TRAINING AND CAPACITY DEVELOPMENT NEEDS ASSESSMENT FOR THE USAID SUDAN FIELD OFFICE

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Best wishes to all on the journey of training and building capacity of southern Sudanese individuals and institutions.

Thank you.

Lynne Cogswell, Richard Hailer, Robert Holm, Jim Purcell, and Don Smith

ACRONYMS

AAH	Aktion Afrika Hilfe
ADF	America's Development Foundation
AED	Academy for Education Development
AEFP	Agricultural Enterprise Finance Program
AEP	Adult Education Program
AG	Attorney General
ALA	Auxiliary Laboratory Assistance
ALP	Accelerated Learning Programs
AMREF	African Medical Research Foundation
ASARECA	Association for Strengthening Agricultural Research in Eastern and Central Africa
BBSAWS	Babiker Bedri Scientific Association for Women's Studies
BYDA	Bahr el Ghazal Youth Development Agency
CAD	County Agricultural Departments
CANS	Civil Authority for New Sudan
CARE	Cooperation for Assistance/Relief Everywhere
CBO	Community-Based Organization
CCM	Comitato Collaborazione Medica
CDC	County Development Committee
CDC	US Centers for Disease Control and Prevention (health section)
CDCs	County Development Committees
CEDAW	UN Convention of All Forms of Discrimination Against Women
CGIAR	Consultative Group on International Agricultural Research
CGSP	Community Girls' School Program
CHDs	County Health Departments
CHW	Community Health Worker
CN	Certified Nurse
CO	Clinical Officer
CRS	Catholic Relief Services
CSO	Civil Society Organization
CTA	Technical Centre for Rural Cooperatives
CWEP	Christian Women's Empowerment Project
DA	Development Associates
DFID	Department for International Development (UK)
DPT	Diphtheria, Polio, Tetanus
DVP	Diaspora Volunteer Program
ECE	Early Childhood Education
EDC	Educational Development Centre
EDP	Essential Drug Program
EFA	Education For All
EMIS	Educational Management Information System
EPI	Expanded Program on Immunizations
ESN	Education Support Network
EU	European Union
FAO	Food and Agriculture Organization

FBO	Faith-Based Organization
GER	Gross Enrollment Ratio
GoS	Government of Sudan
GoSS	Government of South Sudan
GTZ	Gesellschaft für Technische Zusammenarbeit
HAN	Hospital Auxiliary Nurse
HEN	Hospital Enrolled Nurse
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HP	Hygiene Promoter
HPC	Health Personnel Council
ICT	Information and Communication Technology
IDEAS	Institute of Development, Environment, and Agricultural Studies
IDPs	Internally Displaced Persons
IGAD	Intergovernmental Authority for Development
ILO	International Labor Organization
IR	Interim Result
IRC	International Rescue Committee
ISCOORT	Inter-Departmental Strategic Coordination Team
IT	Information Technology
IWGDS	Institute for Women, Gender, and Development Studies
JAM	Joint Assessment Mission
JSI	John Snow International
KIA	Kenya Institute of Administration
KSMS	Kenya School of Monetary Studies
LA	Laboratory Assistant
LOGOS	Sudan Local Governance Strengthening
LT	Laboratory Technician
“Mutiminat”	(women cooperating in Dinka)
MCC	Mobile Communications Center
MCHW	Maternal and Child Health Worker
MDG	Millennium Development Goals
MLA	Measurement of Learning Achievement
MMR	Maternal Mortality Rates
MW	Midwife
NARS	National Agricultural Research System
NCA	Norwegian Church Aid
NCB	Nile Commercial Bank
NDI	National Development Institute
NESI Network	New Sudanese Indigenous NGOs
NFTE	National Foundation for Teaching Entrepreneurship
NGO	Non-Governmental Organization
NOW	Network of the World, Inc.
NPA	Norwegian People’s Aid
NSCC	New Sudan Council of Churches
NSCSE	New Sudan Centre for Statistics and Evaluation
NSEA	New Sudan Education Association
NYSA	New Sudan Youth Association
O&M	Operations & Management

OFDA	Office of Foreign Disaster Assistance
OLS	Operation Lifeline Sudan
OTI	Office of Transition Initiatives
PACT	Program for Advancing Conflict Transformation
PHC	Primary Health Care
PHCC	Primary Health Care Center
PHCU	Primary Health Care Unit
PSC	Private Sector Council
PSI	Population Services International
PTA	Parent and Teacher Association
PTR	Pupil and Teacher Ratio
PVO	Private Voluntary Organizations
RTTI	Regional Teacher Training Institute
SBA	School Baseline Assessment
SBEP	Sudan Basic Education Program
SCF	Save the Children Fund
SC-S	Save the Children - Sweden
SC-UK	Save the Children UK
SC-USA	Save the Children USA
SFO	Sudan Field Office
SHTP	Sudan Health Transformation Project
SIHA	Strategic Initiative for the Horn of Africa
SME	Small/Medium Enterprise
SO	Strategic Objective
SOAR	Social Organization and Administration Rehabilitation
SOC	Secretariat of Communications
SoE	Secretariat for Education
SOF	Secretariat of Finance
SoH	Secretariat of Health
SOJ	Secretariat of Justice
SOLG	Secretariat of Local Government
SOPA	Secretariat of Public Administration
SOPS	Secretariat of Public Service
SOW	Scope Of Work
SP	Samaritan's Purse
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Movement
SRRA	Sudan Relief and Rehabilitation Agency
SRRC	Sudan Relief and Rehabilitation Committee
SSARP	Southern Sudan Agriculture Revitalization Program
SSTI	Southern Sudan Transition Initiative
SSYPA	Southern Sudan Youth Participation Agency
STAR	Sudan Transitional Assistance for Rehabilitation
STD	Sexually Transmitted Disease
SUMI	Sudanese Microfinance Institution
SWAN	Sudan Women's Association in Nairobi
SWSP	Southern Women's Solidarity for Peace
SYWEN	Sudanese Young Women's Empowerment Network

TB	Tuberculosis
TBA	Traditional Birth Attendant
TTI	Teacher Training Institute
TVB	Technical, Vocational, Business
UK	United Kingdom
UMI	Uganda Management Institute
UN	United Nations
UNCHR	United Nations Commission on Human Rights
UNDP	United Nations Development Program
UNEVOC	United Nations International Project on Technical and Vocational Education
UNICEF WES	UNICEF Water, Environment, and Sanitation
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
UNISA	University of South Africa
UNV	United Nations Volunteers
USAID	United States Agency for International Development
USDA	United States
VISTA	Volunteers in Service to America
VITA	Volunteers in Technical Assistance
VSF	Veterinaires sans Frontieres
VTC	Vocational Technical College
WES	Water, Environment, and Sanitation
WfP	Work for Food Program
WFP	World Food Program
WHO	World Health Organization
WODRANS	Widows, Orphans, and Disabled Rehabilitation Association of New Sudan
YARRDS	Youth Agency for Relief, Rehabilitation and Development of Sudan

TRAINING AND CAPACITY DEVELOPMENT NEEDS ASSESSMENT FOR THE USAID SUDAN FIELD OFFICE

CHAPTER 1: EXECUTIVE SUMMARY

1.1 OVERVIEW

After decades of civil war between the Government of Sudan (GoS) and the Sudan People's Liberation Army/Movement (SPLA/M), a peace agreement has been signed. One of the greatest challenges to the Sudanese and to the international community now is the reconstruction and rehabilitation of the south. The results of the war years have created bleak conditions in the South. Most western governments suspended development programs in Sudan in 1991 and provided assistance only through Operation Lifeline Sudan (OLS). OLS is led by the United Nations (UN), with the participation of local and international non-governmental organizations (NGOs), and is based on a negotiated access agreement with the principals allowing operations in territory held by either side. Since 2000, three western nations, the United States (US), the United Kingdom (UK) and Norway, have been working together in support of the Intergovernmental Authority (IGAD)-led peace process to get the two principal parties to work toward a lasting solution to Africa's longest running war.

The task of rebuilding a new society in the South is huge. Given the present situation of education, health, governance, and economic growth sectors, the condition of infrastructures, workforce development, institutional capacity and the potential for rapid population growth, it will be essential to understand the training and capacity development needs of southern Sudan. To this end the United States Agency for International Development's Sudan Field Office (SFO) contracted Development Associates (DA) to conduct a comprehensive training and capacity development needs assessment on the education, democracy and government, health, and economic growth and workforce development sectors, on potential partnerships for this training and capacity development work, and on the feasibility of a Diaspora Volunteer Program to enlighten the eventual training and capacity development plan of action for the next five to ten years.

A DA team comprised of five sector and training specialists: (1) Lynne Cogswell, Health Specialist; Richard Hailer, Local Government Specialist; Robert Holm, Workforce Development Specialist; Jim Purcell, Economic Strengthening Specialist; and Don Smith, Education Specialist carried out this six-week assessment. This team worked in Nairobi from October 1 to October 17, 2004 and again from November 5 to November 15, 2004, with various team assessment activities taking place in southern Sudan from October 18 to November 5, 2004. Assessment locations included Lokichoggio and Nairobi in Kenya; and Maridi, Western Equatoria; Rumbek and Billing; Bahr el Ghazal; Ganyiel, Upper Nile; Yei, Eastern Equatoria; and Kumo and Kauda, Nuba Mountains in southern Sudan.

The team met with over 400 persons from over 120 organizations representing governance and democracy, education, economic growth and workforce development and health sectors. It utilized a mix of quantitative, e.g. institutional capacity matrix and documents review, and

qualitative, e.g. in-depth interview methodologies to talk with local and international NGOs, regional training institutions, and multi-national players and potential partners.

1.2 FINDINGS AND RECOMMENDATIONS

1.2.1 Cross-Cutting

Throughout the course of this assessment, the team examined sector-specific as well as cross-cutting issues. Four overarching types of capacity development needs were ascertained within each sector: (1) the need for sufficient, qualified trained personnel, (2) the need for capable training institutions, (3) the need for adequate services/facilities, and (4) the need for effective and appropriate training materials.

As well, a careful examination of sector findings indicates that there are five broad strategies required to address these overarching capacity development needs. Specifically these five strategies include: (1) training, (2) external recruitment, (3) use of southern Sudanese volunteers from the Diaspora, (4) infrastructure reinforcement, and (5) quality improvement.

Findings indicate that there are at least four high priority skill sets needed in each sector: (1) governance: leaders, managers, administrators, and engineers; (2) education: principals, teachers, head teachers, and administrators; (3) economic growth and workforce development: trades people, agricultural specialists, agricultural processing specialists, and administrators and regulators; and (4) health: doctors, nurses, clinical officers, and midwives. Each of these capacity needs could be addressed through three or more of the broad strategies cited above (see Chapter 3 for more specifics).

In addition to these overarching capacity development needs and broad strategies, 15 cross-cutting critical issues were identified: low literacy levels, limited coordination & information-sharing, inconsistent institutional capacity, minimal quality standards, limited southern Sudanese capacity-building, little evidence of sustainability and turnover plans, desire for community-centered training activities, weak management skills, limited technology use, limited involvement and opportunities for women, insufficient annual training numbers, minimal up-to-date policies, limited number of policymakers, grappling leadership, and limited immediate economic opportunities.

To address these critical issues on multiple fronts through numerous mechanisms, the following recommendations are proposed in priority order. Chapter 3 contains a number of short-, medium-, and long-term steps for each issue to complete over five years.

1. **Literacy.** Conduct national literacy campaign to triple literacy rates among women and increase them among the general population by at least 5%.

2. **Coordination.** Hire USAID/SFO training coordinator to ensure that the Training Plan stays on track, convene best practices forum to delineate models to scale up or out and models to replicate, and form a capacity building task force to provide technical oversight of the Plan.

3. **Economic Growth**. Develop construction industry to provide 4-5 different job opportunities to over 2,000 workers.

4. **Capacity building.** Create counterparts in each secretariat for capacity building to build in-house capacities.

5. **Management.** Strengthen a management and administrative institute.

6. **Technology.** Design and distribute comprehensive technology package to 25 training institutions.

7. **Policy.** Expand policy training to allow more southern Sudanese access to quality policy development and implementation.

8. **Leadership.** Develop leadership training program to at least double the number of effective southern Sudanese leaders.

9. **Community**. Elaborate bottom-up paradigm to build on cultural positives.

1.2.2 Governance and Democracy

Like most of Africa the aftermath of colonial rule has remained a factor in shaping the governance of Sudan. Today the preferred language and governance as well as religion are a southern legacy juxtaposed with very different language, religious, cultural and legal practices in the north. Independence, rather than creating solidarity of north and south, often highlighted the differences. After many false starts, once more the two sides were brought together by common interest and friendly persuasion at Machakos in 2002. A peace accord spelled out the new governance of the south and the manner in which it would be realized.

The SPLA would become the Movement (SPLM) that is the southern military command would change gradually into a civilian entity called Civil Authority of New Sudan (CANS) or the Government of South Sudan (GoSS). The new north/south governance was spelled out in six protocols that are the foundation of the final peace settlement, and the template from which CANS is the seed crystal for the development of a new body politic in south Sudan.

At the national level, the SPLM is improving its practices to become a modern democracy by creating Commissions which will become proto-Ministries in transition to Ministries. To the present, the Health, Education and Agricultural sectors have benefited from the help of NGOs, but key Secretariats, like Finance (SoF) and Justice (SoJ) have only had little support. The Secretariat of Public Service (SoPS), which has the responsibility for overall administration, recruitment and training, has also had little attention. This Ministry will need to be the driving force for the development of a streamlined (GoSS) national personnel system. At the same time that systems are developed and institutionalized, these key ministries need to identify and train hundreds of personnel at all levels to launch the GoSS over the first six months of peace.

The Secretariats will need to grow rapidly in size and quality when the peace accord is ratified and the wealth sharing begins. Each Secretariat needs to grow individually and collectively with the other branches of government. If “bottom up” governance is to succeed, care must be taken

to focus on priorities at the base through support from the Tribal and Local Government. At the same time SoPS, SoJ and SoF need to have the capacity to distribute human, legal and financial resources equitably. Organizational structures need to be approved, key positions filled and staff operationalized. Together with Secretariat of Local Government (SoLG), central government will have to deliver normal services associated with their ministries as well as promote national efforts to raise the level of the body politic to higher standards to meet the challenges of a modern society. GoSS capacity development plans should recognize the following in any long range training plan:

- The challenge does not seem to be in the quality of decision makers but in the quantity. There are just too few South Sudanese leaders being trained.
- South Sudan is and will continue to be a nation of small villages for some time until national, regional and local government entities can become fully functional.
- Many of the key policies and laws necessary to support and regulate the public and private sector have not yet been promulgated.
- The key government offices are staffed primarily by volunteers.
- The leadership is primarily ex military and will require some training.
- Civil Society Organizations (CSOs) will continue to play a major role in delivering social, education and health services.
- Tribal Leaders and Laws will need to be integrated into the national government body politic through training and institutional development.
- Indigenous training institutions will be required to deliver the long range skills required by the public and private sectors.
- Regional and some international training institutions will be needed to fill training gaps in the short run and could be helpful in developing indigenous institutions to take their place.

The following recommendations are priority and should be carried out in the first nine months of the training and capacity development plan (see Chapter 4 for more specifics). The appropriate Secretariat, with support from USAID, should:

- **Leadership (GoSS):** Support specific training activities, e.g., (1) World Bank workshop for Inter-department Strategic Coordination Team (ISCOORT), (2) Training of Trainers to local government (LG) and civil society (CS) participants, etc., and (3) study tours as well as design and conduct regional workshops for senior leaders.

- **Justice (SoJ):** Support paralegal curriculum development and training; conduct a feasibility study on SOJ facility needs; identify and hire 8-12 Diaspora lawyers; and support training for an independent Human Rights Commission.

- **Finance (SoF):** Open training in accounting, financial management, bookkeeping, budgeting, and auditing to all with tuition; develop, with Kenya School of Monetrary Studies (KSMS), standardized curricula; and determine role of Attorney General in fighting corruption.

- **Public Service (SoPS):** Establish personnel system; develop a Civil Servants' course on roles and responsibilities; maintain a transparent process; recommend pay scale changes;

design and conduct special courses for returning soldiers; and decide on accountability issues, e.g., elections, etc.

- **Local Government (SoLG):** Hold workshops for local officials on project planning and implementation and road maintenance and construction; include core courses of leadership, management, anti-corruption, etc.; and continue efforts like Quickstart and CSO capacity building and training.

- **Civil Society (GoSS):** Support 25 associations to develop their capacity as CSOs through International Rescue Committee (IRC) CSO training efforts US$10,000-$20,000 per organization/association for a total of 25-50 organizations.

1.2.3 Education

War has almost totally extinguished secondary education in the south, along with vocational and technical education, post-secondary institutions, teacher education, higher education, and adult education. The war has severely limited opportunities for the vast majority of southern Sudanese to attend school. The long duration of the civil war has also affected gender roles. Estimates indicate that over 60% of the population in southern Sudan is female, and women head the majority of households in some areas. While women are responsible for most production, health, and education of the household, their role in politics, governance, and formal education and professional life is severely constrained.

The Secretariat of Education (SoE) recognizes the enormous effort of resource mobilization, capacity building, effective management and leadership, sound policy, and above all, profound and outstanding collaboration required among all partners in the education sector, including students and communities. Furthermore, the SoE recognizes capacity building as a core activity for the period required to move from a community-based/NGO system, to a government-managed system, while preserving the support of communities. It also recognizes that external support coordination is required to build a partnership for improving coordination, effectiveness, productivity, and the extent of support to the Education Sector.

Elements of education in South Sudan: gender challenges, teacher education, primary and secondary school accessibility, alternative education strategies including life-skills training, vocal and technical education, higher education opportunities, and educational administration; were found to be in need of structural, moral, political, financial, and administrative assistance.

The educational needs of South Sudan require immediate attention and capital investment on the part of government, NGOs, faith-based organizations (FBOs), communities, and donor agencies. The high demand for quality education in the various communities of South Sudan is a positive reality, which must be addressed. All aspects of education as listed above are required to create the necessary manpower to satisfy the community, regional, and national survival and developmental needs of South Sudan.

The following overarching education recommendations discussed in Chapter 5, are furthered as a result of this assessment. The SoE, with support from USAID should:

1. **Gender Educational Challenges:** Ensure the participation of girls/young women in schools, and women in positions of teaching and educational supervision.

2. **Teacher Training and Curriculum Development:** Establish 9 teacher training institutes encouraging all of them follow a similar curriculum.

3. **Basic, Primary, and Secondary Education:** Provide children with the opportunity to learn about literacy and numeracy, effective health habits and environmental awareness, values, patriotism and tolerance, and creative and logical thinking in an environment which is supportive and free from harm.

4. **School Curricula and Materials:** Align all school so that they are teaching from the same curriculum and ensure that all students have access to textbooks and other required learning materials.

5. **Alternative Education:** Provide alternative learning opportunities to a large proportion of the out-of-school youth, disadvantaged and adult population, including SPLA soldiers and returning refugees.

6. **Technical/Vocation/Business Education (TVB):** Develop a South Sudanese private sector through the provision of graduates from technical/vocational/business schools, capable of applying those skills necessary for the introduction, maintenance, and enhancement of a viable private sector, which would support the overarching goals of South Sudan.

7. **Higher Education:** Develop a framework and plan to establish and provide a network of institutions capable of delivering higher education opportunities to qualified South Sudanese individuals.

8. **Educational Administration:** Establish an efficient and effective educational management system throughout South Sudan.

1.2.4 Economic Growth and Workforce Development

1.2.4.1 Economic Strengthening

The majority of poor people in south Sudan live in rural areas. The Government of Sudan never adopted policies to benefit poor people or to spend resources to improve infrastructure in the south. Instead the majority of investment resources were channeled to elite groups in the north. Nonetheless, the civil conflict since 1983 has been one of the biggest, if not the most significant contributing factor to the high levels of poverty in south Sudan. All belligerents have targeted civilian populations as a military policy resulting in death, injury, forced displacement and destruction of infrastructure. Military spending by the belligerents has also greatly undermined social expenditures and investment.

The economic growth and strengthening assessment concluded that the need for planning, management and evaluation skills is widespread across public and private sector institutions. A handful of NGO and other donor projects are delivering well-targeted, cost effective training in

agriculture, livestock and vocational education. Financial institution training has improved. The program "Induction Course on Central Banking for Southern Sudan" at KSMS recruited workers from the rural interior of south Sudan, who struggled to understand office operations and English, while the second program included Sudanese recruits from Kenya and Uganda, several with experience in Khartoum banks and some who knew the fundamentals of economics. Nile Commercial Bank staff has only rudimentary bank training. The Christian Women Empowerment Program (CWEP) centered in Yei has initiated and is supporting valuable training programs and income generating activities for its 3,000 members.

Significant economic strengthening recommendations have been postulated based on the above conclusions. USAID should (see Chapter 6 for more specifics):

1. Institutional Capacity

- Target. Train new private sector firms for training, thereby increasing the capacity of south Sudan's nascent private sector to contribute to economic recovery, as part of its efforts to improve skills, technologies and practices;

- Work with the SPLM, establish and apply selection criteria for each training intervention to help insure that candidates chosen for training have the pre-qualifications and language skills to benefit from the planned training.

2. Partner Institutional Capacity

- Develop a limited scope grant agreement to CWEP for organizational development, to pilot a national literacy program and to become a conduit for entrepreneurial training for women;

- Utilize the KSMS to meet short-term training needs in the public and private sector in general, not just for training requirements in the financial sector;

- Expand efforts to include post-training on-the-job "attachments" to go along with any classroom instruction provided by KSMS; and

- Give priority to bank training for the management and staff of Nile Commercial Bank as another element of its program to develop south Sudan's financial sector.

3. Literacy

- Champion and contribute to a national adult literacy campaign to increase the impact of all training interventions.

4. Management

- Undertake a study of the feasibility of creating a private, demand-driven national management institute to meet the huge demand for public and privates sector management skills.

5. Coordination

- Sponsor a workshop and rapid appraisal of NGO interventions to take stock of lessons learned and best practices, which would provide a basis for select new training partnerships.

1.2.4.2 Workforce Development

Limited human capital is among the greatest constraints to economic growth and social development in southern Sudan. Twenty years of civil war has denied even basic education to the recent generation and left those who received prior education with two alternatives: to set their skills aside for more than a decade or take their skills elsewhere. As southern Sudan plans for peace, it will need a strategy for rebuilding its skills base and creating a workforce development system that will sustain its goals of prosperity and increased independence. After 20 years of conflict, the GoSS could have the opportunity to invest oil revenues and international aid windfalls in a productive private sector that has important indigenous advantages, including rich agricultural land, climatic and cultural diversity, and inherited forest and mineral resources.

Private sector employment in Southern Sudan could be expanded by stimulating and supporting the competitiveness of three principal industries: agriculture, trade, and construction. Agriculture and trade form the current basis of the economy and will continue to do so as a result of south Sudan's traditional skills and natural resource base, while construction presents a new opportunity based on potential recovery assistance, pervasive infrastructure needs, and a fledgling network of NGO workforce training efforts.

Institutions: A combination of current USAID and other donor-supported institutions provide a formative basis for workforce development capacity in the south. USAID's current workforce skill programs primarily address agricultural and natural resource sector skills while several other organizations offer complementary training capacity in non-agricultural trades. Training and quality improvement are needed in all areas where southern Sudanese training institutions exist. Among those, agricultural and trades training having the highest priority based on our overall workforce strategy recommendations, while higher-skill labor such as engineers and agricultural specialists will require Diaspora or expatriate assistance in the short term.

Agriculture: Given Sudan's internal food security needs and transportation difficulties, internal markets are likely to provide the most significant demand in the short- and medium-term. Opportunities for employment growth from exports do exist, however; and peace and stability are likely to increase the sale and production of export crops. Sudan's agricultural workers currently engaged in subsistence farming will require extensive skills upgrading to expand productivity and commercialize crops production. Workers in supporting institutions will also need training to meet internal and regional growth opportunities for crops, livestock, and fishery and forestry products. While very little agricultural processing occurs in southern Sudan, this area has good potential for development. Opportunities include food preparation and baking, brewing or distilling sorghum and simsim, grain milling, oil pressing, peanut and simsim butter making (tahina), and small amounts of timber milling. Women do the majority of vegetable production and processing of forest products other than timber, such as lulu, medicinal herbs and plants. While women have led this sector, there is concern that improved commercial viability will lead men to move in and dominate the sector.

Trading: To support employment growth in trade across regions, traders and supporting institutions will need some skills upgrading distinctive to trading, as well as many skills shared with commercializing the agricultural sector. In addition to skills upgrading for entrepreneurs themselves, capacity building is needed among support institutions that can provide banking and microfinance, market information collection and reporting, vocational and entrepreneurial training, and shared market facilities.

Construction and Maintenance: Where peace has already taken hold, there is a growing shift from international relief to reconstruction in southern Sudan. Rehabilitated roads, new construction, new financial institutions, and growing vocational schools in southernmost Sudan point to fledgling markets and demand for a southern Sudanese construction industry. The post peace plans of donors, the public sector, and private foreign direct investors provide the immediate promise for infrastructure construction industry. There are two set of skills needed for major infrastructure projects to work effectively: the hands on construction skills themselves and management and policy skills for both the government and private enterprises. Regular labor market demand surveys are needed to inform overall training supply decisions.

Integrated System Development: The development of the workforce should be centered on building competitive advantage for the country's entrepreneurs in sectors that have most potential for success. In southern Sudan this means developing systems that respond to private farmers, traders and small businesses in each of the "crossroads" areas: economic growth, education, social protection, and civil participation in governance.

Specific workforce development recommendations (detailed in Chapter 6) include the following:

1. *Agriculture:* Develop agricultural skills competitiveness
2. *Trading:* Support trading and micro-entrepreneurship
3. *Construction:* Stimulate infrastructure and construction industry
4. *Systems:* Build a responsive workforce development system
5. *Social Protections:* Lay the foundation for social protections
6. *Network:* Create a vocational education network
7. *Special Populations:* Increase job opportunities for women and youth

1.2.5 Health

The health status of the people of southern Sudan is among the worst in the world. The 5% proportion of births attended by skilled health workers is not only the lowest in the world, but it is almost 13 times less than the rest of Sudan. Children in southern Sudan are three times more likely to die than children in the rest of Sudan. South Sudan operates a three-tier health care system. The first tier is the Primary Health Care Unit (PHCU), the second tier is the Primary Health Care Center (PHCC), and at the top, referral hospitals. There are only 97 PHCCs, 17 hospitals, and about 690 PHCUs in the whole of south Sudan. The 790+ total health facilities provide health care to 7.5 million people.

If health is to improve in southern Sudan, then several significant training and capacity development initiatives need to be undertaken. The main issues identified during the assessment of the Health Sector in southern Sudan is that ultimate capacity must be built into the Secretariat of Health (SoH) and the County Health Departments (CHDs). CHDs, as ultimate coordinators of

training activities, need to be regularly involved. Most present health training institutions need significant organizational capacity upgrading to meet the coming health needs of south Sudan. Not only is an insufficient number of mid-level health workers being trained, but the workforce is internally distorted, with fewer higher- and mid-level cadres. The workforce is adequate to operate the small existing network, but cannot handle the expansion and need anticipated. Training choices to date have responded to local concerns and feasibility rather than an objective analysis of feasible health facilities needs and staffing of same. Tutor training has been spotty, inadequate and inconsistent. Students experience learning challenges and slowed learning curves because differing education levels are in the same classes, studying the same courses. Curricula are inconsistent and examination procedures are ill-defined and administered. Curricula for all levels and all cadres need to contain the medical, health information required to adequately perform the roles and responsibilities expected. As well training and teaching have become synonymous creating a void in actual medical learning and comprehension. Use of technology, an invaluable tool for health training and for staying abreast of pertinent health topics has been minimal. Lack of variety and clarity in training modalities has stagnated the training environment.

Steps should be taken to improve the health training and capacity building structures and systems of both training institutions and the general health care system alike. It is also essential that all steps into the future of south Sudan's health must be taken together with the Secretariat of Health with the ultimate goal of building its capacity to plan, manage, and administer its health care system.

The following four recommendations are a priority. USAID should:

1. **Institutional Capacity:** Engage IRC, Aktion Africa Hilfe (AAH), and Save the Children USA (SC USA) for resource support and capacity building work with the SoH and CHDs as well as mid-level training expansion and lower-level training continuation.

2. **Health Worker Training:** Support needed new health cadre training and increased number of health workers trained in 3 existing training institutions. IRC and SC USA training institutional capacity could be increased to train not only more health personnel, but also to train cadres presently not being trained sufficiently in south Sudan.

3. **Individual Capacity:** Set-up and strengthen SoH emerging management systems through "learn business by doing" counterparts to international NGOs.

4. **Training Projections:** Support the following adapted training projections over six years and encourage the infrastructure and facility staffing patterns required to make this a reality.

# of Doctors	# of COs	# of Nurses	# of Lab Techs	# of Midwives	# of CHWs	# of MCHWs	# of TBAs
80	360	1040	400	280	640	640	800

[Based on an approximate yearly training cost of $750 per lower-cadre head and $1500 per mid-level, to achieve this goal by 2010 would require a financial commitment of $4.68 million, exclusive of infrastructure upgrading, curricula and teaching materials improvements and

adaptation, tutor skills upgrading, and institutional capacity building, which as a low-side estimate would be about $300,000 per institution over 3 years or around $5.5 million.]

Furthermore, the SoH should over five years (see Chapter 7 for more specifics):

1. **Institutional Capacity:** Build organizational capacity of at least 10 existing institutions.

2. **Facilities:** Upgrade at least 105 health facilities for training and service provision, i.e. 5 hospitals, 25 PHCCs, and 75 PHCUs.

3. **Individual Tutors Capacity:** Create a cadre of at least 50 professional, well-trained teachers/tutors (5 per training institution).

4. **Materials:** Develop and standardize high-quality curricula and teaching materials.

5. **Technology:** Expand use of technology in a least 5 training facilities.

6. **Health Providers Capacity:** Provide students with opportunities and options and support the training of 80 Doctors, 360 Clinical Officers (COs), 1040 Nurses, 400 Lab Technicians, 280 Midwives, 640 Community Health Workers (CHWs), 640 Maternal/Child Health Workers (MCHWs), and 800 Traditional Birth Attendants (TBAs) over six years.

7. **Coordination:** Ensure coordination of health teaching and training activities.

8. **Modalities:** Create training and teaching variety through training modalities "menu" and access to needed materials.

1.2.6 Special Populations

1.2.6.1 Gender

In times of conflict, traditional roles change significantly and vulnerable members of the community — women, children, the disabled, elderly, and sick — are the most affected. Women are forced to perform roles beyond those traditionally assigned to them. These new roles place additional demands on women's time and resources, making it very difficult for them to participate effectively in social, educational, economic, and political issues which affect their lives. To perform their wartime tasks, women in South Sudan have been forced to operate in an environment which is often hostile. Furthermore, the destruction of basic physical infrastructure, loss of lives and property, a breakdown of social structures and institutions, a breakdown of law and order, appalling social services, and a deterioration of social norms and value systems has lead to conditions that are barely tolerable.

According to several reports, there has been an evolution of a culture of violence which severely affects the population of South Sudan, particularly women and young girls. This situation is compounded by harmful traditions and customs, which constrain women's lives. It seems that the word "gender" is confusing to many South Sudanese women, and it is threatening to many men. They do not relate "gender" to their own situation, but to other parts of the world. Gender

is being treated as a cross-cutting issue in Joint Assessment Mission (JAM). United Nations Development Fund for Women (UNIFEM) is providing the lead in ensuring that gender is cross-cutting. JAM's strategy for bringing the concerns and experiences of women and girls to the forefront is an integral dimension of its work. While it would appear that the women are becoming organized regionally, and that women's roles in participating in the development of the evolving southern government are being clarified, negative traditional attitudes compounded by lack of education and low levels of literacy are proving to be a constraint to full and equal participation.

Empowering women's organizations through education and skills training and development is essential. As part of the process, general sensitization or awareness programs need to be designed and delivered to ensure that Chiefs, elders, other community groups, the military, political movements, the legal profession, various law enforcement agencies, social groups, and churches incorporate learning opportunities for women. The GoSS needs to consider laws and policies that could enable and enforce a movement towards increased, equitable opportunities for women and girls and consider them across the board in all efforts.

There are three essential elements in gender awareness: first the recognition that women have different and special needs; second that they are a disadvantaged group, relative to men in terms in their level of welfare and access to and control over the factors of production; third that women's development entails working towards increased equality and empowerment for women, relative to men. USAID is in a unique position to promote these elements: (1) it is at the forefront of development work in southern Sudan, (2) it has partnerships and associations already in place with exemplary local and international NGOs working to further women's rights and advance gender equity, and (3) it has the resources to tackle all three essential elements simultaneously in collaboration with the GoSS.

Based on this role, USAID should adopt the following approaches:

1. *Collaboration:* Work more closely with Grace Okonji, gender expert for the North, and Shanni Harris, JAM Deputy Coordinator in the South.

2. *Dialogue:* Support South-to-South dialogue activities through the Commission of Gender and Child Welfare and the Women's Secretariat and in collaboration with international NGOs, such as Program for Advancing Conflict Transformation (PACT) and Christian Aid.

3. *Approach:* Adopt a "JAM approach" to gender inclusion in training activities.

4. *Gender Considerations:* Ensure gender considerations in all USAID activities by building "gender language" into all Strategic Objectives (SOs) and Interim Results (IRs).

5. *Hiring:* Actively seek a southern Sudanese woman for the Multi-sectoral Training Coordinator position (note in Section 1.2.1).

As well, the GoSS should launch a campaign to support gender equality in South Sudan's emerging society (see Chapter 8 for more specifics). It should actively engage women in all sectors to facilitate gender equality and to become a leader in gender issues.

1.2.6.2 Youth

Southern Sudan's population is the youngest in the world. At 21%, its proportion of under-5 year olds is also the world's highest, principally because a significant proportion of adults have been lost to civil war, famine and temporary migration. Including teens, south Sudan's youth population is well over half, with the proportion of the population under 18 years old estimated between 53 and 58%. Considering that in Sudan the term "youth" extends to at least 30, and more often to 39, significant investment in programs for youth will be critical to the southern Sudan's plan for development.

These demographics have additional consequences that increase the urgency for a response; a global econometric study of internal wars indicates that having a large number of poorly educated and underemployed young men in a population, especially where abundant mineral resources exist, is a better predictor of violent conflict than even ethnic rivalries or autocratic rule. Youth-centered development is, therefore, critical to Sudan's lasting peace.

The GoSS, USAID and partners need to target young people aged 15 to 30 given their large proportion of Sudan's population and southern Sudan's unique labor market and cultural demands. Special activities to meet the needs of this age group are recommended however, in education, employment and entrepreneurship, peace-building, civic service, and opportunities for young women and technology advance.

Youth recommendations advanced by this assessment include (see Chapter 8 for more specifics):

1. *Youth-Centered Economic Development:* Develop economic data specific to youth. create youth agriculture programs, support SoE-based literacy and career oriented education, and emphasize entrepreneurship and employment in youth agency activities.

2. *Peace-Building and Participatory Leadership:* Fund youth peace building initiatives, build youth organizations' capacity and train allies, and incorporate demilitarization and psycho-social support in youth programs.

3. *Youth Community Service and Organizational Development:* Create a youth volunteer program.

4. *Special Opportunities:* Organize and involve young women and support youth Information and Communication Technology (ICT) community service.

1.2.7 Diaspora Volunteer Program (DVP)

The South Sudan Diaspora is immense. If one considers the refugees in Sudan, Europe, East Africa and North America the figures grow into the thousands. There are approximately 80,000 South Sudanese refugees in North America alone. There are the hundreds of graduates and experienced South Sudanese in the Diaspora who may be willing to come back. Coupled with the fact that southern Sudan has a strong tradition of volunteering services for the good of the community bodes well for the feasibility of a DVP. Realistically however, there are at present few skilled positions in the public sector available for them to fill.

An effective DVP and the initial recruitment of 50 experts and 500 non-technical volunteers needed for priority critical assignments appear to be possible, if the following five elements are in place (see Chapter 9 for more specifics):

1. **Organizational Capacity:** An international clearinghouse for volunteers should be established with an umbrella international agency such as United Nations Volunteers (UNV) as the overarching support system supporting international NGOs and indigenous CSOs in collaboration with the GoSS.

2. **Administrative Support System:** Administrative support systems should create viable public- and private-sector positions with logistic and organizational support; identified skill requirements and tenures spelled out a year before the volunteers arrive in country.

3. **Adequate Funding:** Funding should cover international and in-country travel, communication costs, medical support, contingency planning, training, program planning and evaluation, and stipend and living allowance for each volunteer that is equal to the other employees in the organization or government agency and completion of tour readjustment allowance.

   The approximate cost would be $10,000 per month per Technical Volunteer, for a yearly total cost of about $1.5 million (50 volunteers X 3 months X $10,000/month). An approximate cost of about $11,500 per year per Non-Technical Volunteer, the yearly initial total cost would be about $5.75 million (500 volunteers X 1 year X $11,500/year).

4. **Training:** A short in-country orientation and training should be included at the beginning of tour followed by in-service training on culture, language and job skills relating to southern Sudanese laws and regulations.

5. **Short-Term Experts (Technical Volunteers):** The numbers, ages and individual conditions necessary for return of senior professionals should be clarified. Incentives should be established that would take encourage them to leave their job and family for short-term, i.e. one to three months. (See point 3 above.)

1.3 PARTNERSHIPS

In southern Sudan, for the last 20 years, a multitude of apolitical international NGOs has been working under the umbrella of OLS. International NGOs and their local counterparts have had a significant impact on shaping a new political landscape. In addition, at least for the time being, it seems as though these same international NGOS and international agencies have assumed rights and obligations, which normally would be part of state administration.

Partnerships between USAID and major NGOs and/or donors have the potential to help the South Sudanese people achieve peace and development. But to do this these partnerships will have to realize the following goals:

1. USAID and its partners, to bring about unity, both political land military, need to continue to support, both morally and financially, the South-South dialogue.

2. USAID and its partners need to hold with the final settlement of the peace signing by bringing all the parties together, including those who have still been left out of the process.

3. Now that a peace treaty has been signed, USAID and its partners need to prepare and convene an international conference to discuss the economic reconstruction and capacity building of the war-torn country.

4. USAID and it partners need to launch and help finance a Diaspora Volunteer program.

The following nine international and local NGOs are considered priority sector partnerships to pursue because all conduct programs in three or more sectors; all have programs with women and/or youth in addition to their regular activities; and all have solid reputations and legitimacy in the field (see Chapter 10 for more specifics):

1. Africa Centre for Human Advocacy
2. Christian Women's Empowerment Project
3. International Rescue Committee
4. Norwegian Church Aid
5. Rehabilitation Program for Disabled Persons
6. Samaritan's Purse International Relief
7. Save the Children US
8. Sudan Rehabilitation and Recovery Committee
9. Sunrise Agency for Development

One main regional partnership is recommended - African Women's Media Center in Dakar, Senegal. Not only does this center provide training on issues of importance and relevance to all sectors, it also focuses much of its work on women and women's issues.

As with all training and capacity development endeavors, there are four broad roles multi-national partners can play:

- Funding. Partners can provide funds needed to get activities started and to move them along.
- Technical Assistance. Partners can provide experts and consultants to work with selected institutions, organizations, and individuals to train them and build in-house capacity.
- Training. Partners can design and implement training programs locally, regionally, and/or internationally that provide a country with what it needs to develop capacity.
- In-kind. Partners can provide in-kind assistance such as vehicles, training materials, equipment, etc. as needed and appropriate to further training and capacity development.

No one organization, international agency, international or local NGO can accomplish the requirements and challenges of building a new South Sudan. This can only be achieved by applying a partnership strategy. This strategy should be driven by USAID since it knows the stakeholders, and it has the resources, will, and passion to make it work. Primary multi-national partnerships should include the following team: USAID, World Bank, European Union (EU), Department for International Development (DFID), United National Development Program (UNDP), United National Children's Fund (UNICEF), and United Nations Commission on Human Rights (UNCHR). This list is not exclusive, but meant to demonstrate the primary

partners that must be involved in southern Sudan training and capacity development work, if a partnership strategy is to succeed.

1.4 CONCLUSION

While the challenges of south Sudan are great, the south Sudanese are definitely up to the challenges that lie ahead. They are eager, motivated, and optimistic, but above all they are eager to take control of their own destinies and are ready for the training and capacity development needed to achieve this.

CHAPTER 2: BACKGROUND

2.1 OVERVIEW OF SOUTH SUDAN SITUATION

Sudan has an estimated population of 32.8 million people, with 5.2 million of them living in southern Sudan. 34% of the population resides in the urban areas, while the rest lives in the rural areas and depends on agriculture. The population of women is a little higher than that of the men with 98.5 males for every 100 females[1].

After decades of civil war between the Government of Sudan (GoS) and the Sudan People's Liberation Movement (SPLM), peace is finally on the horizon for the war-ravaged country. As the parties enter the final phase of negotiation, the Sudanese now face the challenge of making practical preparations for governing the country after a peace agreement is signed. One of the greatest challenges to the Sudanese and to the international community, when an agreement is reached, will be the reconstruction and rehabilitation of the south.[2]

Southern Sudan is characterized by years of underdevelopment, war, famine, drought, and flood that have produced a crisis of enormous proportions across the region. Today, the humanitarian situation remains dire, and the overall demand for food production, security, basic health and social services, infrastructure, income generation, and capacity building is overwhelming. In addition to the tragedy of lost lives, lost opportunities, destruction of infrastructure, and obliteration of livestock and crops, the war has displaced families and divided communities.

Just as the prolonged fighting has been debilitating to the present and future human capacity of southern Sudan, it has also led to total collapse of the education sector. Very few schools are operational; few have permanent buildings, desks, textbooks, or even qualified teachers. Secondary schools are almost non-existent in the south. It is estimated that only 10% of the population is literate and only 2% of women can read and write. In addition, any existing primary health care services have either been completely disrupted by the war, or provide only minimal services. There is an almost complete absence of roads and bridges. Those roads that exist are very challenging and necessarily limited to trucks, buses, four-wheel drives, and bicycles. This situation has significantly restricted freedom of movement and fostered a situation of economic isolation.

[1] http://www.classbrain.com/cb_cr/geos/su.html
[2] Assessment by the International Republican Institute, "Women's Leadership Capacity in Southern Sudan," December 2003.

The country's mostly agricultural economy continued to be crippled by the civil war, destruction of infrastructure, economic mismanagement, and the existence of more than 4 million internally displaced persons (IDPs) and refugees in a country of an estimated 30 million persons. The infusion of Islamic banking and financial assets as well as increased revenue from oil production injected new capital into some sectors of the economy; however, corruption, mismanagement, and increasing military expenditures limited the impact. The country continued taking some steps towards transitioning from a socialist to a market-based economy; however, the Government and NC supporters remained heavily involved in the economy. The Government took important steps to reform its finance and foreign exchange systems. Approximately 86 percent of the labor force was engaged in agriculture.

In spite of its great potential South Sudan is one of the least developed areas of the world. After decades of Sudan's civil war with its loss of life and resources what remains in 2004 are two states in the same country with different visions of the future. After the breakdown of the Addis Ababa agreement in the 1970's, the Sudan government pursued a policy to implement Sharia law and Arabic language which was followed by another Civil War[3]. As a result of the conflicts, South Sudan missed out on most of the past century's achievements in health, education, economic development, food security, technology and effective governance.

Since 1989, most western governments have suspended development programs in Sudan and simply provided assistance through Operation Lifeline Sudan (OLS), the longest running humanitarian program in the world. OLS is led by the United Nations (UN), with the participation of local and international non-governmental organizations (NGOs), and is based on a negotiated access agreement with the principals allowing operations in territory held by either side. Since 2001, three western nations, the United States (US), the United Kingdom (UK) and Norway, have been working together to revitalize the Intergovernmental Authority (IGAD)-led peace process to get the two principal parties, the GoS and the SPLM to reach a peace agreement and work toward a lasting solution to the war[4].

2.2 RATIONALE FOR NEEDS ASSESSMENT

The results of the war years have created bleak conditions in the South. In this vast country with a very diverse population it has been difficult to come to a unified solution of how the resources and wealth could be managed. The task of rebuilding a new society in the South requires a consistent and long-term effort directed at building on the strengths of the viable institutions and in some cases building capacity where none exists.

One recurring critical issue has been the overwhelming need for training and capacity development. Whether Sudan's situation is examined from the perspective of those who have remained in southern Sudan and received little or no training or education in any sector or from the perspective of many Diaspora southern Sudanese whose training and education was disrupted when they were forced to flee; training and capacity development is requisite to this eventual rebuilding of southern Sudan. Given the present conditions of infrastructures, workforce

[3] Country Reports on Human Rights Practices, Released by the Bureau of Democracy, Human Rights, and Labor, February 25, 2004
[4] Ibid.

development, institutional capacity and the potential for rapid population growth, it will be essential to understand the training and capacity development needs of southern Sudan.

The goal of this assessment was, therefore, to conduct a comprehensive training and capacity development needs assessment on the education, democracy and governance, health, and economic growth and workforce development sectors; on potential partnerships for this training and capacity development work; and on the feasibility of Diaspora Volunteer Program to enlighten an eventual training and capacity development plan of action for the next five to ten years.

2.3 ASSESSMENT METHODOLOGY

2.3.1 Assessment Purpose

As per the scope of work (SOW) (see Appendix A) and discussions with United States Agency for International Development (USAID)/Sudan Field Office (SFO), the agreed upon purpose of this assessment (see Work Plan detailed and approved by USAID/SFO in Appendix B) was two-fold:

1) Conduct targeted needs assessment of selected southern Sudan institutions in the areas of health, economic growth, democracy and governance, and education, including short-, medium-, and long-term needs.

2) Provide the detail and recommendations necessary to inform the development a five-year training plan for southern Sudan in health, economic growth and workforce development, democracy and governance, and education (see Appendix C for sample Country Training Plan).

2.3.2 Assessment Objectives

More specifically, six objectives were detailed in the SOW and refined by the assessment team in conjunction with USAID/SFO:

1) Assess and prioritize skill development needs at the individual-level to implement the activities of USAID.

2) Identify qualified and effective institutions that provide skills training.

3) Determine the feasibility for introducing a workforce development program.

4) Identify particular capacity development needs of women, youth, and special groups.

5) Determine the feasibility for developing a large scale volunteer program and other programs to mobilize professional Sudanese in Southern Sudan.

6) Identify USAID's potential partnerships for training implementation, including multinational and regional organizations, government agencies, and private-sector institutions.

2.3.3 Assessment Design

2.3.3.1 Assessment Team

The team comprised five Development Associate-contracted sector and training specialists: (1) Lynne Cogswell, Health Specialist; Richard Hailer, Local Government Specialist; Robert Holm, Workforce Development Specialist; Jim Purcell, Economic Strengthening Specialist; and Don Smith, Education Specialist.

For purposes of gathering data in Nairobi, team members worked together on cross-cutting issues and individually on their sector specialties. In the field, teams were used to facilitate understanding, provide internal feedback mechanisms, and ensure value and validity of data collected. Teams comprised: Jim Purcell and Robert Holm; Richard Hailer and Don Smith; and Lynne Cogswell and Don Smith. Though sectoral interviews were conducted by individual team members to cover more ground, information gathered was processed on a daily basis. Dr. Cogswell worked individually in the field as well as her sites did not in all cases correspond with the other sector sites that were visited.

2.3.3.2 Dates and Sites

The team worked in Nairobi from October 1 to October 17, 2004 and again from November 5 to November 15, 2004, with various team assessment activities taking place in southern Sudan from October 18 to November 5, 2004. Assessment locations included Lokichoggio and Nairobi in Kenya; Maridi, Western Equatoria; Rumbek and Billing; Bahr el Ghazal; Ganyiel, Upper Nile; Yei, Eastern Equatoria; and Kumo and Kauda, Nuba Mountains in southern Sudan. Types of sites visited included (1) training institutions including colleges and certification programs; (2) community-based/developed organizations working with or through donor funds of any kind, from any source; (3) distance training programs; and (4) other such as scholarship providers, etc. Criteria for site selection were four-pronged: connection to larger organization/system, accessibility, sector relevance, and USAID strategic objective/interim result relevance.

2.3.3.3 Data Sources

The team met with over 400 persons from over 120 organizations. Data sources for information gathered throughout this assessment comprised the following primary and secondary sources:

1) Primary Data Sources included USAID-funded Sudanese training institutions and staff in all four sectors and potential non-governmental/private voluntary/faith-based organizations (NGOs/PVOs/FBOs) being used as spearhead training organizations.

2) Secondary Data Sources included USAID, SFO staff, strategic objective (SO) team staff, UNICEF, United Nations Development Program (UNDP), European Union (EU), Department for International Development (DFID), World Bank, training organizations working in Sudan, and implementing partners (see Appendix D for a complete list of organizations contacted).

2.3.3.4 Sampling and Selection Criteria

Sampling methods comprised: (1) purposive sampling for selection of primary data sources and secondary data sources according to the specific criteria listed below, and (2) convenience sampling to select those primary data sources that were found, were available and were willing to participate.

Selection for primary data sources included three criteria: Each needed to (1) be a USAID-funded activity/organization; (2) conduct a training activity in health, education, economic growth, and/or democracy and governance; and (3) be represented in at least 2 different Sudanese regions. Selection criteria for secondary data sources included: (1) those organizations receiving USAID funds to carry out training activities; (2) potential or present training partners; (3) representatives of other country international development aid or major funding sources.

2.3.3.5 Methods

Three main types of assessment methods were utilized throughout this needs assessment:

1) *Quantitative* – An institutional capacity checklist was developed for south Sudan[5] and used to determine the capacity of training institutions to provide the skills training for which they are responsible (see Appendix E for matrix used). Furthermore, a labor market scan was used in selected towns.

2) *Qualitative* – Interviews were the prime qualitative method used. When possible and appropriate, focus group discussions were employed using a modified version of the interview topic guide (see Appendix F for sample guides).

3) *Documents Review* – The team reviewed all relevant and useful documentation collected in the Stage 1 Literature Review work done by three consultants: Victoria Eluzai, Dr. Pauline Riak and Leonora Foley. This group was contracted by USAID to conduct a "Literature Review for a Donor-Funded South Sudan Needs Assessment" (see Appendix G for the Training Program Profiles, resulting from this review[6]) to aid the assessment team. The assessment team gathered additional online materials from the Joint Assessment Mission (JAM) and reviewed additional materials and resources received from primary and secondary data sources. A complete list of documents reviewed can be found in Appendix H. Copies of all documents and/or web address information were left with USAID/SFO in Nairobi.

[5] Taken from Dr. Cogswell's organizational development materials and adapted based on perceived situation in southern Sudan.
[6] The document has been converted to Excel for easier use and manipulation. Information was originally provided as Word tables.

CHAPTER 3: CROSS-CUTTING ISSUES

This assessment identified not only cross-cutting critical issues and corresponding recommendations, but also sector-specific priority capacity needs and broad strategies to address these needs. Sections 3.1, 3.2, and 3.3 discuss each area more fully, seeking to establish the highest impact and the most cost-effective approaches.

3.1 PRIORITY CAPACITY NEEDS AND BROAD STRATEGIES

The four types of capacity development needs within each sector comprise: (1) the need for trained personnel, (2) the need for training institutions, (3) the need for facilities, and (4) the need for training materials. In each instance these needs are both qualitative and quantitative, e.g., training paralegals and ensuring content training fits present and growing legal needs, more clinical officers with adequate practicum, etc.

As well, a careful examination of sector findings indicates that there are five broad strategies required to address these capacity development needs. Specifically, these five strategies include:

(1) A "training" strategy to strengthen existing training programs through existing training institutions by enabling these programs to double or triple (a) the number/type of cadres they train and/or (b) the number of trainees trained with each graduating class, for example, training not only lawyers, but paralegals as well or graduating 60 community health workers (CHWs) per year, not just 30.

(2) An "external recruitment" strategy to hire staff/cadres from outside South Sudan, this could mean expatriates as well as South Sudanese. The key factor here would be that the person would be recruited and hired, and would not be a volunteer.

(3) A "Diaspora Volunteer Program" strategy to locate, motivate, and place South Sudanese volunteers with appropriate skills in necessary skill areas and funnel through a developed Volunteer Program.

(4) An "infrastructure reinforcement" strategy to provide support and funding for infrastructure, specifically construction of new facilities not renovation for existing ones.

(5) A "quality improvement" strategy to focus on content of training materials, trainer experience and training, access to technology to assist in learning process, and infrastructure renovations as needed.

Table 3-A below presents capacity development needs by sector and corresponding broad strategies to address these needs. Broad strategies have been assigned "high," "medium," or "low" priority, indicating the needs to be addressed first and the strategies to apply. While it is best to attack needs from all angles, it should be kept in mind that in some cases there is only one strategy with which to address a priority need or deficiency and that that course of action should be promptly pursued to avoid any further delays in capacity development.

An analysis of this table indicates that training and quality improvements are critical to the success of any training and capacity development plan for south Sudan, with external

recruitment, use of Diaspora volunteers, and infrastructure reinforcement playing a secondary role in success. Implementation of broad strategies could initially focus on the more cost-effective choices to strengthen capacity, such as training and quality improvements, moving to the equally effective, though more time- and resource-consuming strategies only as needed. Quality improvements across the board could be the initial effort with increased training utilizing existing institutions as a concurrent effort. Use of Diaspora volunteers could be a follow on depending on the status of quality improvements and in-country training efforts. Infrastructure reinforcement could take place after other efforts are in progress. External recruitment could be used on an ad-hoc basis depending on the needs that have not been filled by the other strategies. It could be held in reserve until interim assessments had been completed and personnel needs re-determined.

TABLE 3-A
Priority Needs and Broad Strategies to Address These Needs by Sector

Capacity Development Needs	Broad Strategies to Address These Needs				
	(1) Training	(2) External Recruitment	(3) Volunteer Program	(4) Infrastructure Reinforcement	(5) Quality Improvements
Democracy and Local Governance					
1. Personnel Needed					
a. Leaders	High	-	-	-	High
b. Managers	Med	-	-	-	High
c. Administrators	High	-	-	High	High
d. Engineers	Med	High	Low	-	Low
e. Technical	Med	High	Low	Med	Low
f. Clerical	High	-	-	-	-
g. O&M	High	Low	Med	-	-
h. Literacy Program	High	Low	High	Med	High
2. Training Institutions	-	-	-	Med	Med
3. Training Materials	-	Med	-	-	High
Government Facilities					
a. Offices	High	Low	-	High	Med
b. Training	-	-	-	Med	Med
c. O&M	-	-	-	Med	Med
Health					
1. Cadre Required					
a. Doctors	-	High	High	-	-
b. Clinical Officers	High	-	Low	-	High
c. Nurses	High	-	Med	Med	High
d. Midwives	High	Med	-	-	Med
2. Training Institutions	Low	-	-	High	Med
3. Health Facilities	-	-	-	High	-
4. Training Materials	High	Low	Med	-	High

Capacity Development Needs	Broad Strategies to Address These Needs				
	(1) Training	(2) External Recruitment	(3) Volunteer Program	(4) Infrastructure Reinforcement	(5) Quality Improvements
Economic Growth and Workforce Development					
1. Major Personnel Groups Needed					
a. Trades people	High	-	-	Med	Med
b. Infrastructure Professionals -Engineers, Architects, Planners, etc.	-	Med	High	-	-
c. Farmers	High	-	-	-	Med
d. Agricultural Specialists	Med	Med	High	-	Med
e. Ag Processing, Quality, & Marketing	Med	Med	High	-	Med
f. Natural resource managers	High	Low	Low	-	Med
g. Administrative and Regulatory	High	Low	Med	Med	High
2. Training Institutions	Low	Low	Med	Med	Med
3. Facilities	-	-	-	-	-
4. Training Materials	Med	-	Med	-	Low
Education					
1. Staff Required					
a. Administrators	Med	Med	Low	-	Med
b. Principals	Med	Med	Low	-	High
c. Head Teachers	High	Low	High	-	Med
d. Teachers	High	Low	High	High	High
e. Tutors	Med	Low	High	-	Med
f. Education Supervisors	Med	-	-	-	Low
2. Training Institutions	-	-	-	High	-
3. Schools	High	Low	-	High	High
4. Training Materials	High	Low	-	-	High

3.2 CRITICAL ISSUES

Throughout the course of this training and capacity development needs assessment, several issues were identified that have an impact on training no matter the sector. While many of these issues will be discussed in each of the subsequent chapters depending on the findings and the analysis involved, it is essential to examine those that recur several times in all sectors as addressing or utilizing these issues globally or in a more comprehensive manner have the potential to have a larger positive impact on southern Sudan capacity in all sectors. These critical issues comprise:

- Basic literacy levels are among the lowest in Africa and will continue to delay South Sudanese progress.

- There are many governmental, donor, international and indigenous partners in South Sudan, but few coordination and information sharing opportunities exist between these many players.

- Institutional capacity is inconsistent and little or no standardization of quality exists.

- Training activities are still interim measures. They do not appear to be moving in the direction of sustainability and development of solid South Sudanese capacity building and eventual turnover from international NGOs to South Sudanese.
- Sudanese desire community-oriented, community-based, participatory-focused development training activities.

- Management, administration, planning and supervisory skills are weak and no South Sudanese institutions exist to develop these skills sets.

- Little or no technology is being used by South Sudanese institutions and what is being used appears to be greatly underutilized.

- Present number of cadres trained annually in all sectors appears to be insufficient to meet the upcoming needs of South Sudan.

- Inadequate opportunities and involvement exist for women in the present South Sudan training and capacity development environment.

- Policy is not in place across the board and where it is in place, it responds to different times and different needs. South Sudan "policymakers" do not yet fully exist.

- Leadership is grappling with what it means to be "leaders in peacetime" and how to peacefully move south Sudan forward.

3.3 RECOMMENDATIONS

The more often a critical issue recurs across sectors, the more opportunity there is to address this issue from many sides and on many fronts. The same is true of possible activities to address these critical issues. If a recommendation can address two or more critical issues, there is a much stronger probability that the activity can and will have the desired impact. Table 3-B below clearly links the critical issues cited above in Section 3.1 to the major cross-cutting recommendations that USAID could consider supporting in their capacity development training plan to address these critical issues. Section 3.2 below provides more detail on each of the 11 cross-cutting recommendations.

TABLE 3-B
Critical Issues by Recommendation

Critical Issues	Recommendations										
	1. Conduct National Literacy Campaign	2. Convene Best Practices Forum	3. Hire USAID/SFO Training Coordinator	4. Form Capacity Building Task Force	5. Create Counterpart Secretariat Capacity Building	6. Strengthen Management & Administrative Institute	7. Design & Distribute Comprehensive Technology Package	8. Expand Policy Training	9. Develop Leadership Training Program	10. Elaborate Bottom-Up Paradigm	11. Develop Construction Industry
a. Low literacy levels	X									X	
b. Limited coordination & information-sharing	X	X	X	X	X						
c. Inconsistent institutional capacity		X		X	X						
d. Minimal quality standards		X	X	X	X						
e. Limited SS capacity-building		X		X	X						X
f. Little evidence of sustainability & turnover plans	X	X		X	X						
g. Desire for community-centered training activities	X				X					X	X
h. Weak management skills			X	X	X	X					
i. Limited technology use	X			X			X				
j. Limited involvement & opportunities for women		X		X		X			X	X	X
k. Insufficient annual training numbers	X		X	X	X						
l. Minimal up-to-date policies			X		X	X		X		X	
m. Limited number of policymakers					X	X		X		X	
n. Grappling leadership					X	X		X	X	X	
o. Limited immediate economic opportunities							X			X	X

The following recommendations are intended to be accessed by all sectors and benefit all levels of South Sudanese systems and structures. As can be seen in Table 3-B above, each recommendation could help address three or more of the critical issues identified. Furthermore, these recommendations could help bridge activities between sectors, within secretariats, and among partners. USAID should consider supporting the following recommendations in collaboration with the appropriate Secretariat.

3.3.1 National Literacy Campaign

Consider conducting a two-phase literacy campaign

Under the leadership of the Secretariat of Education (SoE), and with the cooperation of those International and Indigenous NGOs and FBOs already delivering adult basic education and literacy training in the regions of South Sudan, the SPLM (or the to-be Government of South Sudan (GoSS)) could launch a five-year literacy campaign with USAID support. A Campaign could address the problem of 12% women and 37% male literacy rates[7] as a direct service from the GoSS. The Campaign could target every willing citizen, and, eventually, offer up to 500,000 additional participants the opportunity for training in life skills. In addition, the GoSS could

[7] School Baseline Assessment Report Southern Sudan, Nairobi, 2003.

program volunteers and experts from the "Diaspora" into teaching and other positions in the Campaign. The goal of the campaign would be to triple the literacy rates for women and increase the literacy rates by 5% for men in five years[8]. This would allow not only for an increase in both literate populations, but establish the beginning of a "balancing out" for women. The initial thrust of this campaign would be targeted at women. Furthermore, it could build on and work through several existing literacy programs for women such as the New Sudan Women's Project Non-Formal Education Program observed in Maridi and Ganyiel. This campaign could be carried out in two Phases.

Phase 1: Nationwide Literacy Program

In Phase 1, USAID could provide sufficient radios and on-air interactive literacy programs for all the villages in South Sudan. The SoE, with assistance from current contractors such as Cooperation for Assistance Relief Everywhere (CARE) and Educational Development Centers (EDC), will develop the curriculum, prepare materials and use NGO sponsored "Diaspora" volunteers and their counterparts to service the regions' needs. Furthermore, new partners, such as World Education which has a worldwide track record in literacy programs, could be enlisted to design and deliver activities.

Phase 2: Regional Literacy and Life Skills Program

In Phase 2, approximately one year after the start of the nationwide campaign, the literacy program could identify up to 500,000 South Sudanese over the remaining years, whose motivation, community service, and desire to learn life skills make them eligible to enroll in regional centers offering Basic Language and Computation Skills Training, as well as Civics classes, vocational training, and opportunities for community service. The Program could be managed by NGOs using Diaspora Volunteers and local staff to teach, counsel and test the participants. Guidance and support for monitoring and evaluation could come from the SoE and other GoSS agencies, such as the Sudan Relief and Recovery Corporation (SRRC) and New Sudan Center for Statistics and Evaluation (NSCSE). The Program could piggyback on existing systems in health, agriculture and education, and use existing NGO facilities. Furthermore, the program could target women, youth, and de-mobilized soldiers, while remaining open to all groups. This literacy program could demonstrate the GoSS' ability to deliver urgently needed services to the country's population, while collaborating with Civil Society Organizations (CSOs) and other government agencies.

A Literacy Campaign once implemented could be used:

- To disseminate information on government policies and practices as part of a Civic Education component;
- As a convening place for returning veterans and women to receive basic vocational training.;
- As a counseling center for citizens in need of referrals to health, education or employment services;
- As a venue to address resolution of gender and other issues in conflict with tribal laws and customs;

[8] As per established, feasible increases based on norms established worldwide, World Education Egypt Study, 2003.

- To increase the capacity of indigenous CSOs to deliver services and upgrade their staff skills through targeted training;
- As a prototype of the local government institutions;
- As a pool of tested talents for entry into public and private positions;
- As a venue for helping returning Diasporans reenter South Sudanese Society;
- As a testing ground for educational materials and technologies; and
- As an outlet for idealistic youth to give service to their new nation and to build the skills to make a lasting contribution to society.

3.3.2 Best Practices Forum

Consider convening a best practice forum

In collaboration with the newly-created Secretariat of Public Service (SoPS) and other secretariats as deemed appropriate, USAID could support a Best Practice Forum. With the many partners involved in South Sudan training activities, a forum to discuss and share could give impetus to training and capacity development as a strategy. It should include secretariat representatives, donors, and international and indigenous NGOs to discuss the National Literacy Campaign, detail what's working and what's not, and identify possible best practice replication and/or scale up activities. This activity could take place early in 2005 to initiate the five-year training plan.

3.3.3 USAID/SFO Training Coordinator

Consider hiring a SFO Multi-sectoral Training Coordinator

In coordination with the SoPS, linked through its proposed manpower development program supported under Strategic Objective 5 in collaboration with Bearing Point, one person could be hired as SFO Multi-Sctoral Training Coordinator. Responsibilities would include developing and overseeing a training database, monitoring implementation of the training plan, forming and convening a task force regularly (see Section 3.2.4), and providing monthly updates to training implementers on training progress. Coordination and oversight of the upcoming multi-sectoral training plan will be essential to its effective implementation and this Coordinator could fill that requisite function. This recommendation should take place concurrently with the development of the five-year training plan so that the Coordinator is fully cognizant of training needs.

3.3.4 Capacity Building Task Force

Consider forming a capacity building task force

In collaboration with the SoPS, USAID could encourage the formation of a capacity building task force. This task force could organize and hold regular capacity building workshops with international experts. It could develop a capacity building calendar for activities needed based on this needs assessment and other JAM documents and information. Furthermore, this task force could be the focal point for all capacity building activities – the go-to-people for information. This task force could be headed up by the Multi-sectoral Training Coordinator and could work with the JAM capacity sub-committee and specifically-identified women's and youth groups to

ensure best use of existing resources and the addition of a gender/age value-added component. This recommendation should be a first step on the training plan.

3.3.5 Counterpart Secretariat Capacity Building

Consider creating counterpart positions for south Sudanese staff

It has become clear throughout the course of this training needs assessment that South Sudanese officials, secretariat staff, and institution administrators are not being sufficiently trained and included in institution building at all levels – management, administration, planning, financial systems, etc. This lack of comprehensive capacity development will ultimately affect the sustainability of all training programs in south Sudan and have an impact on the eventual ability of South Sudan to take over control of operations, development and implementation of these same programs, structures, and systems. Now is the time to place South Sudanese in positions as counterparts at all levels and in all different types of governmental, NGO and FBO structures and institutions to work alongside present managers, administrators and others to learn on-the-job as well as combine their training and capacity building with other types of instruction and training (see 3.2.8, 3.2.9, and 3.2.11 as examples of other types of needed training programs). The initial counterpart placements should be determined and placements completed by the end of 2005, but placements should also be made on an ongoing basis as appropriate.

3.3.6 Management and Administration Institute

Consider building up a multi-sectoral management and administration institute

In collaboration with the Secretariat of Public Administration (SoPA) and others as appropriate, USAID could consider building up an "Institute of Management and Administration (IOMA). The need for management, administration, planning and supervision is great. The need for training in all of these same areas is equally great. In the short-term, this institute might be in concept only, utilizing existing CSOs or NGOs as sites to offer courses and taking advantage of the existing regional training institutions (see Chapter 10 for more specifics on these regional institutions). The institute could provide basic management and administration classes appropriate to all sectors and sector-specific courses needed for the different management skills required, such as hospital management, government administration, agriculture extension planning. Utilization of existing NGOs would have a two-fold effect: (1) improve the skills and capacity of South Sudanese and (2) improve the institutional capacity of CSOs or NGOs where the courses are initially conducted. In the medium-term, the IOMA could develop specialty courses of need to the south Sudanese, for example, policy; and leadership. In the long-term, IOMA could become an African Centre of Excellence on selected topics such as policy and leadership. Eventually, a permanent, main institute could be renovated/built and located in a regional capital with extensions into satellite schools that offer the same core courses.

3.3.7 Comprehensive Technology Package

Consider designing and distributing comprehensive technology packages

In collaboration with the Secretariat of Communications (SoC), USAID could design and distribute information technology packages to 25 training institutions and private-sector

initiatives. South Sudan has the opportunity to bypass the technology of the 20th century and leap frog directly into the 21st century. Packages should include at least a power source (solar preferred), yearly licensing fee for 3 years when needed, 4 computers, 2 printers, V-SAT, and technical assistance to set-up and learn to use the package efficiently. Working through organizations like UNICEF, EDC, or the Network of the World, Inc (NOW), at least 5 packages per region could be distributed for a total of 25 packages over the next two years. As well, in the short-term, these packages could become excellent private-sector small- to medium-business enterprises. Design and distribution should take place within the first two years or by the end of 2006.

3.3.8 Policy Training

Consider developing training courses in Policy Formulation, Development, Implementation, and Advocacy

In collaboration with the Secretariat of Justice (SoJ) and SoPS, USAID could support the development of policy formulation, development and implementation courses to be offered at IOMA. As the secretariats evolve into ministries, more policy detail will be required to ensure effective design and implementation of programs. In the short-term, this course could be offered to all secretariat staff with a results-based orientation so that the result of the one-year course would be a Ministry of Agriculture Policy or a revised Health Policy. Creation and immediate implementation of a course of this sort would not only build the policy skills of South Sudanese, but would also allow them to develop their needed policies effectively. International experts could be called upon to assist in this effort as well as qualified Sudanese from the Diaspora. Once the policy courses are up and running and the policies are being developed, advocacy courses could be added to complete the policy package. As well, in the medium-term, this subject "Policy" could become a specialty area of IOMA. In the long-term, the IOMA could become a Center of Policy Excellence for Africa in Policy.

3.3.9 Leadership Training

Consider promoting leadership training

In collaboration with the Secretariat of Local Government (SoLG), SoJ, the SoPS, and the SoPA, USAID could consider promoting continued leadership training. South Sudan is beginning a new era of peace. And as with the policy training needs, the need for leadership training is great. An enhanced program could build on the minimal training that has to-date taken place through the Office of Foreign Disaster Assistance (OFDA), DFID, and others. Over the next three years, 5-10 leaders from each of the 5 main sectors could be selected to participate in an initial program. This leadership training program could combine international, regional, and in-country training programs. International training would provide the exposure that is so essential in leadership training, regional training would provide the sharing of African challenges to leadership, and in-country training would provide the opportunity to apply leadership principles offered through the IOMA. In the medium-term, as with policy training, leadership skills training could become a specialty offered at IOMA. In the long-term, leadership skills training could take place at all levels of government and in all sectors and sub-sectors.

3.3.10 Bottom-Up Paradigm

Consider supporting the development of a bottom-up model for the country

In collaboration with all South Sudanese secretariats, USAID should consider supporting the development of a "South Sudan Bottom-Up Paradigm" (SSBUP). In the short-term, to ensure that those values and models important to the South Sudanese are maintained and incorporated into systems, a team could detail out a SSBUP, which could include what bottom-up (BU) means, i.e., community-oriented, community-based, participatory-focused, how it works, how it differs across sectors, why it should be used, eventual impact of such a paradigm, and how it integrates tribal/chieftain system. Over the medium-term, a SSBUP consortium could determine how to institutionalize SSBUP country-wide. And over the long-term, the GoSS could institutionalize and implement the SSBUP throughout South Sudan and across sectors.

3.3.11 Construction Industry Development

Consider developing South Sudan construction industry

In collaboration with the appropriate Secretariat, USAID could promote the development of a South Sudan construction industry and in the process refurbish and construct county facilities in 30 county seats over 3 years, at an estimated cost of $60 million. As many as 200 small businesses could be created as sub-contractors and suppliers of construction materials, creating demand for the employment of at least 1,500 trained Sudanese craftsmen such as masons, carpenters, and electricians, and including de-mobilized soldiers, youth, and women. In addition, the activity could draw Diaspora Sudanese home, and rapidly establish the new government's presence (see Chapter 6 for more details).

CHAPTER 4: DEMOCRACY AND GOVERNANCE

4.1 CONTEXT

4.1.1 The Governance Context

As in most of Africa the aftermath of colonial rule has remained a factor in shaping the governance of Sudan. On many of the 19th and early 20th century maps, Sudan was colored red denoting it was under the control of the British. In reality the land was ruled by a variety of kingdoms and tribes each with their own language, history and culture apart from the rulers in Khartoum. This was especially true in the south where natural barriers like the Sud in addition to racial and cultural discrimination created a demarcation with the north that is still present today. British rule in the south may have been indirect but Anglo culture made its mark as the use of English language, Common Law, Government and administrative practices took hold in populated areas. British and other Christian missionaries also brought the precursors of education and health institutions to the south in greater proportion than in the north. Today the British language and institutions of governance as well as religion are a southern legacy juxtaposed with very different language, religious, cultural and legal practices in the north.

The influence of Egypt on the Sudan and visa versa goes back to Pharonic times and earlier due primarily to the presence of the River Nile. Egypt as a civilization is a creation of the Nile and

the livelihood of its 65 million inhabitants is very much dependent on what happens in the Sudan. So when British influence waned, Egypt's waxed particularly in the north. Even today the government of Sudan looks to Egyptian institutions as the teachers of science, law, culture and education. While the two governments have had their ups and downs over the past half century, the influence of Egyptian governance policies and practices is real and present today. Despite the British recommendation that there be two different countries reflecting the obvious differences, the subsequent governing bodies chose to keep the Sudan together as one country upon independence. Exploitation of the mineral and land wealth of the south in the form of ivory and slaves was well established in the 19th century. The tradition of exploitation of human capital, sometimes in the cruelest forms persists today.

4.1.2 South Sudanese Governance Attempts

Independence, rather than creating solidarity of north and south, often highlighted the differences. Patriotism was skin deep and soon brushfires of civil discontent appeared with regularity in the South in protest of perceived economic, social and cultural oppression by the North. It was defined by some as a civil war between dominant tribes in the south against the north and its southern tribal allies until a halt was declared in Addis Ababa in 1972. At that time the leaders of both factions agreed to a set of standards of conduct under which both could live under the same roof. That pact was broken when political alliances brought into power a radical faction in the north that considered it almost a sacred duty to change the south's linguistic, religious and cultural practices. In addition, several economic development projects in the south increased the divisions. This included the confiscation of great tracts of land to allow the application of modern agricultural practices so that Sudan could be the "Breadbasket of the Middle East." The huge Jongolei Canal project was also launched to divert water from the Nile to increase the volume Egypt needed to satisfy its rapidly expanding population. No matter what the intentions, the consequences were to exacerbate the divide between north and south resulting in another civil war. The end of the twentieth century has been witness to a bitter struggle that has caused the deaths of millions of people, entire destruction of infrastructure and the establishment of military law by both sides. To make matters worse, oil was discovered at the cusp of the north and south near the end of the millennium.

After many false starts, once more the two sides were brought together by common interest and friendly persuasion at Machakos in 2002. A peace accord helped spell out the new governance of the south and the manner in which it would be realized. The Sudanese People's Liberation Army (SPLA) would become the Movement (SPLM/A), that is the southern military command would change gradually into a civilian entity called Civil Authority of New Sudan (CANS). The new north/south governance was spelled out in six protocols that are the foundation of the final peace settlement, and CANS became the seed crystal for the development of a new body politic in south Sudan. Neighbors Ethiopia, Eritrea, Kenya and Uganda have been sponsors of the accord, while the US, Norway, the UK and Italy have been official observers and along with many other friendly nations are assisting the north and south to implement the protocols.

At the national level, the SPLM is improving its practices to become a modern democracy by creating Commissions which will become proto-Ministries in transition to Ministries. To date, the Health, Education and Agricultural sectors have benefited from the help of NGOs, but key Secretariats, like Finance and Justice have had little support. The Secretariat of Public Service (SoPS), which has the responsibility for overall administration, recruitment and training and will

need to be the driving force for the six year development of a streamlined GoSS national personnel system has also had little attention. At the time that systems are developed and operational, these key ministries will need to identify and train hundreds of personnel at all levels to launch the GoSS over the first six months of peace.

4.1.3 USAID Involvement/Assistance in South Sudan

The US Department of State has been a major diplomatic supporter, and USAID has been the largest humanitarian donor. USAID is expected to continue its role in the future primarily through development assistance. USAID supports the Health, Education, Economic and Governance sectors of South Sudan initially through projects that have been generally hosted by NGOs.

USAID supported governance and democracy programs in South Sudan from 1998-2001, in partnership with UNICEF and Sudan Relief and Rehabilitation Agency (SRRA). The first course of Civil Administration Training was in 1999 for 45 county administrators with two more groups trained in 2000. In 1998, USAID also supported the County Development Committees (CDCs) through the County Revolving Fund and shifted its focus to support the UNICEF Institute of Development, Environment, and Agricultural Studies (IDEAS) project. The Sudan Transitional Assistance for Rehabilitation (STAR) program was created at that time to increase participatory democracy. USAID also supported the International Rescue Committee (IRC), Catholic Relief Services (CRS) and Christian Aid in the Social Organization and Administration Rehabilitation (SOAR) program promoting the Rule of Law. From 2000-2002 USAID supported the Sudan Local Government Strengthening Program through Sudan Local Governance Strengthening (LOGOS). Most recently USAID and other donors have sponsored workshops addressing rule of law, training for judiciary, police, prisons, etc., focused on training and capacity building.

The proposed Democracy and Governance sector 2004-2006 interim strategic plan[9] is as follows:

SO 5 More Responsive and Participatory Governance:

- IR 5.1 will lead to the establishment of transparent and accountable GOSS structures with adequate capacity to manage core public administration and legal functions.
- IR 5.2 will be the basis for putting in place participatory and inclusive electoral and governance frameworks, including civilian political party structures.
- IR 5.3 will improve the management and delivery of public services at the local level. It will also ensure that customary/local laws are reflective of democratic values and the equality of women in all spheres of new Sudanese society.
- IR 5.4 will support the emergence of available civil society in southern Sudan, including a network of organizations which are committed to the empowerment of women.
- IR 5.5 will enable citizens to be better informed by having access to independent information through various channels such as radio, newspapers, and other media outlets.

The Democracy and Governance sector was requested to place an emphasis on IR 5.1 "Establish transparent and accountable GOSS structures with adequate capacity to manage core public

[9] "Briefing Book for Administrator Natsios Delegation September 2004."

administration and legal functions." This USAID priority meant a careful look at the training and capacity needs of the Secretariats of Finance (SOF), SOJ, SOLG and SOPS as well as examining the needs of the Inter-departmental Strategic Coordination Team (ISCOORT) and those of Civil Society. In addition to the new emphasis on transparent and accountable GOSS structures, USAID 2004-2006 strategic plans will continue to support the electoral process and civilian political party structures; improve management and delivery of public services at the local level; ensure that laws are reflective of democratic values and the equality of women; and encourage a network of organizations committed to the empowerment of women and to better inform citizens by having access to independent channels such as radio, newspapers and other media outlets.

"The need for training in the Democracy and Governance sector is endless."
(USAID SO team member)

4.2 FINDINGS

4.2.1 Overview of Priority Capacity Needs and Broad Strategies

Chapter 3, Section 3.1 identified critical issues and broad strategies to address these issues. This is a requisite starting point to examining secretariat-specific recommendations. As can be seen by Table 4-A below, in general, Quality Improvement and Training are the vital areas to focus on to fill Democracy and Governance personnel needs. While infrastructure reinforcement will be essential to upgrade government facilities, it would appear that external recruitment and volunteer programs would be less useful and, therefore, not practical strategies to address short-, medium-, and long-term needs, with the possible exceptions of engineers and literacy volunteers and experts (see Chapter 3, Section 3.3.1 for more specifics). The table below presents capacity development needs by sector and corresponding broad strategies to address these needs. Broad strategies have been assigned high, medium, or low priority indicating the needs to be addressed first and the strategies to apply. While it is best to attack needs from all angles, it should be kept in mind that in some cases there is only one strategy with which to address a priority need or deficiency and that that course of action should be promptly pursued to avoid any further delays in capacity development.

TABLE 4-A
Priority Democracy and Governance Capacity Development Needs and Broad Strategies to Address

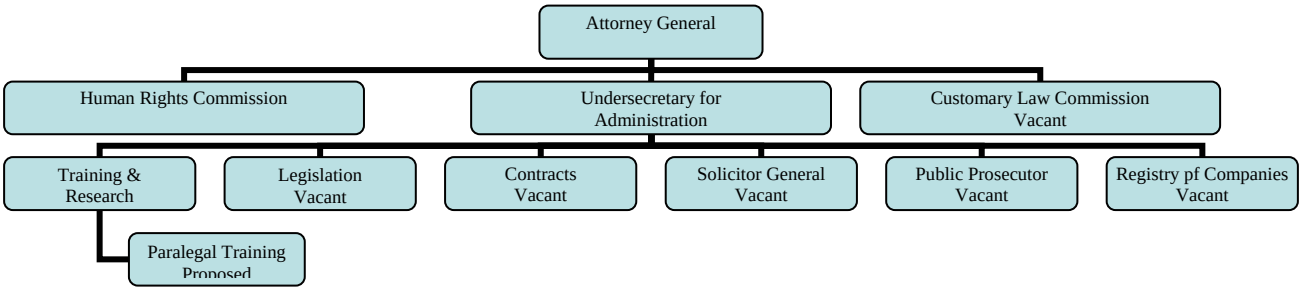
Capacity Development Needs	Broad Strategies to Address These Needs				
	(1) Training	(2) External Recruitment	(3) Volunteer Program	(4) Infrastructure Reinforcement	(5) Quality Improvements
Democracy and Local Governance					
2. Personnel Needed					
e. Leaders	High	-	-	-	High
f. Managers	Med	-	-	-	High
g. Administrators	High	-	-	High	High
h. Engineers	Med	High	Low	-	Low
i. Technical	Med	High	Low	Med	Low
j. Clerical	High	-	-	-	-
k. O&M	High	Low	Med	-	-
l. Literacy Program	High	Low	High	Med	High
4. Training Institutions	-	-	-	Med	Med
5. Training Materials	-	Med	-	-	High
Government Facilities					
a. Offices	High	Low	-	High	Med
b. Training	-	-	-	Med	Med
c. O&M	-	-	-	Med	Med

4.2.2 Justice

Next to food security, concern for citizen's security and equity issues have become the most important priority of government. Presently there is only the Attorney General (AG) and an Undersecretary with the rest of the key staff positions at the Secretariat of Justice left vacant. In addition to judicial administrators, there is a great need for departments with their respective heads and staff of Contracts, Registration of Companies, Legislation Drafting, Public Prosecution and the Solicitor General. There are no directors or staff to draft at least 27 needed new statutes, including labor and business laws. Even with minimal staffing, reportedly, the Attorney General will have to rely on a few lawyers who reside in South Sudan and who are highly sought after by both donors and the private-sector, or recruit recent graduates with some background of Continental and Sharia legal training and provide them courses.

The SOJ Organizational Chart below is intended to provide a snapshot of the proposed Secretariat. While not an official version, it does illustrate the organizational problems facing the AG and the key players. There will be many rewrites to the SOJ organizational chart and other Secretariats as policy decisions get made and/or changed.

Snapshot of Proposed SOJ



Customary law dominates the legal arrangements in South Sudan. Chiefs and tribal approaches are the usual means of conflict resolution and arbitration. As a result of the war, the power of the chiefs and elders has eroded. Customs differ across the country so that the legal processes that flow out of local conditions and justice vary from area to area. Many customs are in conflict with international standards especially when it comes to the treatment of women and children. The chiefs, reportedly, need support to deal with new kinds of cases. The system is designed to have the chief's courts as the lower court with referral to the statutory courts, but systematic communication between the two is inadequate. Based on substantial interviews with the Attorney General and the SOJ Undersecretary for Training, it seems that police, prisons and wildlife areas need significantly more attention for the SOJ to have the foundation it requires to strategize and plan effectively.

In 2003, the SPLM/A announced the enactment of 26 Laws as the beginning of a body of statutory law. These laws do not reference international or local precedent and have yet to be constitutionally tested. They appear to inadequately deal with many of the controversial issues such as land and water use or inheritance. There appears to be a great need for a working statutory system over and above customary dispute resolution. There are five official rule-of-law bodies, judiciary, SOJ, police, prison and wildlife, all which seem to suffer from lack of trained personnel and weak management, administration and infrastructure. While some training has been given to judges, the capacity of the court system still needs to be strengthened.

Interviews with high ranking Cabinet officials report that ISCOORT and the Cabinet as a whole feel they are being bypassed on important decisions, such as the selection of department heads, by a few people at the top.

The proposed Commission on Tribal Customs faces the task of classifying the language groups, conducting the research and harmonizing of tribal customs and law with national statutes. Often present systems are in conflict on issues such as human rights and gender. Ultimately it seems, these tasks will be the responsibility of the "Customary Law Steering Committee." While a Commission made up of gender, local government, judiciary and legal affairs specialists has been proposed, there would be need for them to visit and study other countries, policies and practices before bringing the issues to the tribal level. UNDP has had a strong focus on Rule of Law and is an USAID partner.

SPLM/A reportedly plans to use returning soldiers as police, prison and wildlife officers. This could cause concern at the local- and NGO community-levels, especially if there were, as it appears, abuses in the past.

Several groups of paralegals have been trained recently by NGOs in ad hoc training. The Attorney General feels that paralegals may help fill the skills gap in the lawyer shortfall. Most of the paralegals presently work for NGOs as Human Rights Monitors, and it would be difficult for the government to compete with them on salaries. And while the SOJ hopes to use paralegals as a potential pool to fill slots for the shortage of lawyers, there needs to be a standardized paralegal training curriculum and design.

4.2.3 Finance

The SOF feels the entire staff needs training in "Banking." It is also anticipated that more than 200 accountants will be needed. It is hoped they will be trained graduates. However it is also recognized that many will require continuous upgrading as gaps in knowledge are revealed. As all cannot be trained at once, there will be a need for a rolling, concurrent schedule of banking and accounting courses. There were some recent accounting courses held in Yei for the SOF staff and they were well-received and appreciated.

Two years ago, the Skills for South Sudan's Governance Profile expressed many concerns about the lack of good governance in SPLM-held areas. The Skills report noted that public officials are not paid; there is a lack of financial controls: an absence of merit-based appointment procedure; weak legislation and rules governing the behavior of public officials, and an absence of financial institutions and mechanisms for macroeconomic management. In many ways this litany of shortcomings still exists.

The SOF needs assistance putting in place the systems and procedures to respond to their mandate of national accountability and transparency. This Secretariat is the most vulnerable to corruption, and is cognizant of the need for an ongoing training program in roles and responsibilities in this crucial area.

4.2.4 Public Service

The terms *Public Administration*, *Public Service*, *Civil Service*, and *Local Government* are often used interchangeably in Sudan creating challenges for discussing and detailing them.

The SOPS is charged with ensuring a merit system in all branches of government, by utilizing a complex set of rules governing recruitment, appointments, promotions, discipline, grievance handling, remuneration, termination or retirement, etc. The SOPS has the ultimate responsibility for setting the standards for each position in the government in consultation with the respective Secretariats. The SOPS functions are recruiting, classifying, training and keeping up-to-date personnel files and accounting for Civil Servants including job descriptions, qualifications for the position, benefits, and allowances.

In the short time, the SOPS will be responsible for processing the 100,000 expected civil servants required to start up the new government offices and institutions. Of that number, 30,000 will fill roles in the national ministries, state, county and local offices using four classifications: Grade 1 Administrative/professional; Grade 2 Technical/sub professional; Grade 3 Clerical;

Grade 4 Unclassified. The other 70,000 will be classified as teachers, police, prison, environmental officers, etc.[10]

Reportedly, the SOPS recommends changes in the pay grade schedules. To enable these changes, the Civil Service needs systems for accurate and confidential record keeping. Roles and responsibilities need to be promulgated to maintain a transparent process of advertising, posting, and competition for jobs at all levels and, where required, hold examinations to test the candidates qualifications for the position. The SOPS reviews any new position requested by the government and grades it according to an objective scale. To that end, SOPS would need to establish the personnel system for GoSS and Local Government.

Additionally, to enable effective upgrading, the SOPS could be requested to design and manage in-service training in areas such as management, leadership, budgeting, planning, communications, team building and anti-corruption for all Secretariats. The SOPS could be required to design special courses for groups like returning veterans or to run programs to ensure gender equity in all personnel actions. SOPS might also need to develop long range training strategies for generic and specific courses in consultation with the other Secretariats.

Identifying training needs for SOPS was difficult, as with other Democracy and Governance Secretariats there are no staff, no job descriptions and no resources. When more policy decisions are made for the Secretariats, the task of identifying the roles and responsibilities and matching them with applicant experience will be the role of SOPS. For SOPS to perform the roles described in these findings, the SOPS must first have staff. Reportedly, the SOPS does not have staff. Once people are identified and the gaps in their background are matched with their job descriptions, more specific training and capacity development needs can be identified.

In April 2004, the SPLM solicited a proposal for "Capacity Building and Skills Development Programs in Southern Sudan and Budget" from the University of South Africa (UNISA) for a comprehensive multi-year and multi-sector partnership to deliver skills training in Administration, Social Services, Legal, Economic and Financial Affairs and Management, Military Administration, Information and Communication, Vocational Training, City Planning, Tourism, Police and Correctional Services. Subject to the availability of funds, UNISA would offer onsite courses, study tours, consultation, distance learning technologies and fundraising services along with its academic programs. UNISA would also partner with East African Universities and Institutes in a consortium to deliver the services. For now, one could utilize this UNISA proposal to train 18+ Public Service Management and Training personnel as a starting point since apparently the expectation is that once these senior people are in place and their training gaps are identified and filled, they will be trained to design the Public Service structures, procedures and systems based on the policies promulgated by the leadership of GoSS.

4.2.5 Local Government

In Sudan Local Government is concerned with counties, payams, bomas, local councils, executives, chiefs' affairs, poll taxes, etc. Local Government Officials have been supported by a variety of workshops and study tours by USAID, DFID and UNDP. The feedback from the study

[10] World Bank Washington DC Workshop Report, 2004.

tours has been positive. A group who visited Ethiopia and Uganda felt they were helped greatly in understanding the kind of Local Government they wanted. They used this information to recommend changes in the "Local Government Framework for Southern Sudan." The fourth draft of the Framework, a comprehensive guide for Decentralization, was developed after workshops and extensive consultations with Local Government Stakeholders in September 2004. The Framework originated from the SPLM Chukudum Convention in 1994 which helped establish democracy and separate military from civil administration in South Sudan.

The SOLG is responsible for all administrative activities at the county, payam and boma levels. The SOLG requires strong leadership, good management practices, sound budgeting, strategic planning and good monitoring and evaluation skills from its directors. The county administrator must be especially able to maintain working relationships with the other tiers of governance above and below the county level. The county administrator also needs to have a clear understanding of the roles and responsibilities of the office and be able to communicate effectively with the public in a democratic and transparent way. As a representative of the Public Sector, the county administrator forms working partnerships with the private sector companies that represent the growth and development of wealth and the increase of goods and services for the community providing the tax base to fund the necessary government services.

Local government officials could also be responsible for proposing projects and be held accountable for project implementation through block grants which will require skill level training in project design, management, monitoring and evaluation.

Over 90% of the people in South Sudan live in villages. The judicial role of traditional authorities is in flux. Questions like, "will there be payams?" are still being debated. It also appears that many segments of society, most notable women and youth, still do not have an equal opportunity to participate in governance.

4.2.6 Civil Society

Civil Society includes groups such as NGOs, community-based organizations (CBOs), parent/teacher associations (PTAs) and other Civic and Service organizations that address human and community needs and assist the government in delivering services to the public in a fair and equitable fashion. Civil Society has and will continue to play a major role in helping citizens participate in government, and conversely helping the government respond more effectively to citizens' needs. War and neglect have taken their toll on the government and Civil Society in Southern Sudan so that both are very fragile and both need to support and work together. As refugees and soldiers return, Civil Society and government alike will find it challenging to offer even basic services equitably. It will require CSOs to work collaboratively with each other to avoid duplication and wasteful competition for scarce resources.

As well, working together could help these often small groups share administrative and programmatic lessons learned. Together they could effectively advocate social issues that require attention. Interviews with the leaders, partners and clients of international NGOs, indigenous NGOs, community based organizations (CBOs) and FBOs, identified very knowledgeable, experienced and dedicated South Sudanese and expatriates. As South Sudanese government agencies take over more responsibility especially for social and educational services, Civil Society will continue to be elemental in the nation's development.

Two institutions in Yei embody the type of collaboration and contribution CSOs could continue to perform for the community. The Christian Women Empowerment Program (CWEP) and the Institute for the Promotion of Civil Society (IPCS) exemplify how CSOs can collaborate to help South Sudan move from war to peace one community at a time.

4.2.6.1 Christian Women Empowerment Program (CWEP)

A more detailed discussion of this exemplary institutional resource appears in Chapter 6 of this report. It is a woman-owned and operated facility for residential training in Yei. It is a model for the future of South Sudan to emulate. The organization itself has already branched out to 50 chapters with 3,000 members. CWEP has been the facility of choice for many USAID projects and is ready to expand its housing capacity for up to 60 individuals and to add another meeting room to its conference facilities.

4.2.6.2 Institute for Promotion of Civil Society (IPCS)

IPCS was established in 1999 as an initiative of the Western Equatoria Civil Society and local civil administrators to strengthen civil society and its administrative and economic environment through education and other supportive activities. The IPCS, located in Rumbek, near Yei, has established a campus on the site of the former refugee camp and has a mobile team available to conduct activities in the field. IPCS serves as the leading local institution for training civic leaders with the SPLM's civil administration, with a particular emphasis on management and economic development. IPCS also serves as a lead organization in the development and standardization of civic and administrative training programs in the south, producing textbooks and manuals in close cooperation with their target groups. It has been running workshops in a number of communities on the "Fundamentals of Good Governance" focusing on the Characteristics, State Roles and Civil Society-State Relations. By bringing together Army, Police, Civil Administrators, Tribal Chiefs and Civil Society, IPCS uses a training approach that has proven successful in bringing these groups together in planning their mutual future in a democratic way.

Normally IPCS would run its workshops in their residential facility, but due to the road conditions, they moved their offices into Yei and now use the CWEP facilities to conduct the type of program explained above focusing on one boma in one region at a time. IPCS has successfully completed five of these Good Governance workshops with impressive results. They would like to do more and eventually make better use of their own residential facility fifteen miles outside of Yei, but need help in purchasing office equipment and rehabilitating their facility.

4.2.7 Cross-cutting Secretariat Training

USAID has considered the idea of a comprehensive approach to government training across secretariats and a few years ago issued a request for assistance from US institutions to help develop that idea. Recently UNISA proposed a multi cycle leadership training for the GoSS. Initially, UNISA projects training 60+ SPLM senior staff in the Secretariat of Finance; 18+ senior officials from the Secretariat of Public Service and conducting a Leadership Orientation/Training program for 36+ leadership council and senior staff members. UNISA also recommends a month's support for the SPLM's ISCOORT to produce the first draft of proto

ministries. UNISA proposes to partner with "trainers in/among East African academics and Southern Sudanese Diaspora."

This past year World Bank sponsored workshops for the GoSS in Washington, District of Columbia (DC) in April, and in Nairobi in November 2004. The Washington workshop proposed roles and responsibilities of the Civil Service, including ceilings on the number of Civil Servants and salary scales. In addition, the Washington workshop addressed some complex issues such as how to use returned soldiers and experienced Sudanese in the Diaspora in the Civil Service. The Nairobi workshop spent nine days debating the issues with World Bank trainers and experts to facilitate the process and bring information on best practices from around the world as they pertained to the issue of government decentralization in South Sudan. The workshops were attended by senior SPLM officials, Secretariat heads, governors, local government officials, other expatriates and Sudanese experts from the JAM clusters.

The Washington and Nairobi workshops helped bring consensus on many key issues, while addressing the five tiers of government roles and responsibilities. The Nairobi Workshop reported on their recommendations and unresolved issues, which must be reviewed by SPLM leadership for approval and comment. The workshop findings laid the groundwork for leadership to address some of the remaining power sharing issues such as the Status and Functions of Bomas/Payam and GoSS-State-Local relations. The Workshop came to consensus that "Financing Follows Function" on wealth sharing issues like Block Grants. Expenditure tax and revenue procedures were recommended to follow international standards, but much needs to be done to avoid the proliferation of short-term taxes. No matter what the policies, the consensus was for lean structures at all levels so that services, e.g. teachers, can have room within the 100,000 Civil Servant ceiling agreed on in the Workshops. Flexibility and autonomy for local government was also proposed, with a minimum mirroring of Ministries at state and local levels. Finally, it was proposed that the GoSS would be the only entity allowed to borrow money and receive revenues from oil etc., which would then be transferred to lower levels through Block Grants.

USAID has already sponsored several study tours for SPLM leadership to visit US and other countries' government leaders and institutions. The feedback on these trips has been very good and it is important for all Transition Teams, especially ISCOORT, and as many officials as possible to be given this opportunity. For example, the Secretary to the SPLM Cabinet is a very well trained lawyer; however he has had little experience in coordinating Cabinet and Executive Branch functions. Visiting with his peers and attending meetings with them would be very valuable.

Most of the key SPLM leaders are ex-military officers who readily admit they need to change their leadership style to fit their democratic vision of a new South Sudan. They need not abandon the appropriate values, knowledge and experience fostered by military duty. As former US Army Chief of Staff, Eric Shinseki and Drucker Institute head, Frances Hesselbein spell out in their recent book "Be-Know-Do," there are many military values, attitudes, learning experiences, and human resource management skills that are appropriate in corporate or government leadership roles. South Sudanese leaders will also be served best if they consider some of the lessons learned by the US Military in dealing with changes in society's view of diversity, equality and empowerment. Additionally the former officers have much to learn from international experts on

subjects of modern management, accountability, transparency, planning, gender equity and diversity, and should plan to access these concepts directly from them or their writings.

4.3 CONCLUSIONS

The Secretariats will need to grow rapidly in size and quality when the peace accord is ratified and the wealth sharing begins. Each Secretariat needs to grow individually and collectively with the other branches of government. But if "bottom up" governance is to succeed, care must be taken to focus on priorities at the base through support from the Tribal and Local Government. At the same time SOPS, SOJ and SOF need to have the capacity to distribute human, legal and financial resources equitably. Organizational structures need to be approved, key positions filled and staff operationalized. Together with SOLG, central government will have to deliver normal services associated with their ministries as well as promoting national efforts to raise the level of the body politic to higher standards to meet the challenges of a modern society. GoSS capacity development plans should recognize the following in any long range training plan:

- The challenge does not seem to be in the quality of decision makers but the quantity. There are just too few South Sudanese leaders being trained.
- South Sudan is and will continue to be a nation of small villages for some time until national, regional and local government entities can become fully functional.
- Many of the key policies and laws necessary to support and regulate the public and private sector have not yet been promulgated.
- The key government offices presently have little or no office space or equipment.
- They are staffed primarily by volunteers.
- The leadership is primarily ex military and will require some training.
- The expectation is that shortly after the Peace Accord is signed, there will be an influx of around 30,000 civil servants to fill the mid-level management positions.
- It is unclear what the new civil servant skill levels will be and thus their training needs will be dictated by the new roles and responsibilities laid out in their job descriptions which are yet to be promulgated.
- There is an expectation that qualified employees can be found from the Diaspora but it is not clear how many or what skill levels they might have.
- CSOs will continue to play a major role in delivering social, education and health services.
- Tribal Leaders and Laws will need to be integrated into the national government body politic through training and institutional development.
- Indigenous training institutions will be required to deliver the long range skills required by the public and private sectors.
- Regional and some international training institutions will be needed to fill training gaps in the short run and could be helpful in developing indigenous institutions to take their place.
- South Sudanese counterparts should expect to receive on-the-job training with donor contracts.

4.4 RECOMMENDATIONS

4.4.1 Leadership

Leadership should continue to have exposure to other nations' governance through visits. The scope of recent workshops should be expanded as the GoSS develops its democratic and bottom up approach. These activities should be conducted concurrently with technical training to fill the gaps in key Secretariat staff to begin operating independently. The goal is to make the government more responsive and to begin the process of institutionalization of government policies. The GoSS must at the same time initiate national efforts that will increase the knowledge and skill base of all the citizens with special emphasis on women, youth and returning veterans to help them participate more effectively in the development of the nation.

1. USAID should consider supporting the following specific training activities over the next three months:

- A 5-9 day World Bank workshop for ISCOORT and other leaders with international experts to review and decide on the recommendations and unresolved issues of the Workshop on Decentralized & Architecture of Government for South Sudan partnering with the World Bank. The workshop should be hosted by a South Sudanese NGO with the capacity to organize the seminars, prepare working papers on policy issues and act as a counterpart to the international consultants.

- A 5 day Training of Trainers for 10-15 of the participants of the World Bank workshop on the design of a 3 day workshop for Local Government and Civil Society participants on the same subject through regional workshops. SOPS should then use the design to organize 5-8 workshops on the decentralization recommendations to be conducted by teams of leaders and consultants traveling around the regions presenting and receiving feedback from local officials and Civil Society.

2. USAID should consider ensuring:

- A series of study tours relating to the executive collaborative strategies for the Cabinet Secretary and key Secretariats planned on a staggered schedule to have minimal disruption of the leaders' schedules while designed to build collaboration.

- The offices of the Secretariats of Finance, Justice, Public Service and the Cabinet are appropriately furnished as soon as office space has been secured.

3. The GoSS should consider:

- Sending participants and international consultant trainers out to the regions with policy messages and questions to get feedback from the regional stakeholders.

- Designing and conducting the regional workshops with the senior leaders.

- If a central training institute is established, offering courses on a rolling schedule much like a US Community College Continuing Education Department and using satellite centers at existing locations around the country.

4.4.2 Justice

Since over 90% of the people live in villages, Tribal and Local Customs will continue to play a dominant role in the administration of justice in South Sudan for some time. As military is replaced by civil justice, a viable legal system supporting the AG from the national to traditional court systems needs to be fashioned as soon as possible.

In the past, USAID has supported IRC, CRS and Christian Aid in the SOAR program promoting the Rule of Law. Christian Aid is very much involved in the process and deserves USAID support as does IPCS, which would like to expand its Good Governance workshops around the issues of Tribal Law for other regions. Furthermore, USAID could explore the possibilities of utilizing resources of NGOs, such as Christian Aid and IPCS who have experience developing strategies for addressing tribal law issues in the peace process. Bring them together in a joint forum might be useful.

USAID should consider:

a) Partnering with UNDP or DFID to support the curriculum development and training of paralegals in any suitable space to be found in South Sudan as soon as possible. Interested donors in supporting Paralegal training need to meet with the SOJ to plan a division of responsibilities. A Center for training paralegals as a precursor to more advanced and specialty law courses could be an adjunct to a larger central training center housed in its own facility nearby. The Attorney General should convene all the groups and develop a mechanism for planning and curriculum design.

b) Conducting a feasibility study of what kind of facility SOJ will require needs to be conducted. There are several proposals to compare. One proposal, to renovate a building in Maridi and establish a Paralegal Training Institute is worthy of further review since the National Teacher Training Center will be close by and could offer administrative support. Consideration could be given to using the IPCS and CWEP facilities in Yei, as they have collaborated in the past on Tribal Law Training programs. The AG also spoke of plans to renovate a school in Yirol for future training of the legal professionals

c) Identifying 8-12 qualified Diaspora lawyers to come back for short term assignments in the required slots with the SOJ. The AG should make this an on-the-job training program by linking the Diaspora Experts with paralegals as counterparts.

d) Contracting the International Law Institute to work with the Diaspora legal team and their counterparts in drafting legislation, preparing job descriptions and clarifying relationships with other Secretariats e.g. Secretariat of Commerce and the AG's Business License Department.

e) When office space is secured, funding the Ministry of Justice furnishings and equipment combined with short Just-In- Time training for staff.

f) When vacancies in the Prosecutor and Solicitor General's Offices are filled, facilitating consultations with the International Law Institute in Uganda.

g) Supporting the establishment and training of an independent Human Rights Commission and a Commission on Customary Law.

h) Supporting at least two specialists in Contract Law and two Legislation specialists in the first six months after a peace treaty has been signed.

i) Supporting the development and training of a paralegal cadre for government, NGOs and the private sector. Understanding the need for advocacy and understanding of the law is a good background for many different jobs in Civil Service.

4.4.3 Finance

Short-term training on an ad hoc basis will have to continue for SOF and Central Bank employees as they gear up for wealth sharing and donor assistance. The SOF employees will be under great scrutiny and pressure to establish and maintain a transparent and accountable GoSS at all levels. SOF is unique in that its staff is not only at the national level but also responsible for financial activities at the state and local level. While it is sound policy to have SOF employees separate from other GOSS employees and to ensure that they get skill training immediately, there should be longer range plans to allow the skill pool to grow and for SOF employees to study along side GoSS colleagues in mutual skill areas such as accounting and management.

The SOF should:

a) Until a central training center is established, continue training its staff on an ad hoc basis at regional institutions using South Sudanese instructors where possible. Banking courses are a top priority.

b) Open its generic training for accounting to anyone who can secure the funding/tuition.

c) Open its financial management, bookkeeping, budgeting and auditing training to others. Special courses for the taxation and customs department might need to be kept in house.

d) Once a satisfactory threshold is reached for the Secretariat, and if a Central Training Institute is established, offer general course schedules for accounting, bookkeeping etc.

e) Once the SOF office space has been identified, secure appropriate office furnishings and equipment along with Just-In-Time technical training on computers and equipment operations and maintenance.

f) Develop with respected regional institutions such as the Kenya School of Monetary Studies (KSMS) standardized curriculum for finance courses and use regional institutes for specialized training for individuals and small groups.

g) Decide on either a national model or tiered model for allocating and dispersing money.

h) Determine the Auditor General's overarching role in combating corruption.

i) Clarify who will be responsible for the procurement of goods.

4.4.4 Public Service

Responsibility for Public Service and Administration of a new government starting from scratch will require a great level of effort to demonstrate to the people that the GOSS is a democratic and transparent system. Decisions for hiring and placing the right person in the right job while at the same time attempting affirmative action for women, youth and returning veterans is a complex task that needs to be done. Finding suitable experts and volunteers from the Diaspora and placing them in positions where they can contribute immediately makes the SOPS task greater, but also adds great value. It is in this light that the following recommendations are made to underscore some of the immediate training and capacity building needs.

SOPS should:

a) Establish the personnel system for GoSS and Local Government as soon as possible.

b) Develop a course for all GoSS Civil Servants to understand their roles and responsibilities and conduct the course regularly as new employees are hired.

c) Send Personnel and Training Department heads to courses in Personnel Management.

d) Develop an agreement with the US Office of Personnel Management to give SOPS technical assistance in developing roles and responsibilities, job descriptions and training curriculum.

e) Develop systems for accurate and confidential record keeping.

f) Maintain a transparent process of advertising, posting and competition for jobs at all levels and where required hold examinations to test the candidate qualifications for the position.

g) Review any new position requested by the government and grade it according to an objective scale.

h) Recommends changes in the pay grade schedules.

i) As requested, design and manage in-service training in such areas as management, leadership, budgeting, planning, communications, team building and anti-corruption for all Secretariats.

j) As required, design special courses for groups such as returning veterans and conduct programs to ensure gender equity in all personnel actions.

k) Develop long range training strategies for generic and specific courses in consultation with the other Secretariats.

l) Deliberate and decide on accountability, i.e. legislative elections, election of governors, boma chiefs needs.

4.4.5 Local Government

The following recommendations are not comprehensively reflective of the great capacity and training needs of SOLG and Tribal Government. There is so much to be done, the question is "Where to begin?" The good news is that there have been successful workshops and study tours that have contributed greatly to meeting these needs in the past and are replicable. From these initial efforts the SOLG has prepared a "Local Government Framework For Southern Sudan" that is a seminal document in the evolution of a bottom up approach. Hopefully the excellent technical assistance that the GoSS has received from donors will continue. The following recommendations are based on those examples that should be continued and if possible replicated throughout South Sudan.

SOLG should:

a) Hold workshops for local officials that build coordination with stakeholders in Civil Society beginning at the Boma level on project planning and implementation in conjunction with representative groups at the Payem, County and State levels.

b) Hold workshops on road maintenance and construction in areas in need such as the one held recently in Yei.

c) In conjunction with the SOPS, develop short and long range plans for county officials to take regularly scheduled courses with their other Secretariat colleagues.

d) Include as core courses leadership, management, anti-corruption, gender equity, budgeting, planning, monitoring and evaluation and other courses as required.

e) Train the SOLG staff responsible for Operations and Maintenance (O&M) on an ongoing basis on O&M procedures.

4.4.6 Civil Society

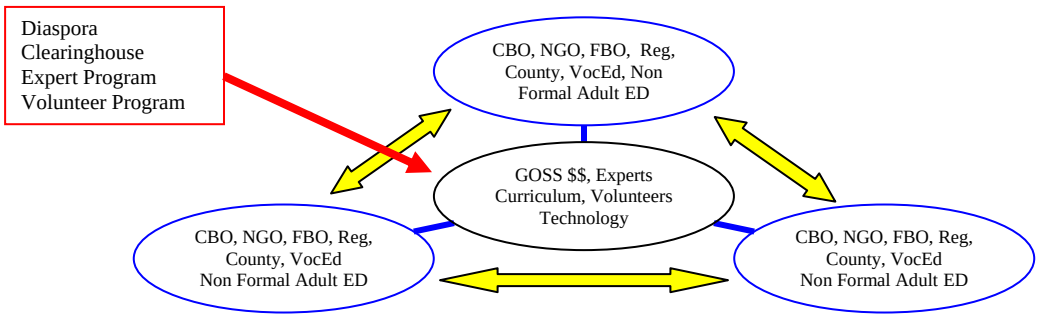
USAID and other donors should continue efforts such as Quickstart and individual CSO capacity building and training efforts. Though a complete needs assessment of Civil Society was beyond the scope of this work, the following two recommendations emanate from a USAID request for "Fast Response" assistance ideas for South Sudanese civil society.

4.4.6.1 Operational Framework Conceptualization

The model below is a schematic on how the GoSS could act as a provider of technical services, an initiator of resource linkages, e.g. Diaspora Volunteers, a funding source for regional Civil Society and a template for delivery of services to meet regional differences while sharing common experiences.

The proposed "Operational Framework" depends on leadership from an international NGO to create the conditions for CSOs/NGOs to manage, administer and implement local efforts based on sound and proven project cycle practices. As traditional and local government entities come online through national programs like a Literacy Campaign (see Chapter 3, Section 3.3.1), they could become imbued in the project cycle through specific training based on their specific needs as diagnosed by the international NGO.

Operational Framework



4.4.6.2 Civil Society Capacity Development

It appears that CSO/NGOs have weak management, administration and implementation capacities. Training for specific skills in administration and management as well as maintenance and operations skills are best taught when the trainees' needs are known and the training addresses the needs.

USAID should consider:

a) Encouraging continued and rapid growth of 25 associations and indigenous organizations, especially for women and youth, such as Christian Women's Empowerment Project (CWEP), NSWF, Bahr el Ghazal Youth Development Agency (BYDA), Rumbek Youth Association, Southern Sudan Youth Participation Agency (SSYPA), New Sudan Youth Association (NYSA), IPCS, New Sudanese Indigenous NGOs (NESI-Network), by supporting such organizations with organizational development training and capacity building, and using them to help encourage and create similar associations country-wide.

b) Supporting IRC CSOs training efforts. With limited funding from DFID, IRC is presently engaged in this type of capacity development, but on a small-scale in limited areas. This program could be expanded to all regions in South Sudan, providing small grants of US$10,000 to US$20,000 per organization/association for a total across south Sudan of 25-50 organizations with at least 5 in each of the 5 regions.

With peace and "good" governance, South Sudan can hope to build on its modest infrastructure while responding creatively to the immediate needs in health, education and literacy as it builds the physical infrastructure. In short order, the GOSS will have to demonstrate its ability to

provided security and services for its entire people if it is to achieve its goal of a referendum on independence in six years.

CHAPTER 5: EDUCATION

5.1 SECTOR CONTEXT

5.1.1 Background on Education in South Sudan

The new role of education in South Sudan will be the result of both North and South respecting their commitments as stated in the *Nairobi Declaration on the Final Phase of Peace in the Sudan*, which was presented in the State House in Nairobi, on June 5, 2004.

The people of Southern Sudan have suffered the effects of bitter civil conflicts for 35 out of the last 45 years. The effects of these wars, particularly the current conflict, which has lasted for the past 20 years, have included:

- the widespread destruction of infrastructure;
- the breakdown of education and other vital services; and
- the great displacement of people across regions and into neighboring countries.[11]

The history of education in the southern part of Sudan divides into five decades of Anglo-Egyptian rule under the Condominium (1898 - 1955), and nearly five decades of independence from 1956. While the colonial government kept control over educational development, it did not foster education. Missionaries set up schools in their areas of influence, and are regarded today as the sole supporters of education in those times. Inevitably, the coverage was sporadic, rather than systemic. However, the best of those schools are viewed as the model for modern education. The experience has given southern Sudan a taste for the classical, costly boarding schools, which were run in colonial times mainly on a scholarship or subsidized basis.[2]

War has almost totally extinguished secondary education in the south, together with vocational and technical education, post-secondary institutions, teacher education, higher education, and adult education.

The war severely limited opportunities for the vast majority of southern Sudanese to attend school. The long duration of the civil war has also affected gender roles. Estimates indicate that over 60% of the population in southern Sudan is female, and women head the majority of households in some areas.[12] While women are responsible for most production, health, and education of the household, their role in politics, governance, and formal education and professional life is severely constrained.

5.1.2 "Vision" and Plan of the Secretariat of Education

The determination of the Secretariat of Education (SoE) to reestablish a primary, basic, secondary, tertiary, vocational and technical, and higher education vision represents a strong link

[11] School Baseline Assessment Report Southern Sudan, Nairobi, 2003.
[12] Ibid.

with the past, a thread of continuity symbolizing the culture and identity of a people, and their will to survive as a community.

The arrival of peace, as described by the SoE [13], is eagerly awaited. Expectations of a better life are rising by the day. One of the greatest expectations of peace, and most important of its foundations, is education. Peace will provide southern Sudan with the opportunity to implement its educational vision, which states amongst its goals and guiding principles, that education must:

- be the right of every child;
- be accessible to any citizen of the New Sudan;
- achieve equality, including gender equality;
- foster nation building through integration, peace, self-reliance, patriotism, and promoting respect and tolerance for other cultures, traditions, opinions, and beliefs; and,
- promote national socio-economic development.[14]

To achieve these goals at a pace which matches the expectations of the people of southern Sudan, SoE recognizes the enormous effort of resource mobilization, capacity building, effective management and leadership, sound policy, and above all, profound and outstanding collaboration required among all partners in the education sector, including students and communities.

Furthermore, the SoE recognizes capacity building as a core activity for the period required to move from a community-based/NGO system, to a government-managed system, while preserving the support of communities. It also recognizes that external support coordination is required to build a partnership for improving coordination, effectiveness, productivity, and the extent of support to the Education Sector.

5.1.3 USAID Proposal for Assistance

USAID's Strategic Objective 6[15] is to "increase equitable access to quality education". Working through the CARE's, Sudan Basic Education Program (SBEP) in collaboration with UNICEF, University of Massachusetts, and American Institute of Research, the issue of equitable access to primary, secondary, adult, girls, and non-formal education in Southern Sudan will be addressed. Strategic Objective 6 is further broken down into the following interim results:

IR1. Improved Teacher Education Programs:

- rehabilitation and development of regional teacher training institutes and teaching training centers;
- identification, development, and expansion of effective in-service training programs;
- establishment of local teacher support systems; and,
- establishment of a competency-based teacher certification and development program.

IR2. Increased Capacity of Primary and Secondary Schools to Deliver Quality Education, Especially for Girls:

[13] Education Sector Plan of the New Sudan, Nairobi, 2004.
[14] Interim Strategic Plan for Sudan, 2004 – 2006, Nairobi, 2004.
[15] Ibid.

- rehabilitation of primary and secondary schools;
- increased availability of appropriate instructional materials;
- strengthened school, local and county administration and financial systems;
- strategies developed to improve girls' access, retention, and learning in primary and secondary schools; and
- institutional capacity of local educational NGOs improved.

IR3. Improved Non-formal Education for Out-of School Youth and Adult Learners:

- community-based literacy and vocational skills programs developed;
- community based girls' schools established; and,
- low-cost appropriate technologies to support non-formal education programs utilized.

5.2 EDUCATION FINDINGS

During the first two weeks and the fourth and sixth weeks of the Project, 24 selected documents were analyzed, and 32 interviews were carried out in Nairobi with representatives of the SPLM, USAID, and participating NGOs. During the third and fifth weeks of the Project, visits were carried out in Maridi, Rumbek, and the Nuba Mountains, principally Kauda, where an additional 64 stakeholders from SPLM national and county officials, educational administrators, school principals, head teachers, and teachers were interviewed. The following general findings are based on the analysis of the documentation and information collected during the interviews and site visits.

5.2.1 Overview of Priority Needs and Broad Strategies

Table 5-A below shows, in broad terms, the overarching types of capacity development needs in the Education Sector: the need for trained personnel, the need for training institutions, the need for educational facilities, and the need for training materials. Furthermore, the table gives a general idea of broad strategies for addressing each of these enumerated capacity development needs. A cursory analysis of this table indicates that training and quality improvements are critical to the success of any training and capacity development plan for South Sudan, with external recruitment, use of Diaspora volunteers, and infrastructure reinforcement playing a secondary role in this success. Fortunately, implementation of broad strategies could initially focus on the more cost-effective choices to strengthen capacity, moving to the equally effective, though more time- and resource-consuming strategies only as needed. Quality improvements across the board could be the initial effort with training utilizing existing institutions as a concurrent effort. Use of Diaspora volunteers could be a follow-on activity depending on the status of quality improvements and in-country training efforts. Infrastructure reinforcement could take place after other efforts are in progress and accurate staffing projections could be run to determine the actual, at that juncture, need for infrastructure. External recruitment could be used on an ad-hoc basis depending on the needs that have not been filled by the other strategies.

TABLE 5-A
Priority Education Needs and Broad Strategies to Address These Needs

Capacity Development Needs	Broad Strategies to Address These Needs				
	(1) Training	(2) External Recruitment	(3) Volunteer Program	(4) Infrastructure Reinforcement	(5) Quality Improvements
Education					
1. Staff Required					
a) Administrators	Med	Med	Low	-	Med
b) Principals	Med	Med	Low	-	High
c) Head Teachers	High	Low	High	-	Med
d) Teachers	High	Low	High	High	High
e) Tutors	Med	Low	High	-	Med
f) Education Supervisors	Med	-	-	-	Low
2. Training Institutions	-	-	-	High	-
3. Schools	High	Low	-	High	High
4. Training Materials	High	Low	-	-	High

Additionally, basic elements were observed in schools visited. Table 5-B shows the 12 elements recorded and the results of those five schools. It indicates that though some basis elements are in place across the board, many are either non-existent or insufficient.

TABLE 5-B
Indicator Guide for Sampling of Schools (S)[16]

	INDICATORS		S1	S2	S3	S4	S5
1.	Safe drinking water		Y/D	Y/D	Y/D	Y/D	Y/D
2.	Separate toilets	I/D	I/D	Y/D	Y/D	I/D	
3.	Health care center		N	N	N	N	Y/D
4.	Garden for growing crops	N	N	N	Y	Y	
5.	Offices and storerooms	Y	Y	N	Y/I	N	
6.	Copies of curriculum		Y/I	Y/I	Y/I	Y/I	Y/I
2.	Learning aids		Y/I	Y	N	Y/I	N
3.	A/V technology	N	N	N	N	N	
4.	Desks and benches		Y	Y	N	Y/I	N
5.	Roofs and walls	Y	Y	N	Y	Y	
6.	Play area		Y	Y	Y	Y	Y
7.	Number of students		750	850	650	800	350
8.	Number of girls	80	100	600	75	60	
9.	Number of teachers		18	22	14	18	10
10.	Number of female teachers		4	0	8	3	1
11.	Months school open		9mos	8mos	8mos	9mos	9mos
12.	Residential		N	N	N	N	N

[CODE: Y=yes N=no C=close D=distant S=sufficient I-insufficient]

The numbers of students and teachers, according to the Principals and Head Teachers interviewed, are only approximations. Since schooling is not compulsory in South Sudan, some students come and go. Since many of the teachers were volunteers, they like the students, tend to come and go as well.

[16] Adapted by Don Smith, based on the Indicators used by UNICEF in "School Baseline Assessment Report," December 2003.

5.2.2 Gender Challenge

The lack of equal representation of girls in schools, as well as women in educational positions of authority is evident (see Chapter 8, Section 8.1 for more specifics). While the number of girls participating in schools is slowly increasing, there is ample evidence of insecurity for girls. This includes sexual harassment in school, distance from school affecting girls more than boys, girls' failure to perform as well or to stay in school after the early grades, and lack of general awareness among educational planners, curriculum developers, and teachers of gender issues in education. These factors have rapidly led to the reinforcement of inequity.

The major gender challenges findings include:

1. Many children, especially young girls are having difficulty balancing attendance at school with the heavy chores they have to do at home, and their priorities lead them to the fields and pastures, not the schools.

2. Despite increasing enrollment, girls' education remains a critical issue.

3. Of those enrolled in primary schools, just 26% are girls, and the percentage decreases in the upper levels.

4. There are almost no women coordinators or supervisors in the education system.

5. Men represent 93% of all formal teachers, and more than 99% of head teachers.

5.2.3 Institutional Capacity

Teacher training institutions appear to have a solid foundation and community legitimacy, though their readiness to meet the coming educational needs and challenges of South Sudan varies from institution to institution. Three teacher training institutions were examined during the study; two extensively, one in passing:

- Two institutions assessed have some capability to perform in the short-term;
- One of the three institutions will need substantial organizational upgrading to perform adequately in the short-term; and
- None are ready to meet the region's medium- and long-term needs.

Table 5-C (TTIs) shows the assessed, present institutional capacity of three Teacher Training Institutions visited. For purposes of requested confidentiality, each institution has been randomly assigned a number 1 to 3. The three Teacher Training Institutions assessed include: The "National" SoE Teacher Training Institute in Maridi; the Teacher Training Centre in Kauda, supported by the Norwegian Church Aid; and, the Yosif Kuwa Teacher Training Institute near Gidel, supported by KOINONIA. Unfortunately, no classes were being conducted at the time of the interviews.

Weighting for the scores was assigned based on what capacities must be in place, now, to function and train teachers in the short-term – 20 points; what should be in place in the medium-term to improve functioning and teacher training quality – 10 points; and what should eventually

be in place in the long-term to ensure efficient functioning of the institution and high-quality training of all teacher cadres – 5 points. This does not mean to imply that all areas are not equally important in the long run, but for purposes of assessing present South Sudan teacher training institutions, it seemed more appropriate to weight the scoring in this fashion. In one to two years, when institutions are reassessed, all areas should carry equal weight. Scoring out of 100, therefore, filtered out as follows: 85 to 100, optimal capacity, can function in the short-, medium, and long-term effectively; 65 to 84, capacity, but some areas to be reinforced, can function in the short-term; and 64 or less, weak capacity, significant capacity strengthening needed to be able to function in the short-term.

TABLE 5-C
Institutional Capacity Findings of Three Teacher Training Institutions Assessed[17]

CROSS-CUTTING Criteria	TOTAL	Average			
		In1	In2	In3	
1. Planning - tools in place - training plans in place -program plan(s) in place -strategic plan in place	5	4	3	2	3
2. Management -supervision -administration -lines of authority/decision-making	10	7	8	6	7
3. Finance -financial systems -plan for recurring costs	10	7	7	4	6
4. Communications -technology - existence and use of (radio, cell, email, internet, electricity, SAT) -lines of communication and info sharing	5	3	3	2	2.6
5. Human Resources -qualified staff - administrative -qualified staff - program -gender equity	20	12	15	10	12.3
6. Assets -building infrastructure -materials (books, pens, etc.) -furniture and other	10	7	7	2	5.3
7. Methodologies -outreach -curriculum	10	5	6	3	4.6
8. Environment -leadership -readiness -ethics	5	3	4	1	2.6
9. Outcomes/Outputs -relevance to USAID SO/IRs -meet the needs of community (depends on sector/trainees/students) -monitoring and evaluation	20	15	16	9	13.3
10. Partnerships - partnerships in practice now or planned - collaborative efforts demonstrated or planned	5	3	4	2	3
TOTAL	100	66	73	41	59.7

As can be seen in this analysis, two of the institutions demonstrate the capacity to function and train in the short-term; while one of them needs significant strengthening to continue to function and train teachers in the short-term. None of the institutions assessed clearly demonstrated the

[17] Adapted from Dr. Cogswell "Organizational Effectiveness" materials, Fannie Mae Foundation, 2001.

capacity for long-term sustainability, functioning, and training. In general, the weakest areas across the board for all three teacher training institutions were methodologies, communications, including coordination, and assets, while the strongest areas were management, outcomes/outputs, partnerships, and human resources.

5.2.4 Teacher Training and Curriculum

South Sudan is in serious need of qualified teachers due to the rapidly expanding classrooms, which are under further pressure from returning exiles, who have been promised quality schooling to attract them to return and remain in South Sudan. There are many unattended classes, however, more children are beginning to come to school. Enrolments need to be controlled, and the political promises of school provision needs to be delivered. The obvious solution is to urgently provide more dedicated and qualified teachers.

The major Teacher Training and Curriculum findings include:

1. 200-400 teachers[18] are being formally trained, and a new teacher education program is about to be launched.

2. Among the teaching fraternity, it appears as though problems still persist in the training and teaching environments:

    - only 7% of all teachers have received formal training in teaching skills;
    - 44% of all teachers are completely untrained;
    - nearly 50% of the teachers are volunteers;
    - the average regional pupil-to-teacher ratio (PTR) is 1:54; and
    - the proportion of permanent classroom structures is just 11%.

3. There are not enough women teachers.

4. Most teachers are not paid for what they do.

5. No proper job description for a teacher, head teacher, or educational administrator appears to exist.

6. Many teacher training graduates find jobs outside the education sector.

7. Little coordination exists between teacher training institutions and the developing of curricula.

8. Curricula, which was examined extensively, i.e. 16 manuals were studied, were found to be admirable in their intent, sophisticated in their explanations, but loosely structured in their design. There was once again no aligned program for standardization.

Approximately 7% of classroom teachers are fully trained. Most of them received their training in the teachers training institutes in the south, during the absence of war, as well as in Khartoum

[18] Statistics vary from source to source depending on the length of the program.

and in neighboring countries. It should be noted that almost 50% of practicing teachers have attended some in-service programs in the last decade. NGOs have been largely responsible for supplying this training, along with some, but far from adequate management training. It was apparent that educators recognized the enormous need for trained teachers, and that the impending return of millions of refugees and IDPs would add to the shortage of qualified and dedicated teachers.

5.2.5 Conditions of and Attendance at Schools

The ongoing civil war, as mentioned earlier, has caused the massive destruction of educational infrastructure across South Sudan, with schools either having burned to the ground or become dilapidated through years of neglect. An integral part of the UNICEF School Baseline Assessment Project is to assess the condition of schools' physical structures in terms of classroom and classroom furniture.

Based on the estimated population of nearly one and half million school age children, and the total enrolment of slightly over 300,000 in nearly 1,500 schools, the gross enrollment rate (GER) for South Sudan is approximately 22 %. One consistent feature of primary schools throughout South Sudan found is that the vast majority of their pupils are in the lower grade classes. Of all the pupils enrolled, 89 % are in grades 1-4 and just 11 % are in grades 5-8.

The major conditions and attendance at schools findings include:

1. Enrollments in primary school have grown significantly over the past several years.

2. Primary gross enrollment ratio is around 25%, with a high proportion of overage learners, in approximately 1,500 schools.

3. Despite the promising growth in enrollment, at least 75% of primary age children remain out of school.

4. 88% of learners in primary schools are in lower primary classes.

5. While the drop-out rate is difficult to clarify, some NGOs estimate it to be as high as 13% per year.

6. Throughout the areas visited, new schools are opening, and staying open.

7. The PTR is far too high, average over 50:1.

8. Too few girls finish primary school.

9. Primary gross enrollment rate is only 25%.

10. 80% of existing schools need to be renovated.

11. Clean water and latrines are inadequate in nearly 50% of schools.

12. More than half of primary education takes place "under trees."

13. It would appear as though children in South Sudan have the least access to primary education in the world, less even than in Afghanistan.

14. Evidence indicates only one out of every 50 children finishes primary school.

15. Statistics indicate that only 500 girls finish primary school each year, while a little over 2,000 boys finish.

16. South Sudan adult literacy is 24%, second only to Niger, while the youth literacy rate is 31%. The adult female rate is 12%.

17. Almost 300 schools have been rehabilitated since the bombing stopped in the south.

18. Parent Teachers Associations (PTAs) exist in nearly all school districts. They are proving to be powerful influences on running the schools.

19. Alternative and accelerated schools are beginning to open.

5.2.6 School Curriculum and Learning Materials

South Sudan is in the process of developing a new curriculum for primary and alternative basic education, though the syllabi, textbooks, and the teachers' guides for some subjects are still incomplete, they should be ready by the end of 2005. Once completed for primary schools, work will begin on the secondary curriculum. Nearly two thirds of the schools are using the curriculum from either Kenya or from Uganda.

Manuals viewed were a "hodge podge of topics related to teacher training, but nothing structured. One manual examined appeared to be more of an "in-service manual." It was full of number and percentage inaccuracies; it contained very sophisticated language; it spent considerable pages teaching teachers how to teach language and mathematics; but only one page was dedicated to oral presentation skills. It contained nothing on lesson preparation or planning. Another 10 manuals examined were organized around topics such as: Agriculture; Social Studies; Mathematics; Communication; Psychology of Education; School Administration and Management; History; Philosophy of Education; Sociology and Technology of Education; and Psychological Needs of Children. These 10 manuals were mainly textual, with few graphics and activities. This planning was left up to each individual facilitator. It provided a good basis, however, for an approach to teacher training, but teachers appear to need more simplicity, consistency and structure, i.e. lessons built around a lesson plan.

Quality in any educational endeavor also requires appropriate learning materials from basic supplies such as chalk, blackboards, exercise books to teachers' guides. These supplies are currently are quite inadequate and unfortunately existing materials are not being utilized appropriately because of a lack of training on the part of the teachers.

Major school curriculum and learning materials findings include:

1. A Curriculum Steering Committee has been re-installed.

2. A new "uniformed curriculum" is in the process of being distributed to schools, but insufficient numbers have been distributed for proper use.

3. Some school districts use materials from Uganda, Ethiopia, and Kenya, adding to the confusion.

4. An initiative has been launched to set up an examination board to align materials currently in use.

5. Information Technology (IT) is not being used in schools or institutes.

6. As yet, there appears to be no established education curriculum authority or system, and as a result, schools have been selecting the curriculum of their choice.

7. There are no standardized public examinations in South Sudan; schools with upper primary classes usually opt for examinable curricula from neighboring countries.

8. Some schools near Uganda and Kenya arrange to have students travel to these countries so that they can "sit" for examinations.

9. South Sudan educators are presently planning to set up their own examining board, especially as a means for keeping graduates in the country.

5.2.7 Alternative Education

The SoE believes that two decades of war have robbed a generation of their opportunity for education. Displacement of the population has meant that post-peace returnees will return to their homes with a variety of educational experiences, some of which may not allow them to pursue their studies within the curriculum framework of the south.

Considerable emphasis and resources are now being devoted to accelerated learning opportunities for those young people and adults, who are now beyond the age of normal entry into basic education. The SoE has targeted for enrollment over the next six-year period 15% of adults with a special focus on young women. It has targeted an additional 50 % of SPLA soldier returnees for alternative education programs. The SoE plans to take education to all persons who have not had the opportunity to follow the basic and standard educational process.

Alternative education programs are being developed to suit individual needs of different out-of-school learners. The Program is not parallel to the formal education system; rather it is complementary. Learners use the standard approved curriculum for South Sudan, which is being restructured for their specific needs so that a graduate of alternative education programs will be of the same quality as a regular primary school graduate.

The major alternative education findings included:

1. A life-skills program for children in and out of school is in the process of being developed to enrich the curriculum.

2. Four types of programs are being established: an Accelerated Learning Program (ALP); a Community Girls' School Program (CGSP); an Intensive English Language Course (IELC); and an Adult Education Program (AEP).

3. An Educational Support Network (ESN) is already providing the capability of educating facilitators to lead dispersed learning centers throughout South Sudan.

4. With the assistance of EDC, radio programs are being developed to provide literacy training and mentoring in those regions where basic education programs are less accessible.

5. Community girls' schools are being established throughout South Sudan, where young women join Primary 5 after three years of ALP.

5.2.8 Educational Administration

Almost all of the research documentation and interviews related to educational administration reaffirmed the critical importance of school management both in terms of leadership of the school administration, and involvement of a committed parent/community body. Unfortunately, with all the other pressing needs and demands of education in post-conflict South Sudan, school management has received little systematic attention. No evident standard approach exists for preparing school administrators for their critical roles and responsibilities.

According to the SoE, the main burden of supporting the formal educational activity, therefore, has fallen upon the community. In schools visited, it was apparent that the response of the communities was inspirational in maintaining the educational system in the absence of any systematic public expenditure from the SoE. The organization, one that has assumed these roles and responsibilities, is the PTA.

However, there are no standard regulations for PTAs, and in practice, the role of the PTA varied from pure resource mobilization on behalf of the school administration to one of genuine partnership in management. Unfortunately, only around 28% of the participants in PTA associations are women.

The major educational administration findings included:

1. Under the leadership of the Secretariat of Education and a growing network of regional and local education offices, communities have continued to improve the provision of primary and secondary schools.

2. The SoE lacks centralized management information for payam and country structures and equipment.

3. Every payam and county visited needs almost everything: buildings, bicycles, stationary, communications equipment, etc.

4. There is no clear evidence that one center for the SoE currently exists; staff are scattered between Nairobi, Maridi, and Rumbek.

5. Very little formal management training has been provided to educational administrators, including principals and school head teachers.

6. No interviewee mentioned the term educational "leadership."

5.3 CONCLUSIONS

5.3.1 Summary

Aspects of education in South Sudan: gender challenges, teacher education, primary and secondary school accessibility, alternative education strategies including life-skills training, vocal and technical education, higher education opportunities, and educational administration; were found to be in need of structural, moral, political, financial, and administrative assistance.

The educational needs of South Sudan require immediate attention and capital investment on the part of government, NGOs, faith-based organizations, communities, and donor agencies. The high demand for quality education in the various communities of South Sudan is a positive reality, which must be addressed. All aspects of education as listed above are required to create the necessary manpower to satisfy the community, regional, and national survival and developmental needs of South Sudan.

While the educational challenges of South Sudan are great, the south Sudanese are capable of realizing the challenges, which lie ahead. They are eager, motivated, optimistic, and passionate to learn, but above all they are beginning to take control of their own educational and capacity-building destinies, and are ready for the training and capacity development needed to achieve this.

If education is improved and thoroughly supported in southern Sudan, it has the potential to:

1. Develop job creators, rather than job seekers, in South Sudan.
2. Provide short-term medium-term, and long-term economic development.
3. Encourage scientific and technical emancipation.
4. Promote South Sudanese democratic values.
5. Challenge women to become more courageous, responsible, and independent.
6. Conserve the natural environment for present and future South Sudanese generations.
7. Promote patriotic and spiritual values.

5.3.2 Recommended Educational Strategies

With the success of the peace initiative, we recommend the following:

- Proposed SoE education activities could increase geographic coverage into areas marginalized during the conflict.
- If additional funding becomes available through partners and donors, activities which could be scaled up would include:

- the number of primary and secondary schools rehabilitated and/or constructed;
- the number of teacher training institutes expanded by region;
- the number of teachers trained;
- the number of enrollments in primary and secondary schools by youths and adults;
- the promotion and use of distance learning technologies; and,
- the number of capacity building activities carried out to strengthen local, regional, and national education institutions.

- An improvement in access to and quality of education in Southern Sudan could encourage the return of refugees and soldiers.
- Quick impact projects, such as building community schools, bore holes and grinding mills could enhance and facilitate the SoE education activities.

5.4 RECOMMENDATIONS

The following recommendations, which USAID, along with its principal educational partners, CARE, UNICEF, Save the Children/US and UK, other NGOs, CBOs, and willing donors, should be actioned positively and immediately to support the complex and challenging "vision" of the South Sudanese Secretariat of Education.

The progress to date of the education sector has been based on a partnership amongst international support, community volunteerism, NGO field capacity, and leadership of the SoE and CANS structures. The fundamental changes which will happen when peace arrives will result in a rapid transformation of the current partnerships, and increase the burden of rapid and effective capacity building interventions on all stakeholders. It is believed that the following recommendations could help alleviate that burden and support this rapid and effective capacity development. Table 5-D, that follows, provides recommendations for the education sector in South Sudan:

TABLE 5-D
Key Education Recommendations

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
1. Gender Educational Challenges: Ensure the participation of girls/young women in schools, and women in positions of teaching and educational supervision.	1. Lower the entry age for girls to six years of age 2. Reserve at least 50 % of the places in Grade 1 for girls 3. Link learning closely to the skills needed by girls in the immediate environment 4. Plan and deliver gender training at all levels to both genders 5. Provide professional and management training to female graduates	1. Make schools safe again for girls 2. Locate new schools closer to their homes 3. Involve the PTA/community more closely in planning girls' education 4. Provide opportunities for women to become teachers 5. Assess the capacity of institutions, which work for the promotion and advancement of gender issues, and particularly for the protection of women's human rights	1. Develop mechanism for long-term equal distribution of work so as to reduce girls' workload at home 2. Build and maintain schools just for girls 3. Encourage returning women from the "diaspora" to act as models and mentors for young women 4. Reduce the impact of culture and tradition over the human rights of women 5. Make education and training accessible, affordable, and considerate of women's multiple roles within the economy, family, and community 6. Develop gender experts who would mobilize women and gender-sensitive men to convene annual national workshops, to become part of the validation exercise of the merging gender priorities and linkages to resource allocation for gender equality.

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
2. Teacher Training and Curriculum: Establish 9 teacher training institutes encouraging that all of them follow a similar curriculum.	1. Complete the renovations of the four existing teacher training institutes 2. Complete the curriculum for teacher training, and ensure that it is followed in the four institutes (based on a job description of what the teacher actually do) 3. Increase the number of female students in teacher training 4. Encourage teachers in the "diaspora" to come back to South Sudan to teach 5. Consider shortening the teacher education programs in order to begin the process of employing up to 20,000 new teachers by the year 2010 6. Create a Teacher and Head Teacher job description (see Profiles 1 and 2 in 5.4.2) 7. Ensure that profiles, or job descriptions guide the teacher training curriculum 8. Determine some form of appropriate pay schedules for teachers and head teachers	1. Build the remaining five teacher training institutes to complete the SoE's plan 2. Install in the original four, then in the new five TTIs, the IT "Kit" (see Chapter 3) 3. Encourage teachers to become participants in foreign "distant" learning programs 4. Create sponsorships to allow teachers to travel outside of South Sudan for them to expand their horizons 5. Import teaching experts from other countries to provide additional assistance to teacher education and to model new methodologies and techniques 6. Continue to recruit women teachers and design appropriate upgrading or enhancement courses for them	1. Help the regions develop strategies for all educational issues, which would serve as a basis for an ongoing needs assessment 2. Develop a clear teacher training policy at the federal level and a credible and cost effective plan to train and recruit or retrain as many as 5,000 teachers per year 3. Develop cost-effective policies for teacher manual and guide development, financing, and distribution 4. Create a committee under the direction of the Secretariat to monitor teacher education and review applications for new training courses and/or institutions 5. Promote study tours and technical workshops between educational stakeholders, in order to discuss the language of instruction, curricula reforms, and arrangements for national examinations aimed at facilitating the integration of the entire educational system

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
3. Basic, Primary, and Secondary Education: Provide children with the opportunity to learn about literacy and numeracy, effective health habits and environmental awareness, values, patriotism and tolerance, and creative and logical thinking in an environment which is supportive and free from harm.	1. Begin to prepare students for the world of work by developing their self reliance 2. Get children into school earlier 3. Create "fast track" options, a six-year primary cycle instead of seven or more 4. Provide satellite, small village schools for those living further away 5. Ensure that all teachers are fluent in English – for those who are not, provide the appropriate training 6. Increase the GER and lower the PTR 7. Increase the number of schools, including school construction and/or renovation with a focus on underprivileged areas 8. Ensure the provision of water and sanitation facilities to schools where this is a critical limiting factor to enrolment 9. Provide schools with all the basic materials which the students need to learn	1. Increase overall GER from 22% to 41% 2. Increase girls' enrollment from 11 to 30%, 3. Reduce their drop-out rate by at least 20% 4. Ensure that IDPs and refugees are re-integrated smoothly into the educational system 5. Ensure that key issues such as HIV/AIDS, peace building, and the protection and maintenance of the environment are effectively covered 6. Develop strategies to integrate the use of multi-media in instruction in schools 7. Continuously support quality and increase educational access through the development and use of a radio instruction network 8. Institute school uniforms	1. Improve continuously the quality of basic education 2. Investigate the possibility of satellite education to distant villages 3. Explore the options of pre-primary learners through home-based Early Childhood Education (ECE) programs or in health centers 4. Assist, continuously, those who are experiencing "special" needs 5. Expand the use of English in all school, and provide training to those teachers who are having difficulties in expressing themselves adequately in English 6. Use local languages and, where appropriate, Arabic 7. Ensure that educational resources and facilities continue to be distributed equitably

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
A LEARNING AIDS KIT ***(Estimated Cost per kit: $ 1,000)*** *Each classroom should be equipped with the following lower tech learning aids kit:* ▪ *2 chalk boards* ▪ *set of wall maps* ▪ *globe* ▪ *paper, pens, pencils* ▪ *work books* ▪ *text books* 4. School Curricula and Materials: Align all school so that they are teaching from the same curriculum and ensure that all students have access to textbooks and other required learning materials.	1. Provide the new curriculum to grades 1-4 and slowly eliminate dependence on the Uganda and Kenya curricula 2. Ensure that at least every one of two students have copies of the textbooks 3. Provide for each school the items in the Learning Aids Kit, as identified in Profile 6 4. Train the teachers how to use the new curriculum 5. Incorporate the introduction of science and technology in the early grades 6. Develop a curriculum that is gender sensitive and which includes examples of female and male local heroes 7. Consider the use of school uniforms 8. Incorporate life-skills training in primary schools 9. Renovate existing secondary schools and build at least ten new secondary schools where they are most needed	1. Provide the new curriculum to grades 5 – 8 2. Investigate the possibility of installing "IT Kits" is some of the larger schools 3. Begin to develop the curriculum for secondary schools 4. Continue with the construction of secondary schools until there are sufficient numbers to accommodate the graduates of primary schools 5. Ensure that most of the secondary schools allow for residential opportunities 6. Create local tests and assessments to eliminate the necessity of sending students outside of South Sudan to be certified as graduates 7. Partner with institutions of learning to enhance curriculum development and audio-visual options to education	1. Provide copies of the new secondary school curriculum to all students in secondary schools 2. Continue to upgrade the curriculum so that it is current with today's social, political, and cultural environments 3. Improve the use of radio technology to disseminate educational options to remote areas 4. Explore the alternative of using video conferencing in education 5. Ensure that the "IT Kits" are available to all secondary schools 6. Provide guidance counselors to explain to the students what their options are upon graduating from school

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
5. Alternative Education: Provide alternative learning opportunities to a large proportion of the out-of-school youth, disadvantaged and adult population, including SPLA soldiers and returning refugees	1. Ensure that the curriculum is ready for these students, and that teachers are trained to conduct this form of education 2. Enroll at least 15% of out-of school youth in this program 3. Create learning materials which are appropriate to this kind of student 4. Ensure that key issues such as HIV/AIDS, hygiene, peace building and the protection of the environment are effectively covered 5. Support quality in instruction in alternative education 6. Ensure equal representation between females and males in the programs 7. Increase the access through the use of a radio instruction network 8. Co-house these activities in existing institutions to reduce costs and optimize the use of already existing structures 9. Partner with government agencies, NGOs, CBOs, and other donors to support this exciting initiative	1. Guarantee the quality of teacher alternative education and create a plan to monitor its outputs 2. Monitor repetition and drop-out rates 3. Devise campaigns to reduce wastage in the system 4. If deemed necessary, build new institutions for alternative programs 5. Emphasize learning opportunities in alternative education for unwed mothers and women who wish to come back to school but who do not fit into the existing formal process 6. Plan together with other Secretariats, especially Health, Agriculture, and Forestry 7. Share curricula with the technical, vocational, business (TVB) programs and exchange students and teachers so as to expand their horizons	1. Incorporate behavioral development content and civics instruction into the alternative program 2. Eliminate gender differentiation in the alternative institutions 3. Continue to provide well-trained teachers, facilitators, tutors and lecturers to the programs in Alternative Education 4. Maintain the four types of alternative education; Accelerated Learning Program, Community Girl's School Program, Intensive English Language Course, and Adult Education Program, as educational priorities 5. Ensure that the participants in the Accelerated Program receive the same quality of instruction as those in the regular programs 6. Consider creating a separate Department for Alternative Education under the mantle of the SoE

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
6. Technical/Vocation/Business Education (TVB): Develop a South Sudanese private sector through the provision of graduates from technical/ vocational/business schools, capable of applying those skills necessary for the introduction, maintenance, and enhancement of a viable private sector, which would support the overarching goals of South Sudan.	1. Expand rapidly TVB education to meet the growing demands of the local economy 2.Recruit and train teachers for this "hands-on" type of learning strategy 3. Construct and/or renovate up to 50 TVB institutions, providing residential facilities with separate quarters for females 4. Emphasize the role of science, mathematics, and the "tangible" courses in this training program 5. Encourage girls to attend TVB schools by marketing the opportunities of a TVB education 6. Incorporate as much IT into the programs as are available to the institutions 7. Install at least the "IT Kit"	1. Ensure cross-cultural exchange between the brightest South Sudanese students 2. Market the learning strategy of TVB education as the fundamental approach to South Sudan's economic recovery and development 3. Recruit within Africa and internationally, instructors who would bring a fresh ands practical "approach" to TVB training 4. Update the TVB curriculum regularly to stay abreast of changes constantly taking place within the TVB world 5. Ensure that jobs are waiting for the TVB graduates 6. Encourage local entrepreneurs to become partners in the TVB strategy, e.g. job provision, sponsorship, etc. 7. Explore the myriad of possibilities for TVB education using a distance education option	1. Investigate the possibility partnering with International Project on Technical and Vocation Education (UNEVOC) to provide ongoing assistance in financing technical and vocational education 2. Provide TVB learning opportunities to graduates of local institutions to continue their TVB upgrading abroad 3. Send qualified graduates as "interns" to the US or Europe 4. Develop a funding strategy to maintain TVB education as one of the keys to national economic recovery 5. Improve utilization of local materials with an emphasis on the use of appropriate technology to improve the living standard 6. Promote small business management through the development of entrepreneurial skills

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
7. Higher Education: Develop a framework and plan to establish and provide a network of institutions capable of delivering higher education opportunities to qualified South Sudanese individuals.	1. Implement the framework 2. Re-establish Juba University and other potential local universities like Wau and Malakal and establish up to eight regional institutions of higher learning within South Sudan 3. Develop and maintain working partnerships with regional and international institutions of higher education 4. Involve the local communities in setting up priorities for higher education programs and financing 5. Create a databank of African and international higher education institutions willing to partner	1. Develop a South Sudanese scholarship policy and implement 2. Provide scholarship opportunities to students in key skill areas which cannot be met within South Sudan 3. Establish a funding strategy to secure such scholarships 4. Create a scholarship board to manage, maintain equity, and seek ongoing opportunities for the system 5. Provide scholarships to returning IDPs, refugees and "diaspora" candidates and allow them to continue their professional education 6. Request technical assistance from external partners for broad-based capacity building across the entire system, respecting South Sudan's educational priorities, perspectives, and principles 7. Explore the possibility of tapping funding earmarked for programs outside the classical education sector yet within the field of training and development	1. Establish a regular and reliable assessment and certification strategy and process 2. Equip, house, and train the members working on this strategy and process 3. Conduct terminal assessments for each educational level 4. Implement a periodic Measurement of Learning Achievement (MLA) for lower education with the intent of preparing them for higher education 5. Balance the recruitment of extra administrative staff with the need to avoid draining schools of effective teachers 6. Propose roles to partners within the context of higher education and coordinate and monitor their activities to ensure that they respond appropriately to the education plan and the SoE "Vision"

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
8. Educational Administration: Establish an efficient and effective educational management system throughout South Sudan	1.Finalize the structure, mission and objectives of the SoE and its capacity building plan 2. Distribute copies of the SoE "Vision" to all regional COEs, and monitor its compliance 3.Determine a financial strategy to support the goals and objectives of the SoE, particularly that of paying teachers an equitable salary 4. Launch an aggressive recruitment program to find willing and dedicated people for administrative positions within the national SoE organization 5. Train these people in basic management and leadership skills (see Profile 3 Section 5.4.2) 6. Begin the purchase of IT for Teacher Training Institutes and Vocational and Technical Schools 7. Ensure that all the primary and secondary schools are equipped with the "Learning Aids Kit 8. Provide all the necessary supplies, furniture and equipment to national and regional offices	1. Conduct general management and leadership training for administrators at the payam and county levels 2. Deliver specialized training for senior and specialized SoE staff at the national and regional levels 3. Prepare a plan to incorporate returnees into the SoE administration 4. Develop an equitable salary schedule for administrative staff 5. Ensure that at least 50% of the staff positions are filled by qualified women candidates 6. Conduct special programs to meet the needs of women administrators 7. Initiate the use of technology within the system to facilitate SoE operations	1. Develop a comprehensive and effective educational management information system (EMIS) and planning system 2. Set up a construction and renovation units to continue with the renovation and building plans 3. Continue to develop School Baseline Assessment (SBA) as the basis for an effective EMIS 4. Conduct regular and independent monitoring and evaluation 5. Develop performance standards for educational administration units 6. Maintain effective partnerships with government agencies, NGOs, CBOs, and donor agencies

5.4.2 Profiles

Profile 1: Teacher Profile and Program

The following list of performances appears in the UNICEF 2003 *School Baseline Assessment Report for Southern Sudan*:

1. Lesson preparation
2. Class management
3. Creating a learning environment
4. Using appropriate language
5. Provide student-centered lessons
6. Use of relevant teaching aids
7. Suitability of lesson content
8. Use of questioning techniques

To institute this list of performances, it would be necessary to create a teacher job description, then a corresponding teacher training program.

To standardize teacher training, the following list of ten capabilities is also offered. If every classroom teacher possessed these qualities to being an effective deliverer of educational programs; these capabilities could become the backbone of a teacher training program

Using this list of capabilities and performances to build a teacher training program would require about a month of design and development by a qualified curriculum designer. The effective delivery of the program resulting from this design activity could be achieved in three months by an effective facilitator. Participants in the program would have to be secondary school graduates and have a literate command of English.

If the initial four proposed Teacher Training Institutes (TTIs) followed this plan, the SoE could produce up to 1,840 qualified primary school teachers per year, or about 460 per TTI. Once all nine TTIs are functioning, it would mean more than 4,000 new teachers per year. Thus, by the year 2010, the vision of the SoE to have 20,000 new teachers practicing "on the ground" could be realized. In South Sudan's present condition, with its "sense of urgency," it is believed that a phased approach to teacher training taking years to complete or an academic four-year program at a university are luxuries that South Sudan cannot presently afford.

Profile 1: Teacher and Program

Learner: *To become an effective teacher, one must first be willing to learn new things, and discard that which is no longer relevant.*
Communicator: *To become an effective teacher, one must first be willing to understand, and then become understood.*
Manager: *To become an effective teacher, one must be able to manage oneself, before attempting to manage others.*
Planner: *To become an effective teacher, one must develop the ability to see the "big" picture, and ensure that all subsequent learning activities are aimed in that direction.*
Organizer: *To become an effective teacher, one must be able to put in a logical and simple order all those elements which will result in a productive learning experience for students.*
Designer: *To become an effective teacher, one must find and use "locally natural" and appropriate learning aids, and build them into a lesson, which will make sense to the learners.*
Facilitator: *To become an effective teacher, one must learn how to make the learning activity "easy" and meaningful for the students.*
Creator: *To become an effective teacher, one must learn how to transform someone or something ordinary, into someone or something special.*
Evaluator: *To become an effective teacher, one must learn how to build on learners' strengths, and then reduce their weaknesses.*
Leader: *To become an effective teacher, one must learn how to positively influence the thoughts, actions and attitudes of one's learners, thus, leading them towards a common good*

Profile 2: Head Teacher Profile

The following list of performances appears in the UNICEF 2003 *School Baseline Assessment Report for Southern Sudan*:

1. Delegation of duties
2. Recording of teachers' attendance
3. Recording of students' attendance
4. Quality of record keeping
5. Supervision of teachers and students
6. Recording of supplies
7. Checking of students' books

To institute this list of performances, it would be necessary to create a head teacher job description, then a corresponding training program. This list of performances does not focus on the supervisory, monitoring or facilitating "capabilities" of the head teacher. It tends to identify purely administrative functions of the position, but a head teacher is much more than an administrator, s/he is a leader of teachers, students, and community members.

To standardize teacher training, the following list of ten capabilities is also offered. If every head teacher possessed these qualities to being an effective monitor and facilitator of educational programs; these capabilities could become the backbone of a head teacher training program

Candidates to this program should have first completed the teacher training program. The urgency for head teachers is not as acute as that of teachers, but it is believed that in every school the ratio should be one head teacher to every eight teachers.

Profile 2: Head Teacher

Learner: *A foundation for becoming a successful Head Teacher.*
Changer: *A process of adapting to environments and situations requiring effective teacher supervision.*
Communicator: *A power for understanding and becoming understood as a Head Teacher.*
Coach: *A personal plan for creating an educational environment, in which teachers become productive and responsible for their own development.*
Partner: *A dynamic of leading teachers to collaboration and effectiveness.*
Negotiator: *A tactic to produce understanding of one's own needs as well as the needs of the other party, in order to achieve win-win agreements.*
Community Builder*: A strategy wherein all members of the school and community feel encouraged, respected, and committed to a common learning purpose.*
Connector: *A transformation brought about by applying traditional qualities, such as justice, fortitude, and prudence in order to enhance personal fulfillment in the school and community, and to strengthen the objectives and performance of teachers and students.*
Futurist: *A vision creating a way to take control of the school's and community's collaborative and competitive destinies, to manage change, and thereby, to shape a successful future for all stakeholders.*
Leader: *An ethical capability to influence the thoughts, actions, and attitudes of the school's teachers and community leaders, who are directly or indirectly involved in educational activities.*

This Head Teacher Program could be designed and developed in a month by qualified curriculum designers, and facilitated, also within a month, by the same facilitators who deliver the teacher training program.

Profile 3: Educational Managerial Leader Profile

The following list of Educational Administrator Practices appears in the 2001 *Education for All: Assessment Report for Southern Sudan*, commissioned by UNICEF:

1. Specialized skills like school mapping, curriculum development, project preparation and evaluation, and learner assessment.
2. Creative and effective use of micro-computer techniques.
3. Management of available funds, equipment, personnel, and facilities.
4. Mobilization of additional resources and their distribution.
5. Technique of negotiation and communication.
6. Facilitation with partners, NGOs, etc.
7. Effective compilation and use of research.
8. Short-, medium-, and long-range planning.
9. Assessment of impact of schooling on the students, teachers, and their communities.
10. Management of the use of power across levels of authority (decentralization).
11. Ability to communicate clearly, concisely, concretely, and completely in English.

To institute this list of performances, it would be necessary to create a job description, then a corresponding training program. To standardize Educational Administrator training, the following list of ten capabilities is also offered. If every Educational Administrator possessed these qualities to being an effective catalyst and promoter of educational programs; these capabilities could become the backbone of any educational managerial leadership program.

Combining this list of "practices" with the list of ten "capabilities," a recognized business school or a university could develop a program within a month. Under SBEP, CARE is already partnering with the University of Massachusetts and the American Institute of Research. These two institutions could easily develop and facilitate such a program, which could be completed in a month's time. There could also be closer academic institutions in Nairobi or Kampala, for example, which could perform the same activities, and which could eventually become long-term partners in the development of a managerial leadership cadre for South Sudan (see Chapter 10 on Partnerships).

Profile 3: Educational Managerial Leader

Understanding the "Big" Picture: *The Educational Managerial Leader (EML) must develop a vision and take into account the entire community educational environment.*
Achieving Personal Mastery: *The EML must become responsible for his or her own educational effectiveness and productivity.*
Leading Positive Change: *The EML must develop the ability to influence all educational stakeholders to bring about necessary transformations in traditions, culture, and learning effectiveness.*
Encouraging Constructive Dialogue: *The EML must be able and willing to share information and knowledge with all stakeholders in the educational community.*
Establishing Technological Educational Wisdom: *The EML must become equipped to manage the use of appropriate technology to optimally manage the educational enterprise.*
Creating Trusting Partnerships: *The EML must learn to work with others, so that together, they can achieve their mutual objectives.*
Celebrating Educational Workplace Diversity: *The EML must acknowledge the rights and responsibilities of "others", and rejoice in their working in the educational and community associations.*
"Responsibilizing" Educational Employees: *The EML must determine the educational sector objectives along with the employees, provide them with the tools they need, and then let them get on with the job of creating a positive and productive learning environment.*
Sharing Accountable Leadership: *The EML must practice the strategy that "leadership is everybody's business", and therefore, should share leadership responsibilities with employees of the educational unit.*
Ensuring Educational "Delight": *The EML must focus all of his or her attention on who are the ultimate beneficiaries of the educational activities, and in so doing, guarantee that said beneficiaries are more than satisfied with the results.*

Profile 4: "Secondary School In a Box" Template

There are limited or inadequate numbers of secondary schools in southern Sudan. Based on the following school specifications, a template has been developed for a "Secondary School in a Box."

CAPACITY:

- Student capacity for 400 students - 250 boys and 150 girls
- Residential capacity for up to 150 students – 100 boys and 50 girls
- School staff capacity - 1 principal, 2 head teachers, 12 teachers, and 1 health care worker

NOTES:

1. This template could be scaled up or down depending on the total capacity.
2. Work to build school would be supplied by the community.
3. Maintenance and security would be supplied by the community.
4. Curriculum would be supplied by the SoE.
5. School would be multi-purpose; it is built by the community for the community.

Profile 4: "Secondary School in a Box" Template

ITEM	***APPROXIMATE $$***
• *12 classrooms, principal's office, two head teachers' offices, and space for offices for 12 teachers*	*$ 50,000*
• *2 sets of 5 toilets*	*$ 20,000*
• *2 clean water sources*	*$ 20,000*
• *2 bath rooms*	*$ 10,000*
• *health care clinic*	*$ 5,000*
• *garden for growing food*	*$ 1,000*
• *dining area for students and staff*	*$ 15,000*
• *kitchen*	*$ 5,000*
• *store room for food*	*$ 5,000*
• *store room for books and supplies*	*$ 5,000*
• *desks, benches for classrooms*	*$ 25,000*
• *furniture for offices*	*$ 5,000*
• *learning aids for classrooms*	*$ 5,000*
• *residences for students*	*$ 40,000*
• *residences for 10 teachers (and families)*	*$ 25,000*
• *power source (solar or generator)*	*$ 10,000*
• *"Information Technology" Kit*	*$ 25,000*
• *recreation/sports area*	*$ 2,000*
• *library*	*$ 10,000*
• *auditorium*	*$ 25,000*
• *laboratory*	*$ 10,000*
TOTAL APPROXIMATE COST	***$ 318,000***

CHAPTER 6: ECONOMIC GROWTH AND WORKFORCE DEVELOPMENT

6.1 ECONOMIC GROWTH CONTEXT IN SOUTH SUDAN

6.1.1 Economic Recovery in South Sudan

Southern Sudan covers an area of 640,000 square kilometers and has an estimated population of 9.6 million.[19] It is one of the poorest regions in the world, with widespread poverty and deprivation, a fragile economic base and a rundown, if not completely shattered, infrastructure. Development has been overshadowed by civil war and related humanitarian emergencies, with fighting, internal displacement of civilians and severe food shortages in parts of the country continuing to cause enormous suffering and loss of life. An estimated two million people, nearly 8% of Sudan's population, have died from fighting, famine, and disease since 1983. Southern Sudan has experienced three mass-mortality famines over the last thirteen years: Bahr el Ghazal in 1988-1989 and 1998, and Upper Nile in 1992-1993.

Although rich in natural resources, south Sudan has been unable to find a successful formula with the North for equitable sharing of resources and power. Regional and ethnic marginalization has also contributed to discontent. Subsidiary conflicts have proliferated, many of them land-related or inter-tribal, and often exacerbated by the inequitable development and high levels of poverty in the region. As a result, an estimated four million people have been displaced from their homes, the highest number of internally displaced persons (IDPs) in the world.

While Sudan is well endowed with natural resources in terms of agricultural potential and minerals, the economy for the foreseeable future will remain highly dependent on agriculture, livestock and oil. Bearing in mind that economic and social data for south Sudan is very limited, often of dubious quality and with major discrepancies between various information sources, it is estimated that about 95% of the population either live in rural areas or are nomadic, with the agricultural sector accounting for 80%[20] of employment. The destruction of the limited social and economic infrastructure has disrupted agricultural trading activity in the south. This has had serious impact on the livelihoods of the rural poor, traditionally dependent on rain fed farming and livestock.

The GoS has never adopted policies to benefit the poor or spent its resources to improve infrastructure in the south. Instead the majority of investment resources were channeled to elite groups in the north. Nonetheless, the civil conflict since 1983 has been one of the most significant contributing factor to the high levels of poverty in south Sudan. All belligerents have targeted civilian populations as a military policy resulting in death, injury, forced displacement and destruction of infrastructure. Military spending by the belligerents has also greatly undermined social expenditures and investment.

Climate, terrain and size complicate governance and the delivery of services. South Sudan is prone to natural disasters such as floods and droughts. The sheer size of Sudan also makes it

[19] UN population figures estimate the population of southern Sudan at about 9.6 million people (STARBASE figures based on WHO/NIDS estimates).
[20] HTTP://www.classbrain.com

difficult to govern, even at a state level. Infrastructure including institution and human capacities throughout the country are exceedingly poor due to lack of investment and war. The road network presents significant logistical challenges for development interventions, especially in the rainy season.

6.1.2 South Sudan Economic Structures

The capacity building challenges facing the Sudan Relief and Rehabilitation Agency (SRRA) and other evolving governmental institutions in south Sudan can be grouped into three categories: technical, organizational and managerial. Moreover, the staff of these institutions has had little exposure to the new thinking and insights in their technical fields, including those in agriculture and rural development.

The SRRA lacks the financial resources to implement development interventions and reach the goal of enhancing agricultural production and marketing for income-generation from the agricultural sector and food security. The institutional structure of the SRRA is in urgent need of clarification to determine how it will be organized so that its partners can begin to respond to the overwhelming need for external support.

Indeed, the system of governance of the entire GoSS is evolving very quickly. It currently consists of five layers, three of which, national, regional and county level, are particularly important at this critical juncture. The regional level of governance was replaced beginning in June 2004 by designating 10 new states whose structures remain to be defined. Moreover, in certain areas there has been substantial redrawing of the boundaries of the two other layers -- counties and payams.

The County Agricultural Departments (CAD), which are supposed to receive funds from the SRRA, have received none to date. This has effectively crippled the delivery of agricultural services at the important county level. To fill the resource gap, some CADs have sub-contracted services to international NGOs, a necessary but poor substitute for the SAAR. Moreover, CADs have yet to be established in all of the counties of south Sudan. County Development Committees (CDCs) are largely moribund, possibly the result of the mismanagement of funds and poor repayment rates.

The very high illiteracy rates of 60-70% reported among rural women reduces the effectiveness of extension services provided by the SRRA and its NGO partners. *"Often, those women are overburdened because they typically handle many tasks at home, they head the family, raise the children, search tirelessly for fuel wood for cooking, run an informal micro-enterprise, and most of them generate their income from agricultural activities."*

The role of the private sector in the agricultural sector is weak. Very modest planning is underway for the development and promotion of this sector at the policy level. The lack of a market mentality or experience in marketing is reportedly widespread among top officials of the SRRA. South Sudanese farmers have no access to credit because no farmer credit institutions exist to provide it.

6.1.3 USAID Economic Recovery Assistance in South Sudan

Under the current USAID 2004-2006 Interim Strategic Plan for Sudan, the strategic objective for economic recovery seeks to establish a foundation for recovery, replacing the former emphasis on food security. The return of stability to southern Sudan, improved agricultural production in recent years and the survival of producers' and marketers' associations are encouraging signs to USAID that economic recovery is a likely peace dividend.

Under Strategic Objective 8, "Foundation Established for Economic Recovery," USAID is seeking to have:

1. Food security needs of vulnerable communities met

    - Food aid provided
    - Agriculture and livestock production inputs delivered
    - Basic needs of disaster-stricken communities met

2. Market support institutions created and strengthened

    - Microfinance institution and system operational
    - Agribusiness training centers operational
    - Sudanese think-tanks operational
    - Commodity networks functioning

3. Market support programs and services introduced and expanded

    - Increased access to microfinance
    - Improved skills, technologies and practices available
    - Infrastructure improved
    - Improved access to HIV/AIDS information

4. Transparent policymaking processes encouraged

    - Analytical and policy generation capacity improved
    - Dialogue between stakeholders encouraged
    - Policy options openly discussed
    - Selected policy reforms achieved

To achieve these objectives, USAID has established partnerships with Chemonics International, Inc., the US Department of Agriculture (USDA) and a consortium consisting of CRS, WINROCK International and Veterinaires sans Frontieres (VSF)-Belgium.

6.2 WORKFORCE DEVELOPMENT CONTEXT

Limited human capital is among the greatest constraints to economic growth and social development in southern Sudan. Twenty years of civil war have denied even basic education to the recent generation and left those who received prior education with two alternatives: to set

their skills aside for more than a decade or take their skills elsewhere. As southern Sudan plans for peace, it will need a strategy for rebuilding its skills base and creating a workforce development system that will sustain its goals of prosperity and increased independence.

6.2.1 Overarching Problems

Southern Sudan's potential workforce development system should reflect its unique challenges as one of the most underdeveloped inhabited areas in the world. The major economic, institutional, cultural, and political circumstances affecting workforce development in southern Sudan include:

- The predominance of subsistence level, low value added agricultural activity, informal self employment, and bartering
- A lack of developed labor market support institutions and market data collection as well as almost no private sector representation in the policy process
- Special cultural issues restraining economic activity and trade such as livestock-related traditions, ethnic tensions, and limits on women's participation
- The consequences of prolonged armed conflict including abysmal infrastructure stock and fluctuating flows of internally displaced persons, soldiers, and demobilized combatants.

6.2.2 Strengths

To Sudan's credit, peace and increased independence from Khartoum is releasing enthusiasm and energy among south Sudanese entrepreneurs and workers. The potential psychological 'peace dividend' may be accompanied by potential financial dividends in the form of oil revenues, estimated by SPLM and other interviewees from $150 to $800 million per year, and by a world community eager to support the area's success with financial and human resources. After 20 years of conflict, the GoSS has an opportunity to invest these dividends in a productive private sector that, without war, has important indigenous advantages, such as its rich agricultural land, climatic and cultural diversity, and inherited forest and mineral resources.

6.3 WORKFORCE DEMAND OPPORTUNITIES

Based on the following findings, private sector employment in Southern Sudan could be expanded by stimulating and supporting the competitiveness of three principal industries: agriculture, trade, and construction. Agriculture and trade form the current basis of the economy and will continue to do so as a result of south Sudan's traditional skills and natural resource base. Construction, on the other hand, presents an opportunity based on 1) the potential recovery efforts from 20 years of war that neglected or destroyed almost all infrastructure, 2) the feasibility of introducing the basic to intermediate skills and necessary tools and 3) the nascent, if fragmented, workforce development efforts that are raising artisanal skills in many sites.

6.3.1 Current Institutional Capacity

A combination of current USAID and other donor-supported institutions provide a formative basis for workforce development capacity in SPLM controlled Sudan. USAID's current workforce skill programs primarily address agricultural and natural resource skills, both

technical and business. Several other organizations, however, offer complementary training capacity in necessary non-agricultural trades. Leaders of 8 vocational training centers and 6 USAID sponsored centers were interviewed. Three were chosen as likely partners to lead non-agriculture trade efforts (see list below).

Six of the nine institutions demonstrate the capacity to function and train in the short-term; while three institutions need additional strengthening to continue to function and train in the short-term. Four of the institutions assessed demonstrated the capacity for long-term sustainability in training. In general, the weakest areas across the board for all institutions were Human Resources and Outcomes, partly due to the start up nature of several of the Southern Sudan Agriculture Revitalization Program (SSARP) centers, while the strongest areas were Communications, Environment, and Leadership.

Table 6-A shows the assessed present institutional capacity of 8 workforce training institutions. For purposes of requested confidentiality, each institution has been randomly assigned a number. Assessments were based primarily on management and governance board member interviews. Site visits were possible for four of those assessed. The remaining four were assessed based on documents reviewed and interviews with center administrators. The economic and workforce institutions assessed included 5 of the 6 SSARP agribusiness training centers and three potential partner institutions for vocational training, Norwegian People's Aid (NPA), Don Bosco, and Save the Children Sweden.

Weighting for the scores was assigned based on capacities now in place to function and train in the short and long-term to ensure efficient organizational functioning and high-quality training, with highest weightings given to human resources and current outcomes.

6.3.2 Overall Capacity Needs and Overarching Strategies

Of the five basic capacity development strategy areas (see below), training and quality improvement are needed in all areas. Among the seven development areas, agricultural and trades training having the highest priority based on our overall workforce strategy recommendations. In the near term, external recruitment and Diaspora volunteer strategies should be prioritized for higher-skill labor such as engineers; agricultural specialists, e.g. plant pathology, breeding, food technology; and higher level agro-processing and quality assurance experts. Infrastructure reinforcement is mainly needed in the trades training institutions since there is already a basic facilities foundation for the agricultural and agro-processing training centers and the infrastructure professionals training area still lacks the human resources to use significant new facilities.

TABLE 6-A
Institutional Capacity Findings of Workforce Institutions Assessed[21]

CROSS-CUTTING Criteria	TOTAL	Institutional Scores								Average
		1	2	3	4	5	6	7	8	
1. Planning - tools in place - training plans in place -program plan(s) in place -strategic plan in place	5	3	3	4	4	4	5	4	4	3.4
2. Management -supervision -administration -lines of authority/decision-making	10	6	6	6	9	7	8	8	8	7.3
3. Finance -financial systems -plan for recurring costs	10	5	8	8	8	8	9	9	6	7.6
4. Communications -technology - existence and use of (radio, cell, email, internet, electricity, SAT) -lines of communication and info sharing	5	4	4	4	5	4	4	4	4	4.1
5. Human Resources -qualified staff - administrative -qualified staff - program -gender equity	20	8	8	15	18	12	18	15	15	13.6
6. Assets -building infrastructure -materials (books, pens, etc.) -furniture and other	10	5	1	10	10	8	9	10	5	7.3
7. Methodologies -outreach -curriculum	10	5	5	8	8	8	10	9	8	7.6
8. Environment -leadership -readiness -ethics	5	4	2	5	4	4	4	4	4	3.9
9. Outcomes/Outputs -relevance to USAID SO/IRs -meet the needs of community (depends on sector/trainees/students) -monitoring and evaluation	20	5	1	5	15	15	18	15	15	11.1
10. Partnerships - partnerships in practice now or planned - collaborative efforts demonstrated or planned	5	4	1	5	4	4	5	4	3	3.8
TOTAL	100	64	39	70	85	74	90	82	72	69.7

Table 6-B below summarizes the overarching capacity needs in workforce development: the need for trained personnel, the need for training institutions and facilities, and the need for training materials. The table gives broad strategies and priorities for addressing each capacity development need.

[21] Adapted from Dr. Cogswell "Organizational Effectiveness" materials, Fannie Mae Foundation, 2001.

TABLE 6-B
Priority Economic Growth and Workforce Development Capacity Needs and Broad Strategies to Address These Needs

Capacity Development Needs	Broad Strategies to Address These Needs				
	(1) Training	(2) External Recruitment	(3) Volunteer Program	(4) Infrastructure Reinforcement	(5) Quality Improvements
Economic Growth and Workforce Development					
1. Major Personnel Groups Needed					
- Trades people	High	-	-	Med	Med
-Infrastructure professionals - Engineers, Architects, Planners, etc.	-	Med	High	-	-
-Farmers	High	-	-	-	Med
-Agricultural Specialists	Med	Med	High	-	Med
-AgProcessing, Quality, & Marketing	Med	Med	High	-	Med
Natural resource managers	High	Low	Low	-	Med
- Administrative and Regulatory	High	Low	Med	Med	High
2. Training Institutions	Low	Low	Med	Med	Med
3. Facilities	-	-	-	-	-
4. Training Materials	Med	-	Med	-	Low

6.3.2.1 Estimating Workforce Training Targets

Regional economic differences, the lack of authoritative data, and the need for continuous market responsiveness, make national workforce training predictions a tenuous exercise. However, USAID can derive valuable perspective from some broad projections based on the needs identified in this assessment and on south Sudan's economic structure.

Table 6-C, below, outlines such broad projections using relatively aggressive medium term training targets (5 years) for four major sectors. The bottom row quantifies these five-year targets, while the top rows articulate the short-term annual analysis and assumptions needed to reach those targets.

Data assumptions begin with an estimated labor force of 2.48 million people, or 33% of a southern population of approximately 7.5 million. Given the absence of direct data, this assumption is based on the International Labor Organization's (ILO) 1980 estimate of Sudan's labor force participation rate (33%). Further breakdowns into the four sectors are based on an adjustment of Food and Agriculture Organization (FAO) agricultural participation estimates for the south and ILO estimates for the nation.[22,23,24]

[22] http://www.photius.com/countries/sudan/economy/sudan_economy_employment.html
[23] http://www.phrasebase.com/countries/Sudan.html
[24] SUDAN: Productive Capacity Recovery Programme Formulation Report, FAO/EU, 2004.

TABLE 6-C
Short & Medium Term Workforce Training Targets

Training Targets Per Year (Year 1 / Short Term)				
	Agriculture (Produciton)	**Services, Admin**	**Non Agric Production Trades**	**Other Professionals**
% of Labor Force	80%	10%	7%	3%
Number of Workers	1,980,000	247,500	173,250	74,250
% Targeted for Training/yr	5%	10%	10%	5%
Workers Trained	99,000	24,750	17,325	3,713
Enrollment per Cohort	25	25	25	25
Cohorts needed	3,960	990	693	149
Training Cohorts/Yr/Trainer	20	10	6	1
Trainers Needed	198	99	116	n/a
Master Trainers Needed	10	5	6	n/a
Five Year Targets (Year 5 / Medium Term)				
% Targeted for Training	25%	50%	50%	25%
Workers to be Trained	495,000	123,750	86,625	18,563

Working backward from the large numbers of workers to be trained, this model assumes that USAID, the SPLM, and their partners, will support the rapid build-up of a trainer cadre needed in each area. This will require the contracting of master trainers (trainers of trainers), either from the Diaspora or international experts, to educate over 400 Sudanese trainers in the three areas where this is feasible. It is assumed that the fourth area, Other Professionals (roughly equivalent to the Infrastructure Professionals and Agricultural specialists described in 6.3.2) will need to be recruited or trained from outside south Sudan. While complete planning will require sector-specific, and preferably regional and industry-specific analysis, this projection can suggest the scope of training needed in each area and the approaches partners must take to significantly and rapidly impact Sudan's workforce development.

6.3.3 Agricultural Workforce

6.3.3.1 Findings

Prior to renewed conflict in the late 1970s, many saw Sudan as a potential "breadbasket of the Middle East' because of its rich land and abundant water supply in many areas. With peace, the country has a renewed opportunity to live up to its potential as a significant agricultural exporter.

Livelihoods have been estimated at 70% for Sudan overall and 80% for Southern Sudan, which uses primarily traditional farming systems such as nomadic, agro-pastoral and sedentary agriculture. Within these systems, crop production accounts for 53% of agricultural output, livestock for 38% and forestry and fisheries for 9%.[25]

[25] SUDAN: Productive Capacity Recovery Programme Formulation Report, FAO (Funded by the EU). 2004.

Various informed analyses of southern Sudan's agriculture sectors suggest a similar set of growth opportunities.[26] These include crops, livestock, timber, fish, and agricultural processing. Given Sudan's internal food security needs and transportation difficulties, internal markets are likely to provide the most significant demand in the short- and medium-term. Opportunities for employment growth from exports do exist, however, and peace and stability are likely to increase the sale and production of export crops.

TABLE 6-D
Agricultural Growth Opportunities

	Domestic Markets	International/Regional Markets
Crops	Sorghum, maize, rice, sunflower, palm oil, groundnuts, cassava, hibiscus & coffee	Maize, rice, palm oil, sesame, gum arabic, tobacco, cassava
Livestock	Meats, poultry, dried beef, cow and goat milk	Live beef, sheep and goats, Hides and skins
Forest Products	Sawn logs, standard furniture, plywood, carving & weaving, Teak seeds	Teak logs, high quality furniture, plywood, veneer, Gum Arabic, Shea oil, honey
Fish	Catfish, Elephant snout, Silverfish, Moon fish, Heterotis	Tilapia, Nile Perch (regional)

6.3.3.2 Workforce Implications and Skills Gaps

Sudan's agricultural workers who are currently engaged in subsistence farming will require specific skills upgrading in a broad range of areas to expand productivity and commercialized crop production. Workers in supporting institutions will also need training if the sector is to meet internal and regional growth opportunities. Workforce development and training to support competitiveness and employment growth in Sudan's agriculture sector should focus on:

- Increasing farmers' productivity
- Improving product quality to meet international standards
- Improving trading and marketing systems
- Encouraging entrepreneurship
- Lowering transportation costs
- Encouraging investment in value added processing
- Creating market friendly government policies and practices
- Developing market support institutions, such as financing
- Improving the ability of women and youth to grow agricultural enterprises

The FAO's recent study of agricultural skills gaps will add to USAID's agribusiness program research.[27]

[26] Cesar Guvele, Brian D'Silva. Revitalizing Markets and Trade in a Transition Zone: Lessons from USAID Efforts to Promote Economic Rehabilitation in Southern Sudan. December, 2002. Steffen Abele, Shaun Ferris, Kelly Wanda, Rapid Market Opportunities Identification Study In Southern Sudan: Phase 1, Prioritising Marketing Options, 2003. and Shaun Ferris, S. Abele, K. Wanda, Market Opportunities in Southern Sudan, Part II: Sector Analysis. 2004.
[27] SUDAN: Productive Capacity Recovery Programme Formulation Report, FAO/EU, 2004.

Training needs preliminarily identified for the four agricultural sectors are:

Crops: Productivity enhancement should include further technical innovations that conform to the need for simple, non-disruptive, no-cost or low-cost measures such as: ox-plow cultivation, farmer-based local cultivar and seeds/planting materials improvement, Integrated (organic) pest management and improved plant nutrition techniques, Crop mixture and inter-cropping practices in dry land conditions; Rice cultivars that adapt to fluctuating field water levels; and livestock feeding and fertility enhancement regimes.

Livestock: Private sector livestock producers, traders and butchers as well as hides and skins handlers require capacity building on animal health, marketing and related issues. The main areas in which they require training are selection, weight assessment and pricing of animals suitable for slaughter and for trekking over long distances; relationship of livestock movement and livestock diseases; currencies and exchange rates; veterinary and other livestock treatments necessary for marketing; regulations governing movement of livestock including movement permits; existing internal and external markets; factors affecting supply and demand; production and marketing of hides and skins; simple record keeping; formation of livestock trader groups; how to access credit; and livestock welfare/cruelty.

Fisheries: The main problems of fish preservation in the Sudan are the poor road infrastructure, distance, and insecurity. There is need to provide fishery groups with appropriate equipment and materials and train both trainers and households in both preservation and storage. Socially weaker groups, e.g. demobilized ex-combatants, women, disabled and returning IDPs, also lack the basic skills required for boat-building and net-making. The FAO report recommendations also include training on fish capture and stock conservation measures.

Forestry: The SPLM Directorate of Forestry has conducted a thorough training needs assessment in its sector, identifying curriculum needs in timber harvesting, Teak silviculture, forest management, carpentry, saw-mill operations and quality assurance, conservation and others topics. A current ban on harvesting enacted by the Governor of Western Equatoria, gives an indication of the importance of developing systems for resource assessment, legal harvesting frameworks, surveillance and enforcement, and design of industry strategy.[28] This should occur before large numbers of additional lumber-harvesters, marketers and carpenters are trained to use the teak and mahogany resources. Cost and use analysis of broader timber markets should also be supported so that less valuable wood product use can be encouraged for mass produced products, such as school chairs and desks.

6.3.3.3 Agro-Processing

While very little agricultural processing occurs in southern Sudan, this area has strong potential for growth. Currently, the most common agricultural processing activities are food preparation and baking, brewing or distilling sorghum and simsim, grain milling, oil pressing, peanut and simsim butter making (tahina), and small amounts of timber milling.

Women do the majority of vegetable production and processing of forest products other than timber, such as lulu, medicinal herbs and plants. Though the activities are low in volume,

[28] White, Sean. Assessment of the Training Needs of the Staff of the New Sudan Directorate of Forests. April 2004.

women are also significant players in processing sunflower and shea oil. While women have led this sector, there is concern that improved commercial viability will lead men to move in and dominate the sector. Efforts to promote this sector should include systems to help women retain their major role as the products become increasingly profitable.[29]

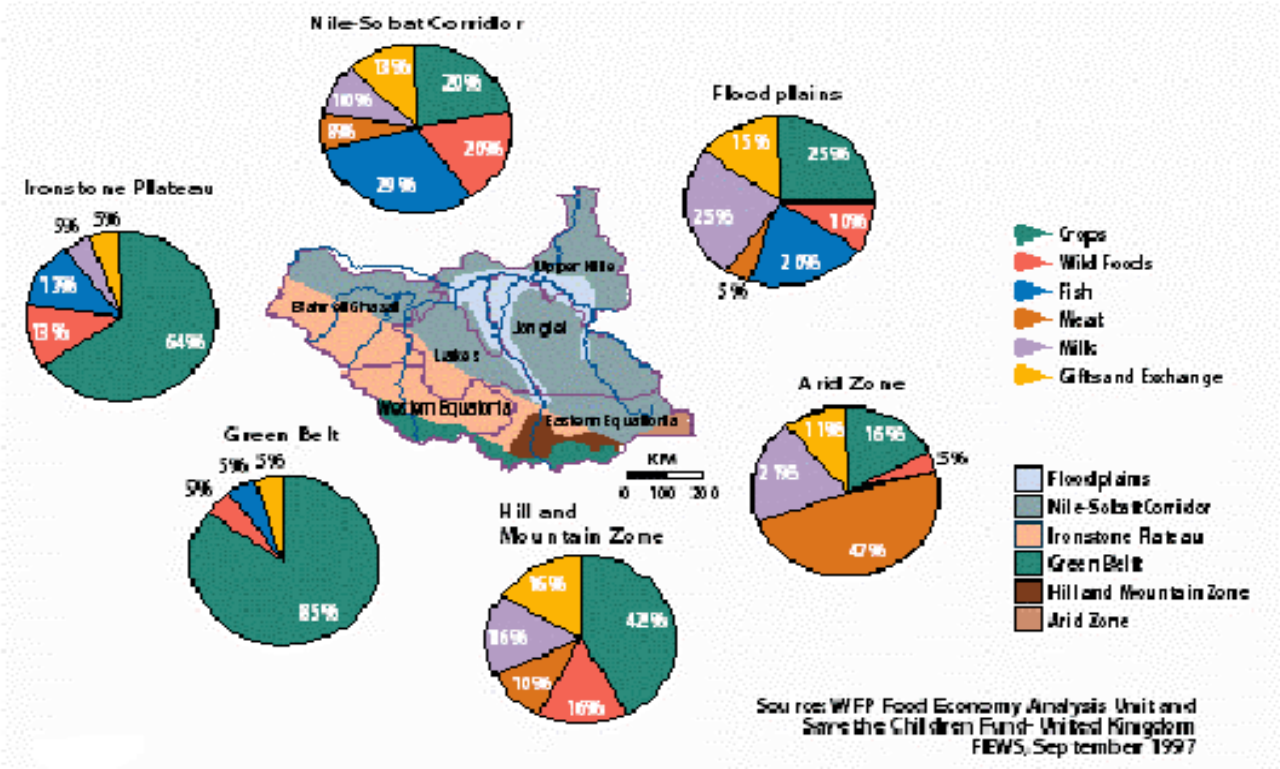
Agricultural processing should be targeted as a second step up the value-added chain for south Sudanese workers and enterprises. Potential partners should be enlisted to identify processing opportunities and technologies to pursue those opportunities. Among those, the Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA), National Agricultural Research System (NARS), Technical Centre fro Rural Cooperatives (CTA), and the Consultative Group on International Agricultural Research (CGIAR) have considerable archives of information for small-scale processing and construction methodologies, which could be collated and exploited.[30]

6.3.3.4 Accounting for Regional Agriculture Differences

As the following map from the World Food Program's (WFP) Food Economy Analysis Unit illustrates[31], there are distinct regional variances in the agricultural economies of southern Sudan. An implication for agricultural workforce development is the need for regional flexibility and local input into policies, training content and delivery methods across these regions. These differences also have strong implications for the trading sector as Section 6.3.4 indicates. They re-emphasize the importance of local private sector involvement to make workforce development decisions relevant on the ground.

[29] Fion de Vletter for Chemonics. Credit Strategies for Harnessing the Economic Potential of Internally Displaced Persons in South Sudan, 2004.
[30] Shaun Ferris, S. Abele, K. Wanda, Market Opportunities in Southern Sudan, Part II: Sector Analysis. 2004
[31] FN WFP Food Economy Analysis Unit and Save the Children Fund, UK, FEWS, 1997.

Figure: Regional Agricultural Production



6.3.4 Trading & Micro-enterprise

6.3.4.1 Findings

Southern Sudan's fastest growing sector is trade, particularly in non-traditional goods. The sector supports enterprises at three general levels: wholesalers who work in northern Uganda, Northern Bahr El Gazal, and Ethiopia, licensed retail traders who have physical structures, and informal traders.[32]

The Sudanese have adapted to geographic and cultural differences by trading on their productive skills specialization. Some regions and tribal groups for instance, have developed specialized skills in crops production (Zande, Bari, Madi, Nuba, etc.), others in pastoralist/cattle rearing (Dinka, Nuer, Toposa, etc.), and yet others in niche areas, such as fishing (Luo). While the distinctions are not exclusive, comparative climate advantages have encouraged these trends.

Sudan's workforce development approach should build on these differences, rather than eliminate them, as they often serve important functions. For example, pastoralist livelihoods in the flood plains minimize risk by providing flexibility and mobility to deal with potential drought, flooding and conflict.

[32] Fion de Vletter for Chemonics. Credit Strategies for Harnessing the Economic Potential of Internally Displaced Persons in South Sudan, 2004.

Regional trading has long been central to survival in southern Sudan. In the 1950s and early 60s, British records reportedly show extensive trading, as do records of trading in the late 1970s before fighting reignited. The recent period of conflict has encouraged African Sudanese to replace Arab traders who formerly dominated the field. However, the highly exploitive nature of much Arab-African trading prior to the war has left a stigma about conducting commerce in the minds of many southern Sudanese. This stigma should be addressed in Sudan's workforce and enterprise development training and outreach.

6.3.4.2 Workforce Implications and Skills Gaps

Workforce development policies should plan for the growth in trade related employment that will occur as peace is implemented, especially as access to the garrison towns, the reopening of the Nile, and rail and road construction proceed. Leaders should forecast and prepare workers in the regions that may lose trading activity. For instance, a comprehensive peace may decrease traders' businesses in the current "peace markets" of northern Bahr-El-Gazal which profited from the limit on trading in the larger cities. Policy leaders should help identify ways to keep trade flowing in these areas, support alternative income generation skills, or plan for likely migrations.

To support employment growth in trade across regions, the traders and supporting institutions will need some skills upgrading distinctive to trading, as well as many skills shared with commercializing the agricultural sector. Skills gaps for success in the trading sector include:

- Literacy and numeracy
- Basic accounting
- Inventory and cash flow management
- Marketing
- Communication systems and using market information
- Commercial law
- Peace building
- General entrepreneurship and positive attitudes toward commerce among youth

In addition to skills upgrading for entrepreneurs themselves, there is a need for capacity building among support institutions to provide banking and microfinance, market information collection and reporting, vocational and entrepreneurial training, and shared market facilities. Some of these institutions are discussed in the general economic recovery recommendations (see Section 6.9).

6.3.5 Construction and Maintenance

6.3.5.1 Findings

Where peace has already taken hold, there are signs of a growing shift from international relief to reconstruction in southern Sudan. Rehabilitated roads, new construction, new financial institutions, and growing vocational schools in southernmost Sudan, point to fledgling markets and demand for a southern Sudanese construction industry.

The post peace plans of donors, the public sector, and private foreign direct investment provide the immediate promise for infrastructure construction industry. The clear need for infrastructure to support new government institutions, social services and economic growth is leading DFID, UNDP, the EU, WFP, GTZ, and others to promise funding for infrastructure development.

Currently, USAID funded roads projects with Civicon, Work for Food Program (WfP) and GTZ are changing the shape of the economies where the roads are built. South Sudanese report, for instance, that they can find many new luxury items in the Yei marketplace, and that there are now three Matatus traveling daily between Yei and the Ugandan border as well as a commercial bus from Kauda to Khartoum in the dry season.

6.3.5.2 Workforce Implications and Skills Gaps

Two pervasive circumstances suggest targeting the construction industry for southern Sudan's immediate workforce development strategy. The dire need for infrastructure to support economic growth is the first of those circumstances, with roads being the most frequent recommendation business people have for stimulating private sector growth. The second is the feasibility of raising skills to needed levels for this industry. There are already numerous workforce development efforts that are raising related skills among south Sudanese, which with assistance could be moved into the construction trades. The range of needed infrastructure development includes:

- Transportation: roads, railways and airstrip construction and maintenance
- Water and sanitation: water points, latrines, dikes and irrigation systems
- Social service: schools, clinics, government and NGO structures
- Housing
- Communication and IT systems
- Power and electrification systems
- Building materials: cement, bricks, metals, roofing materials

There are two set of skills needed for major infrastructure projects to work effectively: the hands on construction skills themselves and management and policy skills for both the government and private enterprises.

Necessary building trades skills include:

- Carpentry
- Masonry
- Electrical
- Plumbing
- Metal working and Roofing
- Surveying
- Brickmaking
- Construction supervision

Management and public administration skills include:

- Government procurement Contracting
- General management and project planning
- Regional and county planning
- Natural resource management and conservation
- Logistics management and implementation
- Engineering

6.3.5.3 Construction Industry Caution

One benefit of a broad construction campaign is that it provides a visible reminder of economic progress for which local authorities can take credit. A danger is that visible jobs such as carpentry and masonry become an idealized vocational training target, beyond their actual market demand, leading to excessive training, over supply, and disillusioned workers. The best prevention for this is a regular labor market demand survey that informs the overall training supply decisions.

6.3.6 Other Vocational Skills Demand

6.3.6.1 Findings

Though economic data has not been collected for southern Sudan as a region, several skills surveys have been conducted in its more active business centers. These surveys attempt to identify the vocational skills training needed to create employment and meet local demand for labor. While they include construction trades such as carpentry and masonry, they consider a broad array of skills needed in the economy and identify several non-construction priorities, including management, services and processing skills.

CARE Somalia/South Sudan conducted a vocational skill and labor market survey that ranks the following technical skill gaps and training needs as perceived by enterprise owners, potential trainees and non-profit organizations.[33] The notable pattern from this sample drawn from Maridi, Yambio, Yei and Rumbek, is that local entrepreneurs perceive very different market demands than the other two groups. It is likely that potential trainees' demand perceptions mirror the NGOs because those jobs command significantly higher wages and therefore attention. This would be consistent with the fact that the 41 enterprises surveyed also reported that they had a total of 87 current position openings.

[33] Njuraita, Benson for CARE Somalia / South Sudan. Report on Vocational Skills Analysis and Labour Market Survey. 2003.

TABLE 6-E
Skills Demand, as Identified by Stakeholder Groups

Entrepreneurs (41)	Potential Trainees (64)	Non Profit Organizations (27)
Management/Entrepreneurship	Buildings & Masonry	Buildings & Masonry
Food & beverage production	Carpentry & Joinery	Carpentry & Joinery
Accounting	Auto Mechanics	Auto Mechanics
Carpentry	Electronics	Electricians
Tailoring	Computer Hdwr & Sftwr	Mechanics (other)
Bicycle repair	Tailoring	Computer Hdwr & Sftwr
Agriculture	Electrical	Saw Milling
Building	Brewing	Solar Technology
Fruit processing	Agriculture	Communication equip. repair
Electrician	Baking	Business Management

Since this sample covers relatively affluent Western Equatoria and southern Bahr El Gazal towns, a second vocational skills demand study, conducted for UNICEF in East and West Aweil counties provides some perspective from an area in the Nile-Sobat corridor.[34] The recommendations from this study were to focus on essential skills such as Tailoring, Blacksmithing, Carpentry (only for Aweil East), Bicycle Maintenance, Brick Making, and Agricultural extension work.

A third and more geographically comprehensive study of potential IDP participation in the economy notes that most traditional crafts are being replaced by modern manufactured goods in areas where there is open trade. It appears likely that the artisans who will most likely benefit from a growing and modernizing economy are blacksmiths (for agricultural implements) and carpenters. Local demand does not pay more than a subsistence amount and blacksmiths in particular tend to work in groups because they are unable to afford tools individually.[35]

6.3.6.2 Workforce Implications and Skills Gaps

The predominance of agriculture, the subsistence level of most wage and self employment work, and the fact that international assistance provides the overwhelming majority of purchasing power behind demand in southern Sudan, leads to four significant conclusions.

First, workforce development should center on agricultural productivity as the long run basis for the economy. While workforce development projects in other economies tend to focus on manufacturing, services and high skill industries, Sudan's basic strength is in agriculture. The resources that go into this system should be designed to remain responsive to needs and opportunities for agricultural development. This can be assisted by keeping SAAR involved in agricultural training and by developing its relationships with research institutions dedicated to agricultural productivity and competitiveness.

Second, workforce development should use Sudan's unique window of opportunity for international assistance to stimulate a second basic industry that: a) is within reach of current

[34] Chapuisat, Tanya. 1) Vocational Training Findings and Recommendations, and 2) Community Center Income Generating Projects Findings and Recommendations. UNICEF, March 2002.
[35] De Vletter, Fion, for Chemonics. Credit Strategies for Harnessing the Economic Potential of Internally Displaced Persons in South Sudan, 2004.

skill levels, b) can contribute a key enabling environment for the surrounding economy and c) helps to establish the government, hope and stability – namely, infrastructure construction. This second workforce development strategy is to quickly build the construction workforce capacity to absorb expected aid assistance into projects that employ south Sudanese and sustain the country's growth long after development assistance is gone. It is a central part of an integrated training strategy for economic recovery.

Third, southern Sudan needs to learn from the mistakes and successes of other infrastructure works programs and avoid burdening, bloating and immobilizing government with public works employees by training the SPLM government in effective methods for contracting to the private sector.

Fourth, southern Sudan needs to establish a contractor development program that includes subcontracting agreements and rapidly prepare south Sudanese workers for skilled and semi-skilled work in building, roads and maintenance trades.

6.4 WORKFORCE RECOMMENDATIONS: CREATING A RESPONSIVE SYSTEM

Workforce development strategy is at the crossroads of four major policy issues: economic growth, education, social protection, and civil participation in governance. It shapes the relationships between employers, workers, school children, the poor, the unemployed, the government, the powerful and the destitute. The coordination of the SPLM's policies on each of these "crossroads" issues is essential to develop a productive workforce and achieve its south Sudan's development goals. And an effective workforce development strategy can coordinate and inform these policy areas with successful principles to be adapted from comparable economic and social environments.

6.4.1 Private Sector Competitiveness

Fortunately, the SPLM's two central economic development principles – private-sector-led growth, and building from south Sudan's natural economic strength in agriculture - do match the principles of sustainable workforce development tested in similar contexts. Given the limitations of government-led employment, the private sector offers the main long term potential for creating productive and self sustaining employment. The paradox is that while private employers are the most sustainable source of job creation, few firms are interested in job creation for its own sake and even fewer would succeed if they were.

For public and non-profit sector planners who are interested in job creation for its social benefits, such as poverty reduction, the upshot is that 'the goal is not the goal.' To reach the goal of job creation, workforce development strategies should aim instead for the goal of successful, i.e. profitable businesses.

The recommended guiding principle then is for southern Sudan to link its workforce system to the private sector as part of a larger system of economic growth. The development of the workforce should be centered on building competitive advantage for the country's entrepreneurs in sectors that have most potential for success. In southern Sudan this means developing systems that respond to private farmers, traders and small businesses.

In addition, in each of the "crossroads" areas of economic growth, education, social protection, and civil society in governance, southern Sudan should design one or two elements for creating a responsive Workforce Development system.

6.4.2 Responsiveness to Assist Economic Growth

Market Information for Decision-Making: The first step in creating a responsive system is collecting and disseminating relevant market data to inform workforce development decisions. Without this, workforce development efforts are likely to waste resources on skills training for which no jobs exists. The New Sudan Centre for Statistics and Evaluation (NSCSE) provides one opportunity for this capacity and is more fully discussed in the Economic Recovery section of the report. The SPLM and USAID should also encourage private sector data collectors where the market will bear it. While periodic economic forecasting is important, basic employer surveying is an effective way to identify evolving skills development needs.

The second step is institutionalizing the involvement of private sector employers in workforce planning, as in a Private-Sector Council (PSC). Employer representatives should be invited to help select, report and disseminate data in ways that are useful for them.

Finally, employers should be involved in designing skills development methodologies within training institutions. Public-private partnerships are the best guide to training content relevance and encourage employers to commit resources, primarily time, to training. The CARE analysis for instance cited the fact that over 93% of businesses surveyed expressed an interest in hosting internships/attachments for youth apprenticeships.

Leadership: The SPLM should link workforce planning closely to economic planning for the private sector by creating an independent PSC to advise the departments currently taking responsibility for workforce training and to govern the VocEd network described below for vocational training.

Currently, the most ambitious workforce development plans are in the Secretariat of Education and the Secretariat of Agriculture and Animal Resources. While the SAAR and SoE are important for their productive sector and education knowledge, such an independent council comprised of government and private sector representatives, modeled after US Private Industry Councils, would be able to pay greater attention to the labor market. It would also provide coordinating functions to the ministries and the VocEd network in a way that includes and responds to the private sector.

By including members of related secretariats as well as business people, a PSC would improve the GoSS' capacity to coordinate the Secretariats responsible for economic planning, agriculture, education, commerce, infrastructure, law, immigration, and other fields that affect workforce development. A PSC would also improve the government's capacity to implement important workforce development activities beyond education and training.

As a second best, the GoSS should place workforce development leadership responsibilities in the Secretariat of Economic Planning and Finance or the Secretariat of Commerce. While Education has a central role in Workforce Development, the enormity of its responsibilities for Sudan would likely make it difficult to be responsive to the private sector and even more difficult

to direct resources to this area. A third best option, increasing the private sector responsiveness of the Secretariat of Education, is described more fully in the 'responsiveness in education' section.

6.4.3 Responsiveness in Education

In southern Sudan, almost any broad improvements to accessibility and quality of basic education will be a major contribution to workforce development. To maximize that impact on workforce skills, the SoE should incorporate methods for linking learning to work and systematize employers' participation in education policy using the PSC, particularly if they retain vocational training responsibilities. Through the PSC, private sector employers and skilled workers could form advisory boards to assist planning and to recruit other employers for hands-on training opportunities, classroom lectures, exposure tours and career fairs.

Entrepreneurship curriculum and career academies or school-to-work programs in secondary schools could also contribute to graduates' employability. A career academy is a school within a school that allows concentration on subjects related to one career, such as construction or banking, and invites local business people to contribute to curriculum and on the job experiences. Such programs systematically bring local business people to schools as speakers and let students work part time as part of their curriculum. In primary schools, garden plots and school stores can give children both experiential learning opportunities and the foundation for workplace interests and skills important to Sudan's economy.

These initiatives give levels as low as primary school an additional method for integrating and retaining older youth who missed this education due to war. Entrepreneurship curriculum both increases those benefits and supports attitude change toward self reliance.

Finally, vocational training in any Secretariat should include contracting to private sector centers, whether NGO or for profit. Such contracting early on can create flexibility as understanding of demand and appropriate delivery methods mature. In south Sudan, the most experienced and well financed vocational training providers are non-governmental actors such Don Bosco, Norwegian People's Aid, and Save the Children Sweden. Private sector players such as Beso Consulting should also be considered as their plans seem especially cognizant of private sector job opportunities. The GoSS should take advantage of their presence while encouraging the development of local Sudanese workforce training providers.

6.4.4 Responsiveness in Social Protection

Laws governing hiring, firing, worker safety, and social protection benefits have significant impacts on workers, the labor market, and job creation from enterprise growth. The GoSS should examine best practices and the results of the labor related laws in comparable countries. While the southern Sudan's wage employment is underdeveloped at present, a regulatory foundation will quickly become important as growth accelerates and as control of garrison towns shifts to the SPLM.

The central principle is to protect workers in ways that do not increase labor costs and discourage hiring. To do this, the SPLM should develop labor policies and laws to protect workers at the national-level and at the company/business-level using employer and labor input. Before

government revenues grow, GoSS should concentrate on critical but low cost initiatives like providing basic safety standards and best practices guides on non-discriminatory hiring and firing procedures. Special attention should be paid to regulations on women's employment and economic participation, as common attitudes and traditional law in some regions severely limit participation of this large majority of Sudan's workforce. Other groups needing workplace regulatory protection in the short term are children, youth, demobilized soldiers and people with disabilities and HIV/AIDs.

As payroll taxes and other revenues increase, GoSS can consider unemployment benefits structured to allow freedom of movement within the labor market. And as the potential for oil revenues materializes, GoSS should examine countries such as Bahrain, which required workforce development policy corrections after the combination of oil revenue and labor laws unintentionally encouraged expatriate hiring over local hiring, contributing to large scale unemployment.

6.4.5 Responsiveness in Governance and Civil Society

Southern Sudan appears to have little or no participation of the private sector in its current planning. At the recent JAM conference in Nairobi for example, the Secretary of Commerce' absence symbolized this phenomenon. Unless the private sector has a voice in policy dialogue, even well intentioned officials may miss opportunities to encourage its growth.

To that end, USAID should train business and worker associations as well as GoSS officials in methods for incorporating private sector and worker interests in policy making. While some Sudanese fear undue business influence on policy, the regulated participation of more businesses can help counteract single players who wield influence in less transparent ways.

6.5 INTEGRATED RECOMMENDATIONS: WORKFORCE AND ECONOMIC RECOVERY IMPLEMENTATION

Looking across USAID's strategic objective for economic recovery, there is an obvious widespread need for planning, management and evaluation skills at all levels of the public and private sectors. Indeed, the need is so great that any training strategy should also encompass immediate training courses while longer-term, possibly self-sustaining training facilities are developed.

In addition, one should resist the temptation to build too many institutions at once, but rather focus on getting integrated programs and institutions up and running quickly, and build on their success. In addition, the need for trained personnel in south Sudan is so profound USAID would be well-served to promote the development of fledgling private enterprises such as Nile Commercial Bank and Network of the World, (NOW) Inc., so that they too might become training sponsors and eventually training providers.

Three Implementation Strategies

To make the most of currently limited human capacity, USAID and Southern Sudan's implementation strategy for capacity building in economic growth and workforce development should center on three tasks:

- Grow Agricultural Productivity and Commercialization
- Build a Private Sector Infrastructure Construction Industry
- Enable Entrepreneurship

6.5.1 Grow Agricultural Productivity & Commercialization

USAID has several current tools in support of agricultural productivity and commercialization: The agro-technical and agro-business training element of the SAARP, USDA-led technical assistance, Agricultural Enterprise Finance Program (AEFP)/Sudanese Microfinance Institution (SUMI), and the NSCSE for market information collection. SUMI and the SSARP Program have begun assisting traders and farmers in Western Equatoria with some success and some delays. While the strategy is largely on the right track, the needs assessment team recommends two strategic adjustments.

While the two can remain housed in the same centers, the agro-technical and agro-business skills of the SAARP should be more delineated in order to respond more flexibly to demand. There are two reasons for this. The first is to serve farmers and the agricultural sector more broadly and responsively. The second is to increase the flexibility of the business skills centers to serve additional private sector industries led by the market and by the SPLM's economic goals.

First, the work of building technical agricultural skills is a monumental task that requires specialized skills and widespread delivery. Integrating business skills for farmers to respond rapidly to market forces is a good concept. Unfortunately it has slowed the efforts to achieve rapid dissemination of technologies for agricultural productivity.

Agricultural skills training should be offered separately from business skills training to allow the USAID mission to rapidly expand technology training and consider other innovative models. The agricultural side of SSARP's training, for example, could use a combination of Farmer Field Schools and training of trainers to allow more flexibility to adapt to farmers needs across the cultural and climatic differences of the region.

Second, the current link between agricultural and business skills has limited the customer base of the SSARP's business training components. By limiting business training to farmers, fishermen and foresters, the business skills curriculum is not capable of serving (and getting payment for) business skills training to other motivated entreprenuers. It also conflicts with the agribusiness training centers' capacity to train the SAAR public sector staff. The SSARP agribusiness centers' strong business skills delivery capacity should be freed to serve entrepreneurs in other trades and growth industries.

Business skills training should therefore more closely follow the model that SUMI has successfully built, which is to offer a proven service and let the market demand determine its customers. For SUMI, though the target was expected to be agricultural entrepreneurs, and traders have demonstrated the most demand for microfinance services.

This conceptual shift will not mean that farmers do not receive assistance for commercializing their production. The implementers of business skills training should continue to have some modules and outreach programs specifically for farmers and the agro-processing industry *IF* there is demand for business skills in addition to demand for technical skills.

For enabling agriculture-based entrepreneurship, an additional range of business capacity services will be discussed in 'Economic Recovery' sections, including market information services, microfinance and business skills training.

Two Caveats for Separating Businesses and Agriculture Courses

For farmers to have the option of electing agro-business courses, agricultural technology courses, or both, offering them in the same site is of benefit. Given their time constraints, however, they should not be obliged to take one with the other but be allowed to freely demonstrate demand. The separation will also allow specialized program staff to take smaller elements of the course "on the road" to remote areas in shorter chunks of time.

The separation should not be seen as an opening to return to past models of agricultural research-extension service. On the contrary, delineation of technical and business skills is intended to allow more flexibility for experimentation and new practice integration.

6.5.2 Build a Private Sector Infrastructure & Construction Industry

The GoSS and USAID should promote the development of a south Sudan construction industry and in the process refurbish and construct county facilities, schools and hospitals and develop crucially needed roads to support rapid capacity development of the government and the private sector economy. The activity could additionally draw "Diaspora" Sudanese home, and rapidly establish the new government's presence.

Specifically, this pillar would involve constructing the facilities of 30 county seats over 3 years and the organization of a feeder roads program relying on labor intensive methods and private and community based contracting. Integrating these plans with a large-scale contractor development program would create as many as 200 small businesses as sub-contractors and suppliers of construction materials. It would also stimulate demand for the employment of at least 1,500 trained Sudanese craftsmen (masons, carpenters, electricians, etc) and 1,000 road workers to create badly needed economic opportunities for demobilized soldiers and youth.

6.5.2.1 County Seat Facilities Construction

Under the supervision of a U.S. contractor, Kenyan, Ugandan and Sudanese "Diaspora" entrepreneurs would be contracted to design and build (or rebuild) one municipal center, one courthouse and three schools in up to 30 county seats, using Sudanese craftsmen. Drawing upon the 16 county strategic development plans developed under the STAR Program, a municipal plan like the one Creative Associates is developing for Rumbek would be produced prior to construction, and would require training for 60 officials in town planning. Training in international and domestic tendering for 30 county officials would be included.

6.5.2.2 Construction Enterprise and Materials Industry Development

As part of their scope of work, international contractors would also provide mentoring and management development to individual craftsmen to develop into sub-contractors, who would then become contractors employing local craftsmen. During the process, 200 Sudanese

contractors or subcontractor firms would be created with capacity to build facilities without external assistance.

Such construction activities would stimulate creation of suppliers of bricks, building materials, window and door frames, metal roofing/metalwork, desks and chairs, and renewable energy installation, such as solar panels and passive water heating. The new businesses creation would draw support from the developing commercial banking sector, SUMI and other micro-financing facilities, as well as enterprise development assistance of SSARP. Lease-to-own equipment programs should also be considered.

The construction elements of the project would be scaleable across regions, in a first phase targeting 5 cities (one per seperate state), a second phase encompassing 10 cities (one for each planned state) and a third phase reaching the remaining 45 proposed counties.

6.5.2.3 Roads Construction and Maintenance

Additional contractors would be created in a feeder roads project, modeled after labor intensive infrastructure projects by the ILO, DFID and Ibis in Mozambique and elsewhere in Africa. The employment potential in roads depends on donor commitment to construction, but there is almost unanimous desire for road construction from all sectors. USAID, DFID, the Italian and German Governments, FAO, WfP, World Bank and others have expressed a desire to contribute in this area after peace is achieved. Given funding, the ILO and GTZ estimate roads employment at 3,000 person-days per kilometer for rehabilitation, and one permanent maintenance job per 3 kilometers afterward, depending on terrain.

The transportation infrastructure and building industries have some shared needs as well as important logistical differences. While the two Mozambique models provide key learnings for post conflict environments, recommended roads training partners include the ILO, and the Mount Elgon Labor-Based Training Center in Uganda and the Kisii Training Center in Kenya. GTZ's experience on the Kapoeta-Juba and Northern Bor roads and dykes make them another potential partner as their on the job training and mentoring model has helped them hire over 80% of their workforce as southern Sudanese.

6.5.2.4 Vocational Skills Network

The GoSS and USAID should create a "VocEd Network" to build upon existing private sector resources for vocational training, spread best practices, and quickly build capacity to feed the construction industry, as well as other high-demand trades.

The Network would help to assess labor market skills demands from data collected by the NSCSE, coordinate the plans of training suppliers, disseminate best practices, and assist the recruitment and placement of the over 2000 skilled and semi-skilled trades people who would be trained annually. It would serve as a coordinator and market intermediary, fostering changes in programs and curricula in response to changes in the demand for carpenters, masons, plumbers, electricians, road workers, blacksmiths and other trades.

The Network should be governed by the Private Sector Council proposed in the prior section. It should be administered by Don Bocso or another NGO with international experience delivering

large-scale vocational training in post-conflict settings. The Network should provide the technical capacity to help the SoE begin its ambitious plan for supporting 11 vocational training centers and vocational secondary schools. With the Secretariat of Education's current plan is to create new Vocational Technical Colleges (VTCs), the network should assist it to build and shape current private centers in the short term. Longer term goals, such as Polytechnic Institutes can then be developed from those models and sectors that prove their market demand and effectiveness.

Don Bosco is a suggested Network administrator because of its extensive international experience and its current curriculum and train-the-trainer programs for existing centers in Sudan. The responsible Secretariat should consider selecting three or four organizations to implement vocational training in various regions and skills sectors. This would allow the Secretariat to tap existing skilled resources and facilities and to measure the impact of a variety of delivery models.

Recommended organizations for the network include Save the Children Sweden, Norwegian People's Aid, and UNICEF. USAID and the Secretariat should also strongly consider support of a private sector Vocational Training College proposal by Beso Consulting Ltd. to compare the effectiveness of an even more business oriented model in south Sudan.

For the longer term, these organizations should be required to mentor indigenous organizations in vocational training delivery. Informal sector trades can be a starting point for smaller indigenous organizations, particularly youth organizations to contribute and begin developing capacity.

6.6 WORKFORCE DEVELOPMENT RECOMMENDATION MATRIX

The following recommendations and next steps are suggestions for the GoSS, USAID and partners. Though the focus of this assessment is skills training, the importance of labor demand in workforce development makes training integration with business and employment generation critical. The workforce training recommendations thus reflect integration with some employment generation strategies and apply to more than one "Overarching Recommendation." These workforce activities should all be done in collaboration with the SPLM and in direct response to the market economic demands of southern Sudan, so USAID and the SPLM should reassess needs and directions to incorporate on a yearly basis.

Overarching Recommendation	Short-Term Recommendations	Medium-Term	Long-Term
a. Develop Agricultural Skills Competitiveness	1. Expand agricultural technology training that can be delivered in shorter periods and at a distance from SAARP centers. 2. Target quality, marketing and value chain improvement training to selected crops, livestock, forest, fish, and processing product producers (see Table 6-D). 3. Support agricultural entrepreneurs and traders with market information and credit. 4. Train SAAR and NSCSE in market information gathering and distribution systems. 5. Quickly train cadre of natural resource (forestry) management and enforcement staff.	1. Support existing organization projects that develop processing opportunities and technologies, e.g. ASARECA, CGIAR, etc. 2. Develop regional technical assistance in agricultural processing for internal market products. 3. Develop agricultural processing, marketing & quality assurance curriculum 4. Sponsor agricultural specialists training in regional institutions.	1. Develop agriculture and agricultural processing curriculum of future university and technical college.
b. Support Trading and Micro-Entrepreneurship	1. Plan for disruption of peace markets and migration using internal trade promotion and alternative income generation training. 2. Make initial business skills training available through existing training centers: Include literacy, numeracy, basic bookkeeping, inventory & cash flow management, marketing, Develop and train ag traders in communication and market information system use. 3. Create "Private Sector Council" vehicle for private sector input in national small; medium enterprise (SME) and workforce policy	1. Enlist youth entrepreneurship NGOs, such as National Foundation for Teaching Entrepreneurship (NFTE) or Junior Achievement to assist local NGOs. 2. Support Peace building efforts affecting trade – such as anti cattle raiding projects. 3. Train regional and local 'Private Sector Councils' and local governments to collaborate in policies, training content and delivery methods of training institutions.	1. Regionalize Private Sector Councils. 2. Support tertiary school business and economic development curriculum. 3. Include business awareness and skills in schools: address historical stigma and promote entrepreneurship and positive attitudes toward commerce among youth.

Overarching Recommendation	Short-Term Recommendations	Medium-Term	Long-Term
	decisions. 4. Provide training for business support institutions, including banks, transportation, business services, and utilities.		
c. Stimulate Infrastructure and Construction Industry	1. Provide infrastructure and private contracting management skills to SPLM planning and procurement officers. 2. Encourage active SPLM role in organizing and recruiting donor infrastructure investment. 3. Begin contractor development capacity training. 4. Invest in, and assist infrastructure planning in road construction and maintenance, water and sanitation, social service facilities and government and NGO structures. 5. Develop construction trades in vocational education network (see Section F. below). 6. Establish contractor development goals and methods in procurement policies.	1. Support building materials and housing industries with construction financing. 2. Develop state scholarship and study abroad programs for engineering and other infrastructure professionals (Architects, Planners, etc.). 3. Provide mentoring and management assistance to develop craftsmen to sub- and prime contractors.	1. Create civil and other engineering programs in Sudanese institutions. 2. Invest in broad power and electrification projects for cities and towns.
d. Build Responsive Workforce Development System	1. Create Private Sector Council (PSC) to institutionalize employer involvement in workforce planning. 2. Implement policies and disseminate best practices through 'VocEd Network' of existing NGO and private sector institutions. 3. Fund NSCSE and private sector data collectors through research contracts beginning with basic employer surveys of labor skills demand. 4. Conduct annual labor market survey & report. 5. Disseminate SPLM leadership principles of private sector and agriculture-led growth.	1. Use regional and local PSC advisory boards of employers and workers to plan for hands-on training opportunities, career lectures, exposure tours and career fairs in schools. 2. Develop entrepreneurship curriculum and career academies or school-to-work programs for secondary schools.	1. Build quarterly economic forecasting capacity. 2. Develop apprenticeship system with private sector input on standards.

Overarching Recommendation	Short-Term Recommendations	Medium-Term	Long-Term
e. Lay Foundation for Social Protections	1. Develop labor policies and laws to protect workers at the national-level and at the company/business-level. Use employer input to maintain low enough labor costs to encourage hiring. 2. Concentrate on critical but low cost initiatives like providing basic safety standards and non-discriminatory hiring and firing procedures. 3. Train business and worker associations as well as GoSS officials in methods for incorporating private sector and worker interests. 4. Model successful labor laws in comparable circumstances: including effects of oil revenues.	1. Develop regulations on women's employment and economic participation, to address traditional law and prejudice. 2. Create workplace regulations to protect women, children, youth, demobilized soldiers and people with disabilities and HIV/AIDs. .	1. Structure unemployment benefits to allow freedom of movement within the labor market.
f. Create Vocational Education Network	1. Build VocEd Network on existing private sector resources for vocational training. 2. Facilitate VocEd best practice forum. 3. Build training centers' capacity to feed the construction and high-demand trades 4. Explore relationship with Don Bosco as VocEd Network administrator 5. Select organizations to implement vocational training in varied regions and skills sectors: Save the Children Sweden, Norwegian People's Aid, and UNICEF.	1. Support a private sector Vocational Training College proposal by Beso Consulting Ltd. 2. Analyze and compare the effectiveness of more business- oriented model for Sudan. 3. Require network organizations to mentor indigenous vocational training centers.	1. Develop state technical and trade colleges using private sector demand and PSCs as governing leadership.
g. Increase Opportunities for Women and Youth	1. Use women based community groups, such as Christian Women's Empowerment, Panda Hotel, to deliver training to women traders and entrepreneurs. 2. Reform land ownership laws and traditions which inhibit young women's participation. 4. Develop work-based training, internships through youth groups and youth oriented CBOs.	1. Develop regulations on women's employment and economic participation, to proactively address traditional law and discrimination. 2. Research and develop vocational training in fields accessible to women. (see also Chapter 5 and Chapter 8)	1. Develop youth apprenticeships and career academies in secondary schools. 2. Provide online certification courses in youth centers.

6.7 ECONOMIC RECOVERY

6.7.1 Summary of Findings

- Effective resources and income are exceedingly low in south Sudan.
- Adult literacy rates are estimated to be 37% for males and 10%-12% for women.
- The need for economic recovery planning, management and evaluation skills is widespread across public and private sector institutions.
- A handful of NGO and other donor projects are delivering well-targeted, cost effective training in agriculture, livestock and vocational education.
- The first group of 29 trainees who attended the "Induction Course on Central Banking for Southern Sudan" (February 9-20, 2004) at KSMS were recruited from the rural interior of south Sudan, had never worked in offices, and struggled to understand English.
- Those 29 south Sudanese who attended the second KSMS banking training program (March 22- April 2, 2004) included Sudanese recruits from Kenya and Uganda, several with experience in Khartoum banks and some who knew the fundamentals of economics.
- Nile Commercial Bank staffs have only rudimentary bank training.
- The Christian Women Empowerment Program (CWEP) centered in Yei has initiated and is supporting valuable training programs and income generating activities for its 3,000 members.

6.7.2 Institution-Specific Findings

6.7.2.1 National Management Institute

Given the common need for planning and management skills for economic recovery, USAID should consider helping to create a demand driven, private multi-purpose management training institution that would address the need for a wide-range of skills from accounting and auditing to budgeting and financial management, which are needed in both the public sector and private enterprise. Rather than trying to create separate schools of public administration and business management, a chore that would tax even a long-standing government let alone one just getting organized, a combined institution would be more cost-effective and could become operational faster. When the effective demand for either public administration or business management overwhelms this single institution, it could then be divided into separate training facilities.

The institution, which would simultaneously offer a public administration track and a business management track, would share faculty and resources. Important for the future of private enterprise in south Sudan, it could help promote public-private sector understanding and even partnerships as personnel from both sectors share learning experiences at the same institution.

To promote a rapid start-up, some of the faculty that would immediately provide short courses could be drawn initially from established East African training centers such as the KSMS, the Kenya Institute of Administration (KIA), the East and Southern African Management Institute and the Uganda Management Institute (UMI). These same institutions might also be candidates to become sister institutions and could also provide representatives to serve on its board of directors. The new institution could also attract faculty from the Diaspora who might be

reluctant to move back to south Sudan, but would be willing to return for short stints as trainers at a well-organized and financed national management institute.

The private training center might also become the future home of Skills for Southern Sudan. There it would provide a base to continue collecting data on skills available and needed, perhaps also acting as a clearinghouse for personnel moving between the public and private sectors.

Capital costs would have to be covered by multi-lateral donors like the World Bank and bilateral donors including USAID, DFID and the EU. A major effort should also be made to secure the support of private foundations such as the Ford Foundation. Donors who would for the foreseeable future use the institute as a major training provider would fund operational costs. Annually, the institute would consult with government, donors and the private sector to plan its course offerings for the following year.

6.7.2.2 Kenya School of Monetary Studies (KSMS)

The Kenya School of Monetary Studies (KSMS), which was started in the 1980s to fill capacity gaps in Kenya's own financial sector institutions, was built by and is currently subsidized by the Central Bank of Kenya. This mature and modern training institution on a 48 acre campus in Nairobi includes large conference and meeting rooms, a 7,000 volume library, boarding for 160 students, extensive recreational facilities, and a fully-equipped computer lab.

With a capacity to train 800 full and part-time students annually, the School offers several types of training programs: 1) short-term management and skills development courses; 2) professional programs in banking and information technology; 3) chartered financial analyst course; 4) customized in-house training programs; and 5) seminars and workshops. KSMS is market driven in that every two years it conducts training needs assessment of its clients in determining its course offerings for the subsequent two years. Reflective of the quality of the training KSMS is providing, the International Monetary Fund has chosen KSMS to be one of the four regional training centers included in its EastAFRITAC capacity building program.

Given its small core faculty of 5 instructors, most training is provided by part-time "practioners who teach." Training program evaluations are limited to general daily and end of course evaluations by the trainees. There is no attempt to evaluate skills and knowledge learned or the subsequent application of acquired skills on the job.

Under the USAID-funded Sudan AEFP, fifty-eight south Sudanese, in two sessions, from February 9-20 and March 22-April 2, attended a 10-day "Induction Course on Central Banking for Southern Sudan," a general course in monetary policy and banking supervision, including some exposure to micro-finance. The training provided was designed to expose participants to the range of typical central banking operations using the Central Bank of Kenya as a its model. Only a handful of those trained were subsequently "attached" to the Uganda Central Bank for practical application of their new skills.

6.7.2.3 Nile Commercial Bank (NCB)

On January 2, 2002 Nile Commercial Bank (NCB) opened its doors in Yambio as south Sudan's first privately owned commercial bank offering a typical menu of financial services. With an authorized capital of $1 million and a 14 person Board of Directors of south Sudanese expatriates and local private sector representatives, the NCB publicly offers shares in the bank for $20 per share. Branches have already been opened in Rumbek (May 30, 2004) and Yei (September 25, 2004) with plans for further expansion in the near term.

The bank offers products in microfinance, currency exchange, money transfers, savings accounts, current (checking) accounts, commercial loans and time deposit accounts. NCB officials at the Rumbek branch reported in October, 2004 having 128 current accounts and 110 savings accounts, despite the fact that they pay no interest. The bank follows asset based lending practices requiring collateral rather than cash flow lending. The loan portfolio totaled 127,610 Kenyan shillings ($1,700) as of October 2004. At the Yei branch, efforts are underway to establish corresponding relationships with Ugandan banks.

Four officers, only one of whom has a university degree, staff the Rumbek branch, while none of the four person staff of the Yei branch has university training. With the exception of the Customer Service Officer in Yei who formerly worked at the Sudan Central Bank in Khartoum, none of them has banking experience or professional bank training.

6.7.2.4 Network of the World, Inc. (NOW, Inc.)

South Sudan's first cell phone call was made on October 30, 2004 from the new Mobile Communications Center (MCC) of NOW, Inc. in Rumbek. A registered south Sudan cell phone company that begin operations in south Sudan with SPLM encouragement in May 2003, NOW is largely owned by NETFORCE Ltd. whose technical operations center is in Nairobi. Netforce Ltd, with thirteen years of expertise in more than thirty-five African countries, designs and installs state-of- the art communications systems followed by maintenance and management support.

The new NOW, Inc mobile telephone network initiative will eventually supply telephone services and Internet connectivity using prepaid scratch cards to 8 locales in south Sudan, starting with the towns of Yei and Rumbek. Expansion to six additional towns is planned as funding becomes available.

With relatively modest funding, USAID could stimulate demand, create income and foster development of private training providers in Rumbek and Yei by building on this private sector initiative to help create new for-profit local enterprises. Some of them could be retail sellers of handsets, scratch cards and radios. Others might own and operate Mobile Communications Centers in schools, commercial establishments and Government offices. These "communication centers in a box" would consist of stand-alone transportable 20-foot air-conditioned containers each housing four workstations with desktop computers, direct dial community telephones, and a generator to supply all necessary power requirements to operate the communications systems. Each would have a mast with a high speed radio link transmitter/receiver connected to the local NOW network up to 20 km away from the NOW masts.

Some MCCs could also provide technology training, serving as an Internet Café in the morning and a training center in the afternoon. Possible Rumbek locations for an MCC could the commercial center, the 800-student Rumbek Secondary School and a future county government building.

6.7.2.5 Christian Women Empowerment Program (CWEP)

Christian Women Empowerment Program (CWEP) is a registered local non-governmental organization initiated by the women of the Evangelical Presbyterian Church of Sudan. Launched in September 1998 by a small group of women from Yei, who came together to collect and sell river sand, CWEP addresses women's needs through focused development efforts provided on an interdenominational basis. Apart from modest funding from *World Share UK* and *Open Doors*, they have received no external funding.

Showing flexibility in responding to changing member needs, the organization offers member services in three areas: income generating activities, training and other services. Its private business operations include operating a guesthouse for 60 and conference facilities for 350, brick making, small-scale farming activities, oil processing, tie and dye of materials, weaving and tailoring/sewing. They also offer training in mentoring, leadership, basic health, teaching skills, counseling, money management skills and skill-specific training. Other services encompass HIV-AIDS assistance, bible study and micro loans (Ush 4.5 million to date) to small women-owned businesses.

The organization reportedly is growing rapidly, increasing membership from 750 in 2003 to nearly 3,000 members in over 50 chapters today. Recently two chapters were opened in Rumbek, one each in Maridi and Yambio while two more are proposed for Yambio. The outstanding growth and service performance of this local NGO can be attributed to dynamic and visionary leadership.

6.8 ECONOMIC RECOVERY CONCLUSIONS

1. There is opportunity for additional low-cost USAID stimulation of economic activity.
2. Low adult literacy rates will constrain the impact of training for economic recovery and retard modernization of the country.
3. USAID should significantly increase short-term training activities while it continues ongoing long-term efforts to building permanent training institutions.
4. NGOs have valuable experiences delivering training and services which could be taken to scale and contribute to economic recovery.
5. At an average cost of approximately $1,000 per person/two week course, the Kenya School of Monetary Studies offers very good value for the USAID training dollar.
6. In addition to providing cost-effective training, use of KSMS as a major training venue has the added benefit of exposing south Sudanese to the public and private sector experiences of Kenya and other nations represented at KSMS.
7. Currently operating at less than 50% of capacity, KSMS has the planning, organizational and pedagogical skills to provide short-term training solutions for USAID's current economic recovery program for south Sudan.
8. Nile Commercial Bank could make a substantial contribution to south Sudan's economic recovery if its capacity to deliver financial services was improved.

9. The Christian Women Empowerment Program (CWEP) has the potential to expand its reach to more women across a wider geographic area and to become a significant base for USAID sponsored women's activities, including literacy and micro and small businesses.

6.9 KEY ECONOMIC RECOVERY RECOMMENDATIONS

The following recommendations constitute actions to improve training and capacity building for both the short-term (1-3 years) and medium-term (2-6 years).

1. As part of its efforts to improve skills, technologies and practices, USAID should consider training for new private sector firms as they appear, thereby increasing the capacity of south Sudan's nascent private sector to contribute to economic recovery.

2. USAID should consider championing and contributing to a national adult literacy campaign to increase the impact of all training interventions.

3. USAID should undertake a study of the feasibility of creating a private, demand-driven national management institute to meet the huge demand for public and privates sector management skills.

4. USAID should sponsor a workshop and rapid appraisal of NGO interventions to take stock of lessons learned and best practices, which would provide a basis for select new training partnerships.

5. USAID should consider a limited scope grant agreement to the Christian Women Empowerment Program (CWEP) for organizational development, to pilot a national literacy program and to become a conduit for entrepreneurial training for women.

6. USAID should make extensive use of the Kenya School of Monetary Studies to meet it's short-term training needs in the public and private sector in general, not just for training requirements in the financial sector.

7. Working with the SPLM, USAID should establish and apply selection criteria for each training intervention to help insure that candidates chosen for training have the pre-qualifications and language skills to benefit from the planned training.

8. USAID should expand efforts to include post-training on-the-job "attachments" to go along with any classroom instruction provided by KSMS.

9. USAID should give priority to bank training for the management and staff of Nile Commercial Bank as another element of its program to develop south Sudan's financial sector.

CHAPTER 7:HEALTH

7.1 HEALTH CONTEXT

7.1.1 The Southern Sudan Health Context

The health status of the people of southern Sudan is among the worst in the world. UNICEF[36] reports that under-five mortality rates range from 65 to 170 per thousand live births, with under five mortality as 250 per 1,000, and under five deaths as a percentage of total deaths at 57%. The WHO estimates that maternal mortality ratio (MMR) in SPLM areas may be as high as 865 per 100,000 live births. The total fertility rate is estimated at 5.9 live births per woman. Due to their reproductive roles, women have special needs and suffer unique health risks such as maternal mortality due to lack of adequate health facilities. The MMR in southern Sudan is almost three times that of the rest of Sudan and the lifetime risk of dying in pregnancy or childbirth, one in nine, is almost four times that of the rest of Sudan. The 16% percentage of women immunized against tetanus is the lowest in the world as is the proportion of one-year-old children immunized against Diphtheria, Polio, Tetanus (DPT) of 18% and against tuberculosis (TB) of 21%.

The 5% proportion of births attended by skilled health workers is not only the lowest in the world, but it is almost 13 times less than the rest of Sudan. Adding to this, an antenatal care of 16% and a contraceptive prevalence rate of less than 1%, the maternal mortality rate is very high. The limited access to health services is highlighted by the fact that there is about one medical doctor for every 100,000 persons.

Children in southern Sudan are three times more likely to die than children in the rest of Sudan. The prevalence of diarrhea among under fives of 45% is exceptionally high and the prevalence of acute respiratory infection of 30% and malaria-induced fever of 61% are the highest among peer countries. The 21.5% level of under five children suffering from wasting is the highest in the world and suggests that one out of every five children suffers from moderate to severe wasting. Among under five children, general malnutrition is 48% and severe malnutrition is 21%, almost three times higher than in the rest of the world. The prevalence of malaria is almost four times higher than in the rest of Sudan. The level of Vitamin A supplementation with children is among the worst in the world.

Southern Sudan is a low prevalence area for HIV/AIDS, with available data indicating an HIV prevalence rate below 3%, but it is at risk of a rapidly escalating epidemic. Southern Sudan has a wide range of infectious diseases and is prone to epidemics. The level of access to improved water sources is 27% and to sanitation facilities is 16%. This is, respectively, more than three and four times lower than the level of access in the rest of Sudan. Contrary to demographic expectations and despite the impact of war on the male population, southern Sudan is paradoxically witnessing a novel demographic phenomenon with more elderly men than women.

[36] UNICEF Sudan Baseline Study, 2003.

7.1.2 The Southern Sudan Health System

South Sudan operates a three-tier health care system[37]. The first tier is the Primary Health Care Unit (PHCU), the second tier is the Primary Health Care Center (PHCC), and at the top, referral hospitals. All of these are international NGO-supported at present. PHCUs are to be run by Community Health Workers (CHWs), who attend a nine-month public health course, and Traditional Birth Attendants (TBAs), who attend a two- to four-week training course. The PHCUs provide health education, malaria tablets, oral rehydration salt, and other basic medicines. PHCUs are often outposts of PHCCs with no vaccinations, intravenous, or laboratory facilities. UNICEF provides medical kits, through local NGOs or counterparts, to PHCUs that do not have an NGO on the ground. The PHCCs, on the other hand, are theoretically referrals for PHCUs and are staffed by a clinical officer, a nurse, a midwife, CHWs, and TBAs. They provide a wide range of medicines and some them have laboratory services, etc. They do not perform operations and do not have the capacity to perform a C-section.

In south Sudan, there are 17 general hospitals, which provide major medical, laboratory and surgical services. In practice, however, the three-tier classification is non-functional due to logistical and staffing constraints. The distance between the facilities is enormous with no vehicle transport or radio communication between them, thus patients attend the health facility closest to them. Progress has been made in some locations in establishing primary health care (PHC) structures, community health committees, delivering selected health services, and introducing cost-sharing. However, overall, the system has critical constraints including lack of any Secretariat of Health (SOH) budget and salaried workers, a drug system wholly dependant on foreign NGOs, and supervision and information systems conducted principally by NGOs. The community level covers about 30% of the population in stable areas. Other than private pharmacies and unauthorized market drug tables in urban areas, there is a near absence of formal private-sector medical care.

The SPLM SOH recommends a people to PHCC ratio of 50,000:1, however, with only 97 PHCCs in the whole of south Sudan and over half of these in Equatoria alone, the people to PHCC ratio is 82,447:1. The 798 total health facilities provide health care to 7,997,432 people. Of the 17 hospitals in south Sudan, the majority are toward in Equatoria. The current doctor to patient ratio in south Sudan is 266,580:1 while the Sphere standard is 50,000:1.[38]

There are 2,136 operational and water points in the counties that have been assessed by the Water, Environment and Sanitation (WES) sector, this figure does not include open wells or water points that need repair. This number equates to an overall people to water point ratio of 2,506:1 in the assessed counties, while the SRRC recommends 1,000:1 and the Sphere standard is 250:1.

If 1,000 people per water point is taken to be the minimum standard, no county in south Sudan meets the criteria. Tonga county has no water points at all, and therefore, the population of 31,014 people has to rely on unsafe drinking water. Guit, Koch, Old Fangak, and Waat also rely on unsafe drinking water with people to water point ratios of over 15,000:1.

[37] Taken from OCHA Sudan Transition and Recovery Database, Version 1, 4 August 2004.
[38] The Sphere Project, Humanitarian Charter and Minimum Standards in Disaster Response, 2000.

7.1.3 USAID Health Assistance in South Sudan

USAID's primary health care and water and sanitation program[39] emphasizes improved capacity of Sudanese to meet their own requirements for health care. At the same time, the program provides funding for critically needed essential medicines, training, physical rehabilitation of training institutes and communications and logistical support. USAID's program also seeks to help transform the health system in southern Sudan to reduce dependency on the international community and to introduce strategies to increase HIV/AIDS awareness, prevention, and care activities.

Under Strategic Objective 7: "Increased Use of Health, Water, and Sanitation Services," USAID is seeking to:

7.1 Increase use of health, water, and sanitation services and practices through:

- 7.1.1 Equipped primary health care centers and improved coverage,
- 7.1.2 Availability of essential drugs, and
- 7.1.3 Availability of increased range of service.

7.2 Increase Sudanese capacity, particularly women's, to deliver and manage health services through:

- 7.2.1 Created or rehabilitated community health worker training institutes,
- 7.2.2 Trained community health workers, with incentives to encourage women's participation,
- 7.2.3 Established basic public health systems for county health departments,
- 7.2.4 In place key health policies, and
- 7.2.5 Established HIV/AIDS sentinel surveillance.

7.3 Increase demand for health services and practices through:

- 7.3.1 Introduced voluntary counseling and testing centers for HIV/AIDS and STI diagnosis and treatment,
- 7.3.2 Developed and disseminated information, education, and communication programs,
- 7.3.3 Increased use of insecticide-treated nets, and
- 7.3.4 Increased knowledge of health practices.

7.4 Improve access to safe water and sanitation through:

- 7.4.1 Increased water points,
- 7.4.2 Promoted public hygiene education,
- 7.4.3 Constructed latrines, and
- 7.4.4 Provided technical support for water and sanitation maintenance.

[39] USAID 2004 Health Data Sheet.

7.5 Increase access to HIV/AIDS prevention, care, and support services through multi-sectoral approaches:

7.5.1 Prevented new HIV/AIDS infections by reducing risky behaviors,
7.5.2 Strengthened community-based HIV/AIDS care and support, and
7.5.3 Implemented multi-sectoral linkages for HIV/AIDS prevention, care, and support.

To achieve these objectives, USAID has contracted John Snow International (JSI), the US Centers for Disease Control and Prevention (CDC), Population Services International (PSI), and AIDS Alliance. JSI is responsible for carrying out the Sudan Health Transformation Project (SHTP) through sub-grants to local and international NGOs. This program aims to support reestablishment and expansion of primary health care services at primary health care facilities and to strengthen the capacity of the SPLM's SoH and county health departments to implement and manage health programs at national and county levels. One major aspect of this project will be to build the capacity of southern Sudanese health care professionals at all levels to ensure long-term and sustainable development of the health sector. CDC has been contracted to deliver technical assistance and training for HIV sero-surveillance and blood safety. PSI and AIDS Alliance will also soon be joining the team in the fight to prevent the spread of HIV/AIDS in southern Sudan.

7.2 HEALTH FINDINGS

"…We are so thankful for some peace…, but we are even more thankful for our health and the people who help us 'be healthy'…" (Mother waiting in Ganyiel PHCC to have her baby)

The following health findings, conclusions and recommendations are based on document review (see Appendix B for complete methodology), interviews with Nairobi SOH staff and other southern Sudanese health stakeholders, Nairobi- and Loki-based international NGOs working in southern Sudan, interviews and focus groups with staff and students at training facilities in Maridi, Western Equatoria; Rumbek and Billing; Bahr el Ghazal; Ganyiel, Upper Nile; Yei, Eastern Equatoria; and Kumo and Kauda, Nuba Mountains; as well as an institutional capacity assessment in these same facilities, and interviews with county and regional health staff and international and indigenous health organizations based in each of the areas respectively (see Appendix D for list of organizations contacted).

7.2.1 Institutional Capacity

Institutions appear to have a solid foundation and community legitimacy, though their readiness to meet the coming needs and challenges of southern Sudan varies from institution-to-institution:

- three out of eight institutions assessed have the organizational capabilities to continue in the short-term;
- five of these institutions need organizational upgrading to continue in the short-term; and
- none seem to be ready for the medium- and long-term.

Table 7-A shows the assessed, present institutional capacity of eight health training institutions visited. For purposes of requested confidentiality, each institution has been randomly assigned a

number 1 to 8. The eight health institutions assessed include: NPA institution in Yei, the African Medical Research Foundation (AMREF) institution in Maridi, the two Aktion Afrika Hilfe (AAH) institutions in Maridi, IRC institutions in Billing and Ganyiel, the Comitato Collaborazione Medica (CCM) training in Rumbek, and the Save the Children USA (SC USA) institution in Kumo.

TABLE 7-A
Institutional Capacity Findings of the Eight Health Training Institutions Assessed[40]

CROSS-CUTTING Criteria	TOTAL	Institutions								Average
		In1	In2	In3	In4	In5	In6	In7	In8	
1. Planning - tools in place - training plans in place -program plan(s) in place -strategic plan in place	5	3	3	3	3	2	2	3	1	2.5
2. Management -supervision -administration -lines of authority/decision-making	10	5	7	7	7	5	5	6	3	5.6
3. Finance -financial systems -plan for recurring costs	10	6	6	7	7	5	5	6	6	6.4
4. Communications -technology - existence and use of (radio, cell, email, internet, electricity, SAT) -lines of communication and info sharing	5	3	3	2	3	2	1	3	5	2.75
5. Human Resources -qualified staff - administrative -qualified staff - program -gender equity	20	13	16	14	16	11	10	14	4	12.25
6. Assets -building infrastructure -materials (books, pens, etc.) -furniture and other	10	5	7	8	8	5	4	8	8	6.6
7. Methodologies -outreach -curriculum	10	6	6	8	8	5	5	7	4	6.2
8. Environment -leadership -readiness -ethics	5	4	4	4	4	4	4	4	3	3.9
9. Outcomes/Outputs -relevance to USAID SO/IRs -meet the needs of community (depends on sector/trainees/students) -monitoring and evaluation	20	14	14	15	15	15	15	14	10	14
10. Partnerships - partnerships in practice now or planned - collaborative efforts demonstrated or planned	5	5	5	4	3	2	3	3	3	3.5
TOTAL	100	64	71	72	74	56	54	68	47	63.7

Weighting for the scores was assigned based on what capacities must be in place, now, to function and train in the short-term – 20 points; what should be in place in the medium-term to improve functioning and training quality – 10 points; and what should eventually be in place in the long-term to ensure efficient functioning of the institution and high-quality training of all health cadres – 5 points. This does not mean to imply that all areas are not equally important in the long run, but for purposes of assessing present southern Sudan institutions, it seemed more appropriate to weight the scoring in this fashion. In one to two years, when institutions are

[40] Adapted from Dr. Cogswell "Organizational Effectiveness" materials, Fannie Mae Foundation, 2001.

reassessed, all areas should carry equal weight. Scoring out of 100, therefore, filtered out as follows: 85 to 100, optimal capacity, can function in the short-, medium, and long-term effectively ; 65 to 84, capacity, but some areas to be reinforced, can function in the short-term; and 64 or less, weak capacity, significant capacity strengthening needed to be able to function in the short-term.

As can be seen in this analysis, three present institutions demonstrate the capacity to function and train in the short-term; while five of these institutions need significant strengthening to continue to function and train in the short-term. None of the institutions assessed demonstrated the capacity for long-term sustainability, functioning, and training. In general, the weakest areas across the board for all institutions were planning and communications, while the strongest areas were outcomes/outputs and partnerships.

While planning is mostly acknowledged by staff and available administrators to be useful and necessary, there appears to be no clear understanding of what that means and how to use available information to plan effectively, e.g. intake numbers are recorded and distributed, but the trends indicated by these intake numbers are not examined to see what impact they might have on the school, their candidate selection, their budgeting, etc. Financial systems, for the most part, seemed to have been transplanted to the site from the implementing international NGO and a staff person has been trained to simply plug in the numbers. No apparent staff capacity building has been implemented to support the southern Sudan understanding of how to set up and effectively manage financial systems. Assets speak for themselves, while some institutions have "permanent buildings" and others do not, all institutions have varying needs for infrastructure upgrades and capital asset supplementing. Human Resources, Methodologies, Communications, Partnerships and Modalities will be discussed more fully below in Sections 7.2.2, 7.2.3, 7.2.4, 7.2.5 and 7.2.6 respectively.

All of these organizational capacity deficiencies point to sustainability as an issue of key concern. Currently, training institutes appear to be managed, funded and staffed by international NGOs. The eventual focus of the any training program needs to be to transfer the management of these institutions to Sudanese control. While most institutions have south Sudanese staff, only a few are in administrator or principal positions and no designated counterparts have been identified with/in whom to be building these skills.

7.2.2 Staffing Capacity

7.2.2.1 Quantitative Capacity

Reportedly, the health workforce is composed of 4,600 trained staff[41], of which only about 30 are doctors. There are also about 200 clinical officers, 670 nurses, and 730 lab technicians with 1 to 3 years of training. The bulk of the workforce, however, is about 3,000 community health workers, most with less than one year of training. Most Sudanese qualified staff is concentrated in Equatoria and southern Bahr el Ghazal (see breakdown in Table 7-B). Most high- to mid-level cadres in the field are expatriates from neighboring countries of Uganda and Kenya.

[41] SPLM/SoH, "Laying the grounds for the recovery of the health sector in the post-conflict southern Sudan," Draft, March 17, 2004.

TABLE 7-B
Documented Upper- & Mid-level Health Personnel per Region as of February 2004[42]

Region	Doctor	Clinical Officer	Nurse	Lab Technician	PHCW
Bahr el Ghazal	4	82	144	9	735
Equatoria	18	89	409	698	1591
Upper Nile	2	21	54	12	269
South Blue Nile	2	0	0	0	0
Nuba Mountains	4	2	5	2	10

Table 7-C below shows which international and local NGOs are training what cadres and how many "graduated" students they have documented. In addition to these traditional health cadres being trained, hygiene promoters (HP) and expanded program on immunizations (EPI) vaccinators are being trained through Norwegian Church Aid (NCA), UNICEF, and WFP; however, this training does not appear, in most cases, to be conducted in conjunction with or in coordination with any other health cadre training.

TABLE 7-C
International NGO Documented Health Cadre Training
(Represents training since 1999)

International NGO	Health Cadres										
	CHW	*MCHW*	*TBA*	*HAN*	*HEN*	*CN*	*MW*	*ALA*	*LA*	*LT*	*CO*
1. AAH	51	37		68	34	24	14				
2. ACROSS	√										
3. AMREF											75
4. CCM			According to all reports, only refreshers training is presently ongoing	10	6						
5. CMA								√			
6. GOAL	√	√									
7. IRC	89	57		15	10						
8. Medair								√			
9. MSF-SU				45	20		7				
10. Multesers								√			
11. NCA	√	√									
12. NPA				75	50	30		30	30	20	
13. SC USA				√	√	√		√	√	√	
14. SP				√	√						
15. SUHA	√										
16. TearFund	√										
17. ZOA	√										
TOTALS	140	94	0	213	120	54	21	30	30	20	75

(√ indicates that reportedly they train these cadres, but trainee/graduate figures were unavailable or they have not yet started the training.)

While the above table might seem impressive in its coverage, analysis shows, based on present trends and institutional capacity that the yearly rate of training and the approximate over 6 year totals per cadre break down as follows.

[42] STARBASE statistics 14 April 2004.

	Health Cadres[43]										
	CHW	**MCHW**	**TBA**	**HAN**	**HEN**	**CN**	**MW**	**ALA**	**LA**	**LT**	**CO**
Yearly Rate	60	30	30	50	32	15	8	22	10	8	15
6-Year Total	360	180	180	300	192	90	48	132	60	48	90

Given the need for health workers in southern Sudan, these numbers fall far shy of the needs country-wide. As well, based on the regional populations and the regionally-documented numbers of health workers, each region falls behind in the needed number of health workers. Furthermore, if the recommended number of facilities[44] were to be built by 2010, it would imply the need for a corresponding number of trained health workers as detailed in the SOH National Health Policy, clearly a number that cannot be achieved at the present rate of training by the time such numbers of facilities would be completed as can be seen in Table 7-D.

TABLE 7-D
SoH Number of Recommended/Proposed Health Services by 2010 and Corresponding Number of Trained Health Workers Needed

Facility Ratio	Needed # of Facility	Needed # of Doctors[45]	Needed # of COs	# of Nurses			# of Lab Techs			# of MWs	# of CHWs	# of MCHWs	# of TBAs
				HAN	*HEN*	*CN*	*ALA*	*LA*	*LT*				
Hospitals 1:300,000	40	120	200	-	-	1200	80	80	120	80	-	-	-
PHCC 1:50,000	240	-	240	480	480	240	-	240	-	240	240	240	-
PHCU 1:15,000	800	-	-	-	-	-	-	-	-	-	800	800	800
TOTAL	-	120	440	480	480	1440	80	320	120	320	1040	1040	800

Given the present documented number of trained health cadres and the present rate of training (Table 7-C), the present number of tutors/teachers and their teaching capacity, and the overall capacity of institutions to handle the planning, management, administration, and financial systems required, projected numbers do not seem feasible over the next 6 years, or by 2010. As well this does not take into account the need for doctors or any movement of trained health workers to other professions.

7.2.2.2 Qualitative Capacity

Overall, competence levels are considered poor. Many cadres holding non-standard qualifications are in need of retraining and/or formal accreditation. For the most part, tutors are

[43] Figures calculated based on actuals and estimates of all institutions training a particular type of health cadre.
[44] SPLM/SoH, "Laying the grounds for the recovery of the health sector in the post-conflict southern Sudan," Draft, March 17, 2004.
[45] Figures are calculated based on SoH staffing patterns as stated in the SoH "Guidelines for Implementation of Health Policy of the New Sudan," May 1999.

lacking in the skills they need to train the students well. The majority of students are lacking in the skills they need to perform well in the PHCC/U.

While most institutions reported that they were fully-staffed and filled to student-capacity, this assessment also indicates that while staff and students might be in place, the quality of the teaching and education and the skills of the graduating students appear to be less than needed to adequately fulfill the requirements of the jobs, i.e. as health trainer/tutor/teacher, as eventually PHCU manager, as PHCC health provider. Furthermore, no clear job descriptions are in place, or any tools to qualitatively evaluate tutor/teacher performance. Apparently only a few of the tutors have received "teacher training" and this training has consisted of "Training of Trainers" workshops focused on participatory methodologies only, not teacher training courses focused on needed content. As well, many tutors reported that they had never actually worked in a health facility, having gone directly from "school" to "teaching." Tutors, while reportedly highly motivated, appear to lack the skills, training, and experience to teach effectively.

Students, starting at different educational levels, reportedly have challenges learning and interacting. Confidence levels have been effected which have in turn effected the quality of their learning. While, it seems that minimal efforts have been made to *"bring language and maths levels up"* to the needed proficiency, this effort has not dealt with the "in-class, mixed-levels" challenge. No efforts have been made, it seems, to enable students to learn topics at the level where it should be. Rather, the content has been reduced to accommodate the language and math skills of the incoming students. It is not necessary to minimize the quality of content, i.e. technical and medical content, in order to maximize understanding of the students. In fact, what happens is that students are done a disservice by not learning what they need to know to do their jobs well. It is possible to maximize the quality while maximizing learner comprehension and competence through simpler text and straightforward teaching methods. Furthermore, it is not necessary to simplify to the point of losing important essential content. No student follow-up system seems to be in place to provide quality control of performance once students are in at their field posting.

7.2.3 Curricula and Technical Programs

7.2.3.1 Content

While curricula appear to be in place and are approved by the Health Personnel Council (HPC), they are still inconsistent and incomplete. In some cases, even where the same international NGO has been carrying out the same type of training in different places, they had not, until very recently, been using the same curriculum to train the same health cadres. As well, the quality of the technical content is limited. While is it understood that some of the materials may have been simplified to facilitate learning where language faculty has been limited (as mentioned above), the technical, medical content appears to have suffered as a result as well. Training of health cadres must ensure that technical information required is available in a simple, yet comprehensive manner. Teaching materials; samples; up-to-date, useful, relevant, textbooks are either non-existent or in very short supply. Training tools as well must be in place for tutors and students. Copies need to be available during the training and to take back to the PHCC/U. This appears to be the case only in selected circumstances and in a very limited fashion.

Curricula examined lacked essential content for CHWs and MCHWs and contained other content too complex and unnecessary for the tasks required. As with the curricula for teachers and tutors, a job description could help to guide the content and ensure that CHWs and MCHWs are receiving only the training content they need, nothing more, nothing less. Clear job descriptions have been developed by the SoH, but it was not evident that they had been used in the development of the curricula. The Clinical Officers training curriculum was extremely well-prepared and comprehensive. It could be used as a model for any other additional Clinical Officer training programs to be started. The Health Specialist was unable to examine Nurse, Lab Technician, or Midwifery curricula.

Examinations do not appear to have been standardized within the cadres. In some instances it seems, examinations have not even been given or required for "graduation." As well, standard competencies' lists were found. Competency-based health training is essential, not only as it ensures well-trained health cadres, but it also guarantees well-served communities.

7.2.3.2 Length of Training

Some feel extending the length of the courses such as those for CHWs and MCHWs would enable students to learn better. And while that might help somewhat in the short-run, it is not a long-term solution to poor training quality, only an accommodation that will continue to promote poor training. Only in the cases of TBAs, who presently attend 2-4 week courses, and midwives, who attend 40-52 week course, are training lengths insufficient time to train these cadres regardless of their educational level. Other health cadres seem to have acceptable and sufficient training lengths. However, it is not the length of the training course that improves the quality of the output and student competencies, but rather it is having (1) excellent training and teaching tools in place, (2) well-trained, professional tutors, (3) a system that encourages high standard performance, and (4) sufficient, comprehensive practicals that ensure well-trained, well-prepared, and well-equipped health cadres.

7.2.4 Use of Technology

Technology, for the most part, seems to be a *"hope for the future" not a "reality of the present."* When discussing technology plans and needs with institutions and tutors, for the most part, *"we have ordered 2 computers and 1 printer"* was the common response. Little or no thinking has been given to internet or to an Information Technology (IT) lab as a cost-effective resource. Technology can be a limitless resource for training institutions.

7.2.5 Coordination and Involvement

Coordination of health training activities, at the local level, appears to be minimal. Most county health departments (CHDs) have little or no involvement in planning and implementation of training activities. As with the issue of institutional capacity sustainability, the CHDs are to be the foundation of the county health structure and as such must have the capacity and skills required to do their jobs effectively. Training should cover first and foremost the County Medical Officer and the Human Resource Development/Training Officer.

7.2.6 Training Modalities

Training modalities appear to be lacking in variety and confused in practice. Reportedly, phased training, the most common training offered for longer courses, has an attrition rate of 50-60% over the length of the training. While it is understandable that during war times, this phased approach enabled the health personnel to be quickly trained in the basics needed, i.e. tending war wounds, etc., and sent out to the front lines; however, now that peace is approaching, this training approach might need to be reexamined and its appropriateness revisited. Distance education, touted for its wide use, seems to have been confused with periodic, short-term formal and informal training and needs to be reexamined. Numerous opportunities for training variety exist and southern Sudan is in perfect position to see what works best for the training required given where they are in the development process and given the cultural norms to be preserved.

7.2.7 Health Services and Facilities

7.2.7.1 Services for Training Practicum

Quality practicals are non-existent, limited, or extremely costly, i.e. cost of sending students kilometers- or countries-away. Most students work weekly in a PHCC or PHCU, but never have the opportunity to practice some essential skills that they need because services are either inadequate and patients are sent to a larger facility or hospital or the types of cases needed never arise during their training period. In many cases, larger facilities exist, but they are too far away and no transport to travel to these practicum facilities is available. In some cases, students walk for 1 hour to their practicum site and then back, reducing not only the time they actually have for their practice, but also cutting into their class time. Facilities in Sudan, in most cases, used for a practicum are ill-equipped, understaffed, and overbooked, not allowing for the training needed to provide a quality practicum.

7.2.7.2 Linkages to Health Services

Training is ill-linked to health services. Though many students have come for health training simply because they have no other options and are being sponsored by an NGO from a particular community with the express purpose of returning and serving in that community, often, it seems they do not practice and they do not return to the community to serve in the PHCC or PHCU. Furthermore, because the sponsorship is NGO-driven, often times it does not satisfy the greatest need, it satisfies the need of that NGO's community. There does not appear to be a secretariat-driven training plan that assesses areas of greatest need, calculated the number and type of cadres needed, seeks sponsorship for that training, and then places those trained back into those communities with greatest need. To date, it would seem that training has been NGO-funding-driven and not SoH target-driven or proactive on the part of the SoH and that NGO's have influenced the subsequent placement of the trained health workers, slotting them back in where NGOs work and have a vested interest, not necessarily where the need is the greatest.

7.3 HEALTH CONCLUSIONS

7.3.1 Summary

If health is to improve in southern Sudan, then several significant training and capacity development initiatives need to be undertaken. Studies show that quality health services, quality health personnel, and quality health promotional activities can and will improve individual health and change the health status of a nation. There have been several overarching concerns identified during the assessment of the Health Sector in southern Sudan. These include the following:

- All training initiatives and capacity building must be done with and for the Secretariat of Health as well as county health departments. The ultimate capacity must be built in these two units.

- Most present health training institutions need significant organizational capacity upgrading to meet the coming health needs of south Sudan.

- An insufficient number of mid-level health workers are being trained.
- The workforce is internally distorted, with fewer higher- and mid-level cadres.

- The workforce is adequate to operate the small existing network, but cannot handle the expansion and need anticipated.

- Training choices to date have responded to local concerns and feasibility rather than an objective analysis of feasible health facilities needs and staffing of same.

- Tutor training has been spotty, inadequate and inconsistent thus creating a cadre of *"mediocre tutors."*

- Students experience learning challenges and slowed learning curves because *"differing education levels are in the same classes, studying the same courses."*

- Curricula are inconsistent and examination procedures are ill-defined and administered. *"Standardization in medical training is essential to quality service provision."*

- Curricula for all levels and all cadres need to contain the medical, health information required to adequately perform the roles and responsibilities expected.

- Use of technology can provide a global view to health issues bringing a new perspective to students and tutors alike.

- Use of technology, an invaluable tool for health training and for staying abreast of pertinent health topics has been minimal *"Technology thinking is small… not as big as south Sudan needs…"*

- *"To maximize resources and minimize wastage, coordination of health training activities at a local-, county- and regional-level is essential."* CHDs, as ultimate coordinators of training activities, need to be regularly involved.

- Lack of variety and clarity in training modalities has *"stagnated the training environment and frustrated both tutors and students alike."*

- *"Training and teaching have become synonymous"* creating a void in actual medical learning and comprehension.

7.3.2 Priority Capacity Needs and Broad Strategies to Address

Table 7-E below shows, in broad terms, the overarching types of capacity development needs in the health sector: the need for trained personnel, the need for training institutions, the need for training health facilities, and the need for training materials. Furthermore, the table gives a general idea of broad strategies for addressing each of these enumerated capacity development needs. An analysis of this table indicates that training and quality improvements are critical to the success of any training and capacity development plan for south Sudan, with external recruitment, use of Diaspora volunteers, and infrastructure reinforcement playing a secondary role in this success. Fortunately, implementation of broad strategies could initially focus on the more cost-effective choices to strengthen capacity moving to the equally effective, though more time- and resource-consuming strategies only as needed. Quality improvements across the board could be the initial effort with training utilizing existing institutions as a concurrent effort. Use of Diaspora volunteers could be a follow on depending on the status of quality improvements and in-country training efforts, except in the case of doctors, where the program should be immediately tapped to locate and place doctors. Infrastructure reinforcement could take place after other efforts are in progress and accurate staffing projections could be run to determine the actual, at that juncture, need for infrastructure. External recruitment could be used on an ad-hoc basis depending on the needs that have not been filled by the other strategies. It could be held in reserve until interim assessments had been completed and personnel needs re-determined.

- A "training" strategy, i.e. strengthen existing training programs through existing training institutions by enabling these programs to double or triple (a) the number/type of cadres they train and/or (b) the number of trainees trained with each graduating class.

- An "external recruitment" strategy, i.e. hire staff/cadres from outside South Sudan, this can mean expatriates as well as South Sudanese. The key factor here would be that the person would be recruited and hired, s/he would not be a volunteer.

- A "Diaspora Volunteer Program" strategy, i.e. locate, motivate, and place South Sudanese volunteers with appropriate skills for necessary skill areas and funnel through the developed Volunteer Program.

- An "infrastructure reinforcement" strategy, i.e. provide support and funding for infrastructure, i.e. construction of new facility

- A "quality improvement" strategy, i.e. focus on content of training materials, trainer experience and training, access to technology to assist in learning process, and renovations as needed.

TABLE 7-E
Priority Health Capacity Development Needs and Broad Strategies to Address These Needs

Capacity Development Needs	Broad Strategies to Address These Needs				
	(1) Training	(2) External Recruitment	(3) Volunteer Program	(4) Infrastructure Reinforcement	(5) Quality Improvements
Health					
1. Trained Personnel					
a. Doctors	-	High	High	-	-
b. Clinical Officers	High	-	Low	-	High
c. Nurses	High	-	Med	Med	High
d. Midwives	High	Med	-	-	Med
e. All other health cadres	Med	-	-	High	Med
2. Training Institutions	Low	-	-	High	Med
3. Health Facilities	-	-	-	High	-
4. Training Materials	High	Low	Med	-	High

[Indicates high priority, medium priority, low priority; if nothing is indicated, it is not considered a useful broad strategy to address that need.]

7.4 KEY HEALTH RECOMMENDATIONS

The following table indicates some overarching recommendations and steps that could be taken to improve the health training and capacity building structures and systems of both training institutions and the general health care system alike. For purpose of these recommendations, short-term means in 1-3 years, medium-term means 4-6 years, and long-term means 7-10 years. It is also essential that all steps into the future of south Sudan's health must be taken together with the Secretariat of Health with the ultimate goal of building its capacity to plan, manage, and administer its health care system.

7.4.1 Recommendations to USAID

The following four recommendations are a priority. USAID should consider:

1. Utilizing/Engaging the following priority partners in health training: International Rescue Committee (IRC), Aktion Africa Hilfe (AAU), and Save the Children USA (SC USA) in resource support and capacity building work with the SoH and the county health departments as well as mid-level training expansion and lower-level training continuation.

2. Supporting needed health cadre training and increased number of health workers trained in 3 existing training institutions. IRC and Save the Children US training institutional capacity could be increased to train not only more health personnel, but also to train cadres presently not being trained sufficiently in south Sudan, e.g. TBAs and midwives. With the completion and/or rehabilitation of 3 training schools using the school design of Save the Children US in Kumo, about 90 CHWs, 90 MCHWs, 40 Nurses, 40 Lab Technicians, 60 TBAs, and 60 midwives could be trained each year.

3. Setting-up and strengthening SoH emerging management systems. While new management systems are conceived, designed and tested, managers can "learn business by doing" as counterparts to international NGOs.

4. Supporting the following training projections (Table 7-F below) and encouraging the infrastructure and staffing patterns required to make this a reality.

The following training projections are proposed as a feasible six-year goal. Based on an approximate yearly training cost[46] of $750 per lower-cadre head and $1500 per mid-level, to achieve this goal by 2010 would require a financial commitment of $4.68 million, exclusive of infrastructure upgrading, curricula and teaching materials improvements and adaptation, tutor skills upgrading, and institutional capacity building, which as a low-side estimate would be about $300,000 per institution over 3 years or around $5.5 million.

TABLE 7-F
Possible Human Resources and Training Projections for Various Health Cadres by 2010

Facility Ratio	# of Facility	# of Doctors	# of COs	# of Nurses	# of Lab Techs	# of Midwives	# of CHWs	# of MCHWs	# of TBAs
Hospitals 1:300,000	40	80 2/unit	120 3/unit	800 20/unit	160 4/unit	40 1/unit	-	-	-
PHCC 1:50,000	240	-	240 1/unit	240 1/unit	240 1/unit	240 1/unit	240 1/unit	240 1/unit	-
PHCU 1:15,000	800[47]	-	-	-	-	-	400 1/unit	400 1/unit	800 1/unit
TOTALS	-	80	360	1040	400	280	640	640	800

These projections count on a doubling of the training numbers across all cadres of the present rate of training. Furthermore, the cadres that are not presently being trained or of which very minimal training has occurred to date, i.e. nurses, TBAs and midwives, these training numbers would need to be tripled. Doctors have been excluded from the projections as training is not the answer to getting the numbers needed in the short-term or medium-term. See Chapter 10 for Volunteer ideas to fill this gap. As well, these projections are based on facilities being upgraded and in place for health workers and communities.

7.4.2 Recommendations to the Secretariat of Health

The following recommendations and next steps are suggestions for the SoH and its partners. All health activities eventually to be carried out should be done in complete collaboration with the SoH and in direct response to its needs and the health needs of southern Sudan. As well as steps are taken and activities advanced, reassessment of needs and directions should be incorporated into the process on a yearly basis. Recommendations have been presented in priority order as medium- and long-term build on short-term and recommendations within terms build on each preceding recommendation.

[46] Based on cost per student figures quoted in the field by health implementing training partners.
[47] In the short-term, PHCUs would be staffed by either a CHW or a MCHW not both.

TABLE 7-F
Key Health Recommendations for the SoH

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
a. Build organizational capacity of at least 10 existing institutions	1. Use the design and construction model of SC USA training institute in Kumo for renovations and/or construction Upgrade existing infrastructures in 3 regional institutions for mid-level cadres to expand the numbers of mid-level cadres trained 2. Encourage "SoH counterparts" within each international health NGO and health training institution 3. Revise and establish new set numbers for "health facilities" to be created (see Table 7-D) 4. Develop registration requirements for health training schools 5. Train school administration and principals 6. Bring all together regularly 7. Create school staffing structures 8. Train administrators in data management and use data	1. Create a "Training Unit" within the SoH 2. Rehabilitate health facilities for quality "practicals" 3. Rehabilitate 10 (2 "local" training sites per state) for lower-level cadres, keeping people closer to home for their training 4. Develop short training courses for school principals, administrators and staff	1. Create/reorganize 3-5 regional health training centers, which offer mid-level in short-term and higher-levels in medium- to long-term 2. Create an M.Ed. specialty for institutional administration and management 3. Create a School of Public Health and a Medical School for upper-level cadres
b. Upgrade at least 105 health facilities for training and service provision 5 hospitals, 25 PHCCs, and 75 PNCUs.	1. Identify 1 hospital per region as a "training facility" and ensure that it is up-to-standard for training 2. Develop a structural assessment of at least 1 rural hospital in each region 3. Renovate those hospitals based on the assessment 4. Develop a "hospital kit" which should include a list of all	1. Based on numbers determined in #4 of short-term recommendations, upgrade or build at least 5 PHCC per region and 15 PHCUs per region, all must be done with the participation of the involved communities 2. Continue assessment as necessary 3. Prepare PHCC and PHCU kit lists 4. Supply upgraded or built facilities	1. Continue hospital, PHCC, and PHCU assessments 2. Continue upgrades and construction

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
	equipments, etc. needed to for the effective functioning of a hospital (similar to what UNICEF and WHO/EDP use for essential drug supply) and ensure that the upgraded hospitals have all items. 5. Assess the number of functioning PHCC and PHCUs	with necessary supplies and equipment	
c. Create a cadre of at least 50 (5 per institution) professional, well-trained teachers/tutors	1. Provide "models" packages 2. Develop clear job descriