level teacher headcount which was concluded at the end of March. A new strategy has to be devised that will enable teachers to take advantage of training programs while remaining in their classrooms.

More work is needed in the crucial area of providing quality education and education services, especially at the county and payam levels. County Education Directors, Payam Education Officers, Payam Education Supervisors, Headteachers and PTAs need to have their capacities boosted.

#### Annual planning

One of the initial activities at the ministry level was to help directors formulate their work plans for 2008. It was also necessary to help them review their 2007 education sector activities, assessing success and failure of implementation. The review of 2007 resulted in a detailed annual report which was completed in February. The report indicated areas that should be accorded priority in 2007. A micro-planning workshop, for all County Education Directors and their Directors of Finance and Management was conducted by UNICEF at the end of March. The workshop helped county officials to develop their planned activities for the year 2008. For each planned activity, they had to generate verifiable performance indicators, projected periods of implementation, and budgetary requirements.

#### General capacity-building activities

Capacity building has occurred on a one-to-one basis so far, with Dr. Kanyarusoke helping various SMOE staff members with systematic ways of writing reports, making budgetary requisitions, making annual projections, interpreting statistical data, creating data-gathering instruments, crafting policy documents, and even writing professionally crafted letters and memoranda.

There remains a lot of room for general capacity building among specialized groups at the state and county levels. County Education Directors especially need to stay abreast of their management and planning skills. Among the state ministry officials, there is a prevailing lack of IT skills. A series of hands-on workshops on the use of information and communication technologies would go a long way in boosting the capacity of these officials. A number of officials have spent the greater part of their working lives in the Arabic pattern system. For such officials, the use of English for normal business transaction is a significant problem. Intensive remedial English classes would help elevate the comfort level of these officials to communicate in English.

- Program implementation

Western Equatoria should be commended on the implementation of program activities, which include girls' education initiatives (e.g. Community Girls Schools, Girls Education

Movement), Adult Literacy Courses, Accelerated Learning Programs, Interactive Radio Instruction, and Intensive English Language learning. The SMOE is vibrant in all these areas, putting Western Equatoria head and shoulders above the other states. Apart from sound programmatic management skills, much of the success depended on availability of transport. The ministry has wisely invested in the purchase of several Land Cruisers to facilitate cross-state travel.

### **Central Equatoria State**

- Initial assessment of capacity and needs

Assessment of capacity and needs is still continuing at the Central Equatoria Ministry of Education. Dr. Kanyarusoke reported to the SMOE in the first half of January 2008. At that time only two (2) of the twenty-one (21) department and unit directors were at their stations as many of them were still on their Christmas vacation. Fact-finding meetings were held with the Director General who indicated lack of learning spaces as the number one problem faced by the ministry. A meeting with the Director for Basic Education revealed the area of teacher training as yet another top priority.

The second visit in the middle of February coincided with the Minister of Education's planned visits to all the counties. During this visit, the minister was accompanied by nearly all the department and unit directors. Again, it was not possible to conduct a proper needs assessment when the directors were absent. Some dialogue with the Director for Administration and Financial Planning reinforced the need for teacher training within the state. The second visit to Central Equatoria was therefore as unproductive as the first.

- Education management

Central Equatoria is unique in that it is home to the nation's capital, and has most of its school population in metropolitan Juba. There are however, many schools in the outlying counties separated by long distances. There is a paucity of vehicles at the ministry which makes it difficult for officials to deliver services to the county level. The County Education Directors also lack means of transport, which hampers their mobility within their counties. Management of education activity is therefore, difficult.

Central Equatoria's teachers have gone without their salaries for 7 months now. This points to a gross lack of management and prioritization of teachers' salaries within the state ministry although teachers are a key element in the delivery of educational services.

#### Annual planning

A considerable amount of preparation is needed for the annual planning exercise. A lack of systemic coordination of planning activities points to a need for significant capacity building in this area. As of this report, the annual report for 2007 has not yet been written. Since the most recent visit of the state advisor, several ministry officials including the Director General, the Director for Administration and Finance and three other officials in Finance, have been suspended. These suspensions have interrupted the progress that Dr.

Kanyarusoke made during the quarter. This vacuum at the top has retarded the formulation of an annual plan of activities for 2008.

#### General capacity-building activities

With the help of UNICEF, a micro-planning workshop was scheduled for April 28 and 29, to be attended by all County Education Directors and their Directors of Administration and Finance. It will help the officials to develop their planned activities for the year 2008. For each planned activity, they will generate verifiable performance indicators, projected periods of implementation, and budgetary requirements.

Even more so than in Western Equatoria, there remains a lot of room for general capacity building among specialized groups at the state and county levels. As with Western Equatoria County Education Directors need to keep up with skills development in management and planning. They will also need intensive remedial English language training to raise their confidence levels in communicating in English.

There is a lot of improvement that needs to be made in the chain of command, coordination of programmatic efforts, development of systems and policy, and general office etiquette. There is an overall lack of civility in the work place that needs to be addressed in order to boost SMOE staff morale.

- Program implementation

Implementation of on-going programs is greatly hindered by lack of transport and office connectivity. Poor coordination exists between the ministry and the counties all the way down to the payam and school level. This lack of transportation and office connectivity needs to be addressed as a matter of urgency. Case in point, supervision of the state's school construction project is non-existent as the ministry engineer often has no means of transport. Needless to say, the huge capital outlay for such endeavors requires close monitoring for reasons of safety and also fiscal and management accountability. Supervision of individual schools is hardly done as the county school inspectors and payam supervisors also lack transport.

### **Upper Nile State**

- Initial assessment of capacity and needs

At the initial stage of the quarter, TAP Advisor Mr. Haile conducted a preliminary capacity gap assessment by reviewing the staffing structure of Upper Nile SMOE and examining qualifications, work experience and training of staff. Various heads of departments, county education officers and supervisors seriously lack the required leadership and management skills. The preliminary findings allowed Mr. Haile to clarify some assumptions around service delivery and supervisory capability of the SMOE. The assessment also revealed significant challenges for Upper Nile including lack of:

- Priority setting and planning procedures
- Time management

- Data gathering and documentation storage system
- Data and documentation retrieving system
- School management and supervision system
- Program monitoring and evaluation system

Unfortunately, with the exception of some ad hoc and sporadic capacity building workshops carried out by a few development partners, there has never been a systematic approach to capacity building within the SMoE.

Nearly 90% of teachers are untrained while the few that are trained received their teacher training in Arabic and are thus cannot teach in English due to limited or no English proficiency. This teacher training gap is a high priority for the SMoE as the lack of English language skills among teachers, cuts across all levels of the education system from basic to secondary schools.

- Education management

The SMoE faces a huge problem of matching the growing demand for school enrolment and the limited learning space. A majority of the schools in the state lack permanent buildings and a conducive learning environment. Furthermore, apart from the limited writing materials provided by UNICEF, essential teaching-learning materials such as textbooks and school furniture are absent. GoSS-MoEST provided limited number of textbooks for the lower primary level, but textbooks for grades five to eight are not currently available. School construction and rehabilitation are thus the topmost priorities of the SMoE.

There is a weak evidence-based decision-making culture. This means that there is a lack of information on the education system. Data on school enrolment, teachers and non-teaching staff of the state Ministry are incomplete or in a non-retrievable state thus making critical information inaccessible for educational planning needs. There is a need for training on data collection, analysis and a retrieval system for planning department staff and heads of county education offices.

#### Annual planning

A draft annual work plan for the state has been developed in consultation with various heads of departments and the Acting Director General. The plan considers the key priorities of the state, planned activities, the geographic (focus) areas, key partners and expected output. Mr. Haile developed a planning template to collect individual department plans.

In cooperation with the UNICEF office in Upper Nile State, the SMoE conducted a micro-planning workshop. About 60 people from the head office of the SMoE and the heads of county education offices were given basic training on micro-level planning. A draft county work plan was developed at the end of the exercise.

### General capacity-building activities

A short priority-setting and planning training was provided to 16 department heads and deputy heads. Also during this quarter, the SMOE mobilized resources from the State Ministry of Finance to train teachers in English. Mr. Haile helped the Director General to write a project proposal for this course. The course was to upgrade the English language skill and subject knowledge-base of teachers at the lower primary (grades 1-4) level.

During this quarter, one education sector coordination meeting was conducted at the SMOE. The forum involved all development partners working in the education sector within the state. The SMOE Director General took the lead in this meeting. Partners reported on their progress, challenges and plans for the next quarter.

A group from United Nations Office of Coordination for Humanitarian Assistance (UNOCHA) visited Upper Nile at the beginning of the quarter to discuss local-level planning and sector allocation. Mr. Haile assisted the Director General to negotiate a substantial allocation of funds to the education sector within the state. The education sector expects to receive a good part of the Common Humanitarian Fund when it is made available, possibly in the second half of the year.

- Program implementation

The road network in Upper Nile State is among the worst in southern Sudan. Accessibility is nearly impossible in the remote counties, and during the rainy season (which coincides with the school year) all roads, including many streets in Malakal town, become impassable. This situation causes great impediment to program implementation and monitoring.

Mr. Haile assisted the SMOE, in collaboration with UNICEF, to develop an educational materials distribution plan. Over 200,000 children, 1769 teachers and nearly 266 schools will benefit from these materials.

The training of supervisors and enumerators for the Teacher Head Count as well as the actual running of the exercise was implemented in the reporting period. Findings of the survey are now in Juba for processing.

Mr. Haile facilitated the state level review of the Education Act. Heads of department, county education officers and representatives of partners participated in the one day review meeting. SMOE input was submitted to the Education Act Working Group in Juba for further consideration and possible incorporation within the draft act.

### Unity State

- Initial assessment of capacity and needs

During his initial visit to Unity State, Mr. Haile held consultation meetings with the State Minister of Education, the Director General, Director of Planning and Budgets as well as

the various heads of directorates in the SMoE. Mr. Haile also conducted a capacity gap assessment within Unity State and found similar challenges as those in Upper Nile state.

The use of dual curriculum (i.e. Arabic and English) poses a serious problem in the transformation of the education system from Arabic to English. Since most of the teachers were trained in Arabic language, their ability to teach in English as well as their content knowledge base of the New Sudan syllabus and textbooks is limited and even non-existent in some cases. The SMoE has recruited about 207 English speaking teachers from Kenya and Uganda. This has served as a temporary stop-gap measure but a long term solution of teacher training is paramount.

Over 75% of the children within the official school age (6 to 14 years for the primary and 15 to 18 for secondary) are believed to be out-of-school. Girls represent a significant number of the unreached school children. This is a huge challenge to the SMoE in its efforts to achieve the education for all goal in the state.

Currently, about 90% of the schools do not have proper classrooms. Most of the teaching-learning process takes place under trees, make-shift schools made of local materials or any abandoned old buildings. School construction and the provision of conducive learning environment are among the top priorities of the State Ministry of Education.

#### Education management

The SMoE is facing daunting institutional challenges that seriously affect its delivery and monitoring of educational services to all the counties. Lack of communication systems (e.g. telecommunication, radio communication, internet system), logistical support, limited office space both at the headquarters of the state Ministry as well as county levels are among the problems that it faces.

#### Annual planning

During the quarter, a draft annual work plan for 2008 was created with the help of the Director General, the Director of Planning and Budgets as well as the heads of directorates. The work plan contains the key priorities of the State Ministry of education. It focuses on construction and rehabilitation of schools, training for capacity building, expansion of alternative learning system and provision of essential teaching-learning materials.

#### General capacity-building activities

There remains a great deal of need for additional capacity building. Many of the officers at the SMoE have limited capacity in planning, leadership and management as well as monitoring of educational activities. The English language skills of most of the education officers in the state are also far below the expected standards.

A brief training workshop facilitated by Mr. Haile on the preparation and prioritization of key education sector activities was given to 15 heads of state level directorates and county education officers.

A micro-planning workshop sponsored by UNICEF and aimed at reviewing the UNICEF/GOSS annual work plan for 2008 at state and county levels was conducted during the quarter. Some 50 participants from the SMOE and development partners took part in the workshop.

- Program implementation

A state level Education Act review meeting took place on 21 February, 2008 in Bentiu. Heads of the various directorates of the SMOE and county education directors as well as representatives of development partners took part in the review. The General Education Act was reviewed by the Director General and the various heads of directorates while the School acts and teaching service act was reviewed by the heads of directorates and county education directors. The team generally accepted the contents of General Education Act but recommended some minimal changes on the School Act and Teaching Service Act.

Mr. Haile along with UNICEF Malakal staff, participated in the review of the state-wide distribution plan of educational materials donated by UNICEF. The importance and urgency of pre-positioning of school materials before the schools reopen in April was emphasized during the exercise.

The training of supervisors and enumerators for the Teacher Head Count took place in March, followed by the Head Count itself. Findings of the survey are now in Juba for processing.

### **Western Bahr el Ghazal State**

- Initial assessment of capacity and needs

The modus operandi within the Western Bahr El Ghazal (WBG) SMOE is reaction rather than pro-action. The SMOE's programs have been reduced to a hand-to-mouth operation, with no money for any other expenses beyond staff salaries. There is a culture of absenteeism, detachment from one's job and the day-to-day operations of the ministry, and no sense of commitment or empowerment to initiate activities. There is no formal or regular reflection of the effectiveness and efficiency of department activities either on a ministry or department level. This makes it very difficult for staff to articulate their needs beyond tangible things like cars, money, schools, and computers. A number of staff talk about training and capacity-building needs, but when prompted further ascribe their professional challenges to some basic things like lack of computer training or no transportation. Concepts like time management, maximum utilization of resources, accountability and performance evaluations are very foreign within the current ministry culture.

The SMOE staff members are greatly in need of management training. Quite a number of staff members were teachers prior to their current ministry post and have no management skills or technical knowledge for the positions that have been "thrust" upon them. The

ministry staff also needs management and technological tools that will help them discharge their duties efficiently and effectively. Out of the five departments within the ministry, only one has two computers that are still in use albeit old and with keyboards that have Arabic characters. Thus, the Department of Planning and Budgets which includes the data and statistics unit, is an ineffective paper-based operation that lacks proper paper documentation of its own activities, talk less of the other four departments for which it is supposed to provide oversight.

- Education management

The management and oversight of the education sector seems shrouded in confusion, mystery and politics regarding:

- a) Budgets (how funds are appropriated, disbursed, accounts reconciled, and who manages physical cash)
- b) Procurement (bidding processes are not neutral or documented)
- c) Recruitment ( unqualified candidates)
- d) Accountability (lack of financial accounting, reporting and decision structures, performance evaluations, time management)
- e) Opportunities for learning and training provided by development partners (there is a lax attitude)

Whether by intent or folly, these issues are a serious barrier to management and planning and create feelings of apathy and a lack of empowerment among staff.

#### Annual planning

Aside from a flawed and inadequate budget and one or two narrative paragraphs about planned activities, there is no formal planning document (e.g. work plan) for the education sector. This is primarily because presently the SMoE does not receive any operational or capital improvement funds from GoSS-MoEST. These funds would have been used for program implementation had they been available. Nonetheless, Dr. Akukwe had one-on-one discussions with each of the department directors to document their planned activities for 2008. Although already late in the fiscal year, she has worked with the ministry to produce a draft annual work plan that reflects how the ministry will collaborate with its development partners during the year rather than what program activities the non-existent education budget will be applied. The work plan is being finalized and will be used as a training tool for the development of next year's work plan.

#### General capacity building

It is very clear that there is weak capacity in education sector management at the ministry. There is also a problem with time management and the ability to develop, implement, monitor and evaluate programs. As mentioned earlier, this can be attributed to the fact that many of the staff members have never had program management training or even any formal education on the technical areas for which they are responsible.

As part of the annual work plan, Dr. Akukwe worked with the department directors to come up with a list of proposed capacity-building workshops that will address training needs on developing, implementing, monitoring and evaluating programs. During the annual work plan meeting to which development partners were invited, Dr. Akukwe proposed that each partner pick one or two areas within their expertise to organize an in-house workshop for the ministry staff. Some development partners are in the process of organizing their events. Dr. Akukwe uses very task within the ministry as a capacity-building training opportunity with whomever she works. The first development partner in-house training workshops will take place in April.

One of the biggest challenges in capacity-building is how development partners are defining and effecting the concept. The current model is one-off training workshops which usually impart knowledge but do not provide the opportunity to apply it. Dr. Akukwe has encouraged the development partners to reconsider this model and involve the ministry staff more in the implementation of their programs i.e. a “learning by doing” approach.

- **Program implementation**

As explained previously, there is little capacity within the ministry to develop, implement, monitor or evaluate programs. Working with ministry directors and development partners, Dr. Akukwe is placing more emphasis on a “learning by doing” approach. World Food Program and UNICEF are one of the first development partners to try this approach. Selected ministry staff work at development partners’ offices along with development partner teams - participating in meetings, planning the execution of activities, generating operational plans including budget, logistics and program monitoring.

In this first quarter, Dr. Akukwe has spent more time in WBG because it is her base, but also because as a former garrison town during the 30 year struggle between the Sudan People’s Liberation Army (SPLA) and the Khartoum-based Government of Sudan (GoS), WBG is one of the last states to be fully integrated into the New Sudan and its governance structures – i.e. Government of Southern Sudan (GoSS). There is a heavy Arab influence in the state reflected in the use of Arabic as the preferred language of governance and educational instruction within the state. This is having a tremendously negative impact on educational service delivery and other areas of educational management. Consequently, a greater effort is needed in WBG to facilitate the transition from GoS governance processes to that of GoSS.

### **Northern Bahr el Ghazal State**

- **Initial assessment of capacity and needs**

Dr. Akukwe’s first visit to Northern Bahr El Ghazal’s (NBG) SMoE was in February of this year because the Minister of Education, His Excellency Kuac Wek Wol was out of the country in December 2007, only returning to his state in the last week of January 2008. The NBG SMoE appears to have more engaged staff members working as department directors compared to WBG. The minister, H.E. Kuac Wek Wol, is an energetic and young

minister who has a vision for his ministry which he clearly articulates when given an audience. His Director General, Sylvester Abraham, is also a very dynamic and energetic personality in spite of his age (past retirement and possibly in his early 70s). Unlike WBG which has a strong Arab orientation, NBG appears to be a Dinka stronghold. Fewer people openly speak Arabic and the alternative language of choice is Dinka for the non-English speaking staff. This means there is less of a need for intensive English training for ministry staff.

NBG SMOE has similar issues to WBG. The SMOE is not without its own set of challenges. However and once again like WBG, staff members tend to ascribe their professional challenges to lack of technological tools, transportation and money. There is little self-reflection about how their own performance or lack thereof impacts the effective implementation of sector activities. A very big difference however between these two Greater Bahr El Ghazal states is the NBG SMOE leadership's (i.e. the minister, DG and department directors) commitment and willingness to learn and work. This was demonstrated by SMOE's effort in preparing a formal annual report reflecting the successes, challenges and way forward for education sector activities.

The NBG SMOE staff members need technological and management tools. The only ministry-owned computer sits in the minister's office and he does make use of it. There are one or two laptops being used in the planning department but these are privately-owned and not running at optimal level anyway. Consequently, this ministry runs a paper-based operation. However, documentation is a little stronger than that of WBG. In sum, the NBG SMOE staff members are in great need of management training that builds on their energy and commitment.

- Education management

As mentioned earlier, the ministry produced a 2007 annual report. This document was shared with the Council of Education and most likely made the appropriation of state-level funding much easier. A 2008 work plan was also developed although it reads more like a shopping list and does not provide any rationale beyond numerical targets on areas like student enrollment, school construction and teacher training.

#### Annual planning

The ministry's work plan does not reflect the impact of ministry operations on improving educational delivery and management beyond the achievement of numerical targets. However, this may not be a critical issue, because within the current Southern Sudan context, expanding access to and delivery of services to its people is the prerogative of GoSS. Impact assessments seem to be a distant priority at the moment. All the same, Dr. Akukwe engaged sixteen directors in a work plan development workshop that was well-attended. The strategy is to use the development of the 2008 work plan as a training tool that prepares the ministry staff members to develop a better 2009 work plan that will reflect NBG's education sector budget and ministry capacity. The 2009 work plan process will begin in the last quarter of this year.

### General capacity building

UNICEF, a lead education sector development partner, is consolidating its operational offices within the region and has closed its office in NBG. Other agencies have followed suit with the result that there is not a strong development partner presence in NBG. This means there is limited opportunity for in-house training workshops or “learning by doing” exchanges with development partners. Ministry staff members will have to rely on short term technical assistance experts who may be visiting the state to provide some training. The work plan development workshop organized by Dr. Akukwe was very well attended and the content of the training well-received. This demonstrates that the SMOE staff members are ready and “starving” for such learning opportunities. The workshop was six hours long excluding one hour for lunch. No incentives were provided yet there was highly impressive participation by ministry staff members. Dr. Akukwe and the NBG SMOE will have to be creative about how they secure capacity-building opportunities for staff members.

- Program implementation

This is one ministry that will do well if only resources are made available for program implementation. The focus of the ministry’s implementation efforts have been on school construction, student enrollment, distribution of school materials, reducing their payroll expense by screening out ghost names, and retirement eligible personnel. They have been fairly effective in these areas although Dr. Akukwe is not yet fully apprised of the details. There is a lot of potential to develop a highly effective team in the next quarter that will feel more confident about developing, implementing, monitoring and evaluating programs.

#### **4) Capacity Building at GoSS-MoEST**

- Policy Development:

All four TAP senior advisors worked on the Education Act during the quarter. The work consisted of workshops with ministry officers and partners and extensive group meetings to discuss input. The GoSS-MoEST TAP advisor worked intensively in the process during the three months of this quarter following on the intensive work of the other TAP advisors earlier in the process. After an extensive consultation process, the Education Act was submitted to the Ministry of Legal Affairs by the Undersecretary at the end of March.

- Planning:

The GoSS-MoEST advisor, Dr. Leu, worked with the Department of Teacher Education and Development and the Directorate of Quality Promotion and Innovation to develop their Annual Plans for 2008.

Dr. Leu also assisted the Department of Teacher Education and Development and the Principals of the TTIs to develop plans for the opening of three TTIs in April.

- Program and System Building:

Throughout the quarter, Dr. Leu worked with the ministry to select two additional senior advisors for the State Advisors Program. This work has been hampered by the delay in assigning a ministry officer to head the program within the ministry and act as point person.

Dr. Leu headed a committee to develop a framework for enhanced coordination mechanisms in the ministry for the work of the advisors and the ministry officers. This work grew into a more broad-spectrum program to develop systems based on a continuum of: 1) realistic annual and monthly planning; 2) job descriptions for advisors and ministry officers that match annual plans; 3) tracking of implementation; 4) accountability for progress; 5) information dissemination and enhanced communication.

### **5) Southern Sudan Education Act, 2008**

The whole TAP team worked with GoSS-MoEST on the draft of the Southern Sudan Education Act, 2008, that was submitted to the Ministry of Legal Affairs at the end of March. Following on the work of the previous quarter that started in early December at the ERDF, the team worked over Christmas and in early January on the second draft that was presented to a workshop of partners and ministry officers on 4 February. Subsequently a third draft of the Act was distributed to the State Ministries of Education for comment and input. After this input was incorporated in the Act, the fourth draft was developed. This draft was submitted to the Minister and Undersecretary on 18 March and subsequently submitted to the Ministry of Legal Affairs at the end of March. The Education Act consists of three separate acts:

- Southern Sudan General Education Act
- Southern Sudan Schools Act
- Southern Sudan Teaching Service Act

The intense committee-based discussions in the Education Act work group became a form of training for ministry officers in the creation and development of a legal basis of an education system.

### **6) Stages 3 and 4 Teacher Professional Development Materials**

At the request of the Undersecretary and with the agreement of the USAID CTO, Dr. Kanyarusoke participated in the development of Stages 3 and 4 materials for the GoSS-MoEST In-service Teacher Professional Development Program. Based on the pre-service Broad Curriculum, Stages 1 and 2 were developed two years ago under the USAID-funded SBEP program at the Maridi Curriculum Development Center (CDC) with Dr. Kanyarusoke acting as advisor to the program at the time. Work had not proceeded in the intervening period of time on the materials and completing the in-service course materials was a priority of the GoSS ministry.

The Stages 3 and 4 teacher professional development materials program at the Maridi CDC was a three-and-a-half month program funded by MDTF. The ten existing CDC officers facilitated the program and the writers consisted of 30 mainly young teachers working in their areas of specialty. Facilitators from Jesuit Relief Service helped with the program.

Dr. Kanyarusoke worked with this program in Maridi in the previous quarter and again during two periods of time in the quarter under review. He traveled to Kampala, Uganda, on January 18, to purchase reference materials to be used in the curriculum materials writing exercise, at Maridi. On February 2, he returned to Maridi to check on progress, quality and quantity of the materials being produced. A final visit to Maridi was made in the middle of March, to bring the materials writing exercise to its conclusion.

His task in this program was two-fold:

- Training the CDC officers in the management of curriculum materials development as well as in the facilitation and writing of materials; he is also training the writers in techniques of writing professional development materials.
- Ensuring that, from a technical point of view, the materials are of the best quality that is possible, given the lack of experience of the group.

The materials were successfully completed at the end of March. They consist of 45 Stage 3 and 45 Stage 4 professional development materials that will be printed in copies of several thousand which will contribute to the TAP PMP targets for 2008. For each of the subjects English, Social Studies, Mathematics, Science and Professional Studies, three books were written for each term, namely, Community Study and Activity Book, Workshop Activity Book, and a Tutor’s Guide.

The training and materials development are summarized in the following table:

<b>Training accomplished and materials developed through TAP Technical assistance to Maridi CDC</b>
Education officers trained: 9
Curriculum writers trained: 30
Materials being developed: 90
Copies of each to be printed: approx. 2,000+

**7) USAID Partners’ Meeting, AREW and CPA solidarity planning, filming, events**

USAID Partners’ Meeting: Dr. Leu and Dr. Kanyarusoke took part in the Education Partners’ Meeting at USAID on 21 February 2008. The meeting brought together key GoSS-MoEST officers, representatives from the four USAID-funded programs in Southern Sudan and the Three Areas (Technical Assistance Program, Gender Equity through Education Program, SSIRI Program, and HEAR Program), and partners in the education sector.

Preparation for AREW: During the quarter, planning took place for the Southern Sudan team's participation in the Africa Regional Education Workshop (AREW) that will be held in Addis Ababa 13-18 April 2008. Plans were made for an interactive presentation that will include a film made by a documentary film maker who was in Juba 15-21 March. TAP staff assisted in planning the film and Mr. Haile was interviewed as part of the film.

CPA Solidarity Week – Education Day: As part of the CPA Solidarity Week, 4 April was designated as education day during which activities profiled the role of education in supporting the goals of the CPA. The TAP advisors participated in the discussion and lunch at the US Consulate on decentralization. This discussion focused on the ways in which decentralization in general supports the CPA and the ways in which all of the USAID-funded programs support decentralization. The capacity-building and program implementation goals of the Technical Assistance Program at State Ministries of Education were the focus of the discussion.

## **8) Collaboration with Other Programs**

All of the State Advisors linked with UNICEF officers and programs at the state level, particularly concerning annual planning and building partnerships with NGOs at the state level. The GoSS-MoEST advisor worked with UNICEF on several programs, particularly the Education Act and the Coordination Committee.

The work of the advisor at GoSS-MoEST and that of the EMIS were more closely coordinated during the quarter, particularly relating to the head count.

Dr. Leu and the state advisors participated in planning work and program cooperation with both the Gender Equity through Education program and the South Sudan Interactive Radio Program. Dr. Akukwe worked with GEE Grant Coordinator Rosemary Cunyua to develop a strategy for identifying girls for the mentoring component of the GEE program to promote girls' education within Western Bahr El Ghazal. This will involve screening young female students attending the University of Greater Bahr El Ghazal here in Wau as potential mentors for the female secondary students.

## **III. PROGRESS TOWARD TAP BENCHMARKS AND PMP TARGETS**

During the team meeting held at the end of this quarter, Dr. Leu led the TAP state advisors in a discussion about TAP benchmarks and PMP targets. As indicated within this report, some of the benchmarks for the project are being achieved and documented. However as this quarter is the first for the full team to work together, the team has proposed starting to report on TAP benchmarks and PMP targets during the following quarter, based on baseline data on SMoE officers' attitudes, behaviors and knowledge on educational management and program implementation and progress towards change. The team is

working on collecting this information systematically and will report on TAP benchmarks and PMP targets early in the next quarter.

#### **IV. ADMINISTRATIVE ACTIVITIES**

During the quarter the following are examples of administrative activities were carried out:

- TAP financial management and reporting systems were further developed and refined for all program locations - Juba, Wau, Malakal, and Yambio. All TAP financial management and reporting to AED head office is now done entirely in Southern Sudan. All banking is set up through Nile Commercial Bank Juba and branches in Yambio, Malakal, and Wau.
- Risk management plans and security systems for both civil emergencies and health emergencies were further refined and developed in all locations.
- TAP advertised for and interviewed candidates for the position of Program Officer for Administration. This is a replacement for Mr. Filbert Ojok who left TAP in January to work in the President's Office.
- TAP advertised for Diaspora Technical Assistance Volunteers who will be posted in each of the State Ministries of Education to provide depth and consistency to the capacity-building programs in the states. Interviews were not held because the modification of the cooperative agreement for the Diaspora Volunteers had not been signed.
- The procurement process for two new Toyota Flat Top Cars has been very slow and by the end of the quarter the cars were not yet in Southern Sudan. Tax exemption for importing the cars was secured from the Ministry of Finance and Economic Planning and the Government of Central Equatoria State.
- Tax exemption matters became more complex during the quarter in several ways. For example, a letter for the Technical Assistance Program's tax exempt status was demanded by Immigration in order to secure an exit and entrance visa for Dr. Grace Akukwe (TAP advisor to Western and Northern Bahr El Ghazal states) when she left the country for a short R&R.
- The TAP established its own account with the World Food Program for flights within Southern Sudan during the quarter. This involved a trip to Lokichoggio by Mr. Jino Meri to set up the account and further negotiations with World Food Program and UNOCHA.

- It is worth noting that overall the level of bureaucracy and additional procedures required for accomplishing even the most basic tasks is increasing steeply, expanding substantially the administrative burden and the time required for program management.

## **V. STAFF NOTES**

### **Visitors to TAP**

- Kurt Moses from AED/Washington worked on the final report of the present EMIS program and plans for the follow-on program at GoSS-MoEST from 1-8 February.
- Katherine Shanahan from AED/Washington worked in Juba, Wau and Yambio to assist with administrative systems from 28 March – 18 April.

### **TAP staff travel within Southern Sudan**

- Dr. Charles Kanyarusoke:  
Maridi 3 February – 7 February  
Juba 15 February – 1 March – 4 March (Lainya 1 March)  
Maridi 14 March – 17 March  
Juba 28 March – 11 April
- Dr. Grace Akukwe:  
Juba: Dec 18 2007 – Jan 16 2008  
Aweil: February 4 - 6  
Aweil: February 25 – 29  
Juba: March 10 – 14  
Juba: March 24 – 26
- Mr. Tsehay Haile:  
Bentiu: 12 February – 23 February
- Dr. Elizabeth Leu:  
Malakal: 28 February – 1 March

### **TAP staff travel outside of Southern Sudan**

- Mr. Jino Meri to Lokichoggio to establish new WFP account 31 January-4 February 2008
- Mr. Jino Meri visit to Nairobi: AED/Nairobi and Alpha Motors
- Dr. Charles Kanyarusoke trip to Kampala to buy books for Curriculum Development Center 18-22 January 2008

### **Staff leave taken during the quarter**

- Mr. Charles Kanyarusoke trip to Kampala 20-25 March 2008
- Mr. Tsehay Haile R&R to Asmara 5-17 January 2008
- Dr. Grace Akukwe R&R to Ghana 14-24 March 2008

- Mr. Jino Meri on leave in February 2008
- Dr. Elizabeth Leu returned from leave in Washington on 11 January 2008

## **VI. MAJOR GoSS-MoEST AND SMOE EVENTS AND ISSUES JANUARY-MARCH 2008**

### **▪ Education Act, 2008**

A final draft of the South Sudan Education Act developed between December 2007 and March 2008 will form the legal basis for the education system. The third draft of the act was shared with each SMOE for input. State level recommendations were incorporated into a fourth draft that is currently being reviewed by the GoSS Legal Affairs Department. All of the states covered by the TAP advisors participated in reviewing the Education Act.

### **▪ Teacher Head Count**

The Teacher Head Count was initiated in January 2008. Through this process, the teachers and education officers of Southern Sudan will be counted and data collected on their qualifications, length of service, etc. This will form the basis of establishing a reliable payroll system. The Head Count took place across all ten states of Southern Sudan. TAP state advisors provided support to the head count technical teams on request, but closely monitored the progress of the exercise as it was a good demonstration of the SMOE's ability to successfully implement a project activity.

Related to the head count activity, many of the SMOE's have not paid their teaching staff for months. This has created low morale among the teaching staff and led to threats of strike action. In WBG SMOE, the Director General's office was besieged by irate teachers who accused him and other department directors of "stealing" their salaries. The Director General and several support staff who tried to protect him were physically man-handled. This happened after a visit from the Minister of Education, H. E. Prof. Job Dhurwai, and after several town-hall type meetings to address the concerns of the teachers that one of the senior management staff members had misappropriated education funds. With the exception of Western Equatoria State where payroll issues appear to be under control, the same tensions prevail in the other four states with assigned TAP advisors.

### **▪ Annual Report 2007, Annual Plan 2008**

During the quarter most of the directorates and departments of GoSS-MoEST developed annual plans. The annual report for 2007 which was a high MoEST priority was not completed during the quarter. All six states in which the TAP has placed advisors are either in the process of or have completed writing 2007 annual reports and 2008 annual work plans. It is important to note that for some states the annual reporting is nothing more than a bullet list of data points collected from the county and payam level. TAP advisors will be working with states to develop elements of a good SMOE annual report.

- **VSATs and Internet Connections**

With VSATs now installed at all State Ministries of Education, it is now apparent that there are severe problems in maintenance and payment for the connection. Almost none of the VSATs are presently operating, with the exception of the one at the Western Equatoria SMOE. The GoSS-MoEST internet connection has not been functioning throughout much of the quarter under review. This problem also demonstrates the need for each state to appoint an IT officer who will be responsible for trouble-shooting all VSAT related issues to ensure ministry connectivity. The decentralization process is heavily dependent on regular and reliable communication between GoSS-MoEST and SMOEs and down one step further to the county level once the SMOEs have the resources to pay for such services.

- **Completion of GoSS-MoEST Building Renovation**

The new building is now complete and many officers have moved into it. It is now apparent that the building may not hold all of the ministry officers. It is not known whether the TAP will be given office space in the ministry. A room is set aside for all 15 advisors at the ministry so in that sense there is space for the TAP advisor.

- **Flow of resources to the states**

Currently, none of the SMOEs receive any capital development or operational funds from GoSS-MoEST – namely chapters 2 & 3 of the budget. According to the Undersecretary, H.E. William Ater, provision of these funds are the responsibility of state level legislative assemblies which quite often do not make any allocations to the education sectors of their states. This impedes the SMOE's ability to deliver educational services to their constituents as they do not have money to buy paper, ink, repair outdated and old machines.

- **Budget appropriations and money transfers**

There appears to be no formal system of appropriating, accounting for or reporting fund transfers between GoSS-MoEST and the states. There is also no documentation of these transfers. This may contribute to poor financial management, lack of transparency and accountability – all the things which the current Education Act and CPA seek to address. There needs to be clear communication and documentation on the financial processes of MoEST in terms of SMOE grant transfers.

- **Developing a foundation for effective systems planning**

Many SMOEs do not know how to develop a formal action plan reflecting their vision of educational delivery within their states. While state advisors are working on providing some training and technical support, there is still a culture of detachment from ministry responsibilities. Departmental involvement is critical in this process as it is part of developing the capacity of ministry staff to develop, implement, manage, monitor and evaluate their programs in terms of the broader goals for educational.

- **Sensitizing State Ministries about the TAP program and the role of state advisors**

While all TAP advisors have been well received within their assigned states, there is still the need to increase the awareness of the importance of this program in terms of decentralization and the operationalization of GoSS-MoEST' vision of educational delivery within the states. To emphasize the importance of the TAP program, the team proposed that a high-level delegation from GoSS-MoEST visit each state assigned with an advisor to orient each state minister and their ministry staff about the role of the program and each advisor. The GoSS-MoEST Undersecretary, H.E. William Ater, has endorsed this idea and indicated his intention to carry out this plan within the next quarter.

## VII. SOUTHERN SUDAN TAP DELIVERABLES

### Status of Southern Sudan TAP Deliverables by LTTAs

No.	Deliverable	Due	Status
1	Quarterly Reports	Quarterly	Submitted
2	Refined EQUIP 2 Work Plan	end May	Approved
3	Revised TORs for LTTAs	end May, October	Approved
<b>Deliverables completed by Long-term Technical Advisors</b>			
5	One-year Work Plan for Data & Statistics Unit	May 06	Draft submitted to MOEST end May
6	HR Skills Development Matrix	May 06	Presentation State Planners Workshop end May; activity put on hold upon resignation of Senior Education Advisor
7	Finalize Education Sector Implementation Plan	May 06	Submitted
8	Identify short-term assignments for Diaspora skilled volunteers in state ministries	May 06	Draft TORs submitted to MoEST
9	Situational analysis of 2005 Annual Education Census (AEC) and EMIS system	Jun 06	Submitted and Approved
10	Presentation of key 2005 AEC statistics	July	Awaiting completion of AEC; task transferred to EMIS / UNICEF team
11	Time Management Training/Office Culture	Aug	Removed from Work Plan
12	Strategy for integrating HIV/AIDS information into National Teacher Education Strategy	Sep	Removed from Work Plan
13	Strategy for Alternative Education Unit for launch of Literacy Campaign in September	Sep 06	Submitted to MoEST
14	Conduct 2006 Annual Education Census	end Nov	Task transferred to EMIS/UNICEF team

15	Presentation of key 2006 AEC statistics	December	Task transferred to EMIS/UNICEF team
16	Assist the Data & Statistics Unit to develop a system for collecting, analyzing & reporting data	September	Task transferred to EMIS/UNICEF team
17	Draft National Teachers' Code of Conduct	Nov 06	Submitted to MoEST
18	Fast Track Programme Syllabus and Guide	Dec 06	Syllabus and Guide approved by MoEST
19	PowerPoint presentation for Minister developed with the UNICEF advisor in the ministry	Dec 06	Submitted to and used by Minister
20	Development of proposals and budgets for five training activities in the Directorate of Quality Promotion and Innovation for 200-day plan	Dec 06	Submitted to MoEST and Ministry of Finance
21	Situational Analysis of Educational Quality and School-based Management	Feb 07	Submitted to MoEST in late February
22	Situational Analysis of Vocational Education Programs	Feb 07	Submitted to MoEST in late February
23	Fast Track Teacher Education and Training Programme – Phase I	Jan 07	Carried out in January – various planning and evaluation documents submitted to MoEST
24	Fast Track Teacher Education and Training Programme – Phase II	Feb 07	Carried out in February – various planning and evaluation documents submitted to MoEST
25	Planning for Fast Track Teacher Education and Training Programme – Phase III	Mar 07	Carried out in March – various planning and evaluation documents designed and submitted to MoEST
26	Education Planning and Mobilization Workshop in Rumbek: Teacher development	Feb 07	Organization and Power Point for presentation of teacher development work
27	Education Planning and Mobilization Workshop in Rumbek: Design and implementation of the workshop	Feb 07	Design of planning work for: 1) MoEST's four priority areas and 2) ten state groups.
28	Leverage of over \$1 million for Fast Track Program from MDTF	Feb-Apr 07	Funds secured and used for the program in April, May, June
29	Implementation of Fast Track Program – Phase III which trained 1,229 new teachers in ten states plus Abyei	May-Jun 07	Pilot program completed, analysis of successes and challenges under way to prepare for further funding proposals
30	Development of Monitoring and Evaluation formats for the FTP	Apr 07	Formats used and data submitted, analysis under way
31	Development, along with MDTF financial officer, of financial accounting formats for FTP	Apr 07	Formats used and accounts submitted, verification and approval of accounts under way
32	Application for Assistance for Phase II of TAP	May 07	Submitted on deadline of 29 May
33	Fast Track Preliminary Final Report	Jun 07	Submitted to D/G, Undersecretary, GoSS Minister, state Ministers

34	Fast Track Final Report	Jul-Aug 07	Submitted by D/G Quality Promotion and Innovation to Undersecretary, Minister, state ministries, etc.
35	Proposal to MDTF for State 3 and Stage 4 teacher in-service materials development	Jul-Aug 07	GoSS-MoEST submitted to MDTF/World Bank in August
36	Proposal to MDTF for two state advisors	Sep 07	GoSS-MoEST submitted to MDTF/World Bank in September
37	Development of design and introductory materials on GoSS-MoEST State Advisor Program	Sep 07	GoSS-MoEST sent to all state ministers and GoSS- MoEST D/Gs in September
38	Proposal for Secondary Teachers Orientation to New Curriculum	Oct 07	Submitted to GoSS-MoEST department, not submitted to MDTF
39	Terms of Reference for MDTF state advisors according to World Bank request	Oct 07	Submitted to MDTF
40	Entrepreneurship education concept paper and PowerPoint slide draft	Oct 07	Submitted to GoSS-MoEST
41	Program design for TWG on Teacher Education and Training	Nov 07	Used to guide TWG meeting
42	Framework for GoSS-MoEST-partner cooperation from TWG-TET	Nov 07	Submitted to GoSS-MoEST
43	Summary of National Teacher Education Strategy	Nov 07	Submitted to GoSS-MoEST
44	TAP Phase II Year 1 workplan	Nov 07	Draft submitted to AED and USAID
45	Risk Management Plan	Nov 07	Submitted to AED
46	TAP Branding Plan	Nov 07	Submitted to USAID
47	Local Hire Personnel Handbook	Nov 07	Submitted to AED
48	Teacher Verification Formats for Western Equatoria State	Nov 07	Submitted to the Minister WES
49	Strategy Paper on Teacher Verification for Western Equatoria State	Nov 07	Submitted to the Minister WES
50	PMP documents for 2007	Oct 07	Submitted to USAID
51	Ad hoc tasks as requested by the Undersecretary, the Minister	Ongoing	Drafting parts of reports, editing reports, drafting letters, etc.
52	Ad hoc tasks as requested by the Director General, Directorate of Quality Promotion and Innovation	Ongoing	Mainly development of planning and reporting documents for the Directorate
53	The Education Act, 2008	Submitted Mar 08	All advisors contributed significantly to development of the act
54	WEQ and CEQ Performance Evaluation Instrument	Jan 08	Designed by Dr. Kanyarusoke; Adopted by WEQ and CEQ Ministries
55	Annual Plan 2008 Department of Teacher Education and Development	Feb 08	Worked with department to develop plan and submitted
56	Presentation to USAID Partners' meeting	Feb 08	Submitted to USAID
57	US Educational Materials Distribution	Feb 08	Mr. Haile contributed to review

	Plan Review		
58	WEQ Teacher Training Science Unit 14 – Training Manual	Feb 08	Completed by Dr. Kanaryusoke; currently in use
59	<i>Issues in School Construction</i> Position Paper	Feb 08	Completed and submitted by Dr. Kanyarusoke
60	Briefing papers on education and decentralization for CPA solidarity week	Mar 08	Submitted to USAID
61	Contributions to AREW presentation	Mar 08	Developed for USAID
62	Stages 3 and 4 In-Service Teacher Education Materials	Mar 08	Dr. Kanyarusoke contributed to materials development at Maridi CDC
63	Grant proposal for construction of Yambio Vocational Training Center	Mar 08	Dr. Kanyarusoke assisting WEQ SMOE on proposal
64	WEQ 2008 Annual Work Plan	Mar 08	Completed with help from Dr. Kanyarusoke
65	WEQ 2007 Annual Report	Mar 08	Completed with help from Dr. Kanyarusoke
66	CEQ 2008 Annual Work Plan	Mar 08	In progress
67	CEQ 2007 Annual Report	Mar 08	In progress
68	US 2008 Annual Work Plan	Mar 08	In progress
69	UNS 2008 Annual Work Plan	Mar 08	In progress
70	Assist WBG and NBG SMOEs with development of systems for planning, budgeting and administration	Mar 08	Ongoing by Dr. Akukwe
71	WBG 2008 Annual Work Plan	Mar 08	In progress
72	WBG 2007 Annual Report	Mar 08	In progress
73	Ad hoc tasks as requested by the Minister, DG and directors	Ongoing	Drafting letters, reviewing development partner documents etc
74	NBG 2008 Annual Work Plan	Mar 08	In progress
75	NBG 2008 Annual Report	Mar 08	Completed before Dr. Akukwe reported for duty but follow-up work on report done by Dr. Akukwe.

### Status of Southern Sudan TAP Deliverables by STTAs

No.	Deliverable	Due	Status
<b>Deliverables completed by Short-term Technical Advisors</b>			
1	Preparation of Minister's Education Policy Paper to Legislative Assembly in May	May (9 days)	Submitted May; Updated September; Legislative Assembly address now in October
2	National Teacher Education Strategy	end July (30 days)	Submitted to MOEST, USAID
3	Prepare State Workshop on language policy (Gr 1-3) in preparation for Language Policy Workshop	September (20 days)	Materials submitted to MoEST, USAID
4	Updated MOEST organizational structure; linkage to states; identification of counterpart in MOEST to conduct future up-dates	Sept 06	Submitted to MoEST for comment
5	GoSS-MoEST Policy Handbook	Sept –Dec 06, Jan 07	Completed, 50 copies printed, and submitted to MoEST for distribution for further comment

6	Under Secretary Policy Address for State Ministers' Meeting	September	Submitted to MoEST
7	Payroll Spreadsheet	September	Submitted to MoEST
8	Overhead Expense Spreadsheet	September	Submitted to MoEST
9	Donor Coordination Meetings, State Ministers' Meetings – agenda, minutes	September, Continuing	State Ministers' Meeting notes submitted to MoEST
10	Template for Directorate Reporting	October	Submitted to MoEST
11	Guidelines for NGO commencement of activities in education sector in Southern Sudan	November	Submitted to MoEST
12	2007 MoEST Budget Request and Justification	November	Submitted to MoEST
13	Request to MoFEP for 200 Day Plan activity funding	November	Submitted to MoEST
14	Assess 2 state education systems (South Kordofan & Upper Nile); work with SPLM to prepare 3-year strategy for education reform	end October (60 days)	Consultancy cancelled
15	Ad hoc tasks as required by Minister or Underssecretary	Ongoing	Ongoing
16	Ad hoc time for review of materials, documents etc.	Ongoing	Ongoing
17	Proposed Pilot Program to Create and Operate the Employment Skills Development Centre: Business Stream	May 07	Developed by Joe Cohen, discussed at submitted to GoSS-MoEST, MDTF
18	Various reports and recommendations generated by Joe Cohen on FTP	May 07	Submitted to GoSS-MoEST
19	One-month Consultancy Report on Fast Track Follow-up by Jino Meri	Aug 07	Submitted to TAP advisor and Directorate of Quality Promotion and Innovation
20	Training report by Baraki Zeselassie on financial training in Juba	Sept 07	Submitted to TAP in draft at the end of September, full report coming in first week of October

## VIII. ACTIVITIES PLANNED FOR UPCOMING QUARTER

The following summarizes the major activities, not all activities, planned for implementation in the upcoming quarter as part of the TAP.

Month	TAP Phase II Planned Major Activities
<b>April 2008</b>	<b>GoSS-MoEST</b> <ul style="list-style-type: none"> <li>▪ Continue, further develop work on Coordination Committee</li> <li>▪ Work with World Bank on MDTF Mid Term Review</li> <li>▪ Respond to further requests for Education Act changes</li> <li>▪ TAP quarterly team meeting in Juba</li> <li>▪ Attend AREW meeting in Addis Ababa</li> <li>▪ Develop teacher development “state of the art” presentation</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Continue/complete State Advisors MDTF selection process</li> </ul> <p><b>SMoEs</b></p> <ul style="list-style-type: none"> <li>▪ Support state-level Department of Planning and Budgets to finalize 2008 SMOE work plans and share with SMOE departments, GoSS-MoEST, and development partners</li> <li>▪ Complete data collection on SMOE attitudes, behaviors and knowledge on program management and implementation as part of baseline needs assessment and capacity gap analysis.</li> <li>▪ Support SMOEs to coordinate development partner activities within the states</li> </ul>
<b>May 2008</b>	<p><b>GoSS-MoEST</b></p> <ul style="list-style-type: none"> <li>▪ Work with ministry team on Mid Term Review</li> <li>▪ Work to orient new State Advisors under MDTF</li> <li>▪ Develop coordination mechanisms between TAP and MDTF State Advisors program</li> <li>▪ Hire ten Diaspora Technical Assistance Volunteers</li> <li>▪ Orient and place ten Diaspora Technical Assistance Volunteers</li> </ul> <p><b>SMoEs</b></p> <ul style="list-style-type: none"> <li>▪ Support GoSS-MoEST to educate SMOEs staff including county and payam level about the Education Act, 2008</li> <li>▪ Support SMOEs in program implementation and monitoring</li> <li>▪ Help SMOE staff members to identify training and capacity-building opportunities supported by development partners</li> <li>▪ Help SMOEs to diversify funding sources for education sector programs through private and public partnerships.</li> <li>▪ Support SMOEs to prepare for planned ERDF in Unity State in June.</li> </ul>
<b>June 2008</b>	<p><b>GoSS-MoEST</b></p> <ul style="list-style-type: none"> <li>▪ GoSS-MoEST advisor will be on R&amp;R during June</li> </ul> <p><b>SMoEs</b></p> <ul style="list-style-type: none"> <li>▪ Facilitate mid-term review of SMOE activities and the development of a mid-term report</li> <li>▪ Facilitate a mid-term review with development partner activities</li> <li>▪ Attend mid-term review meeting in Juba of TAP program.</li> </ul>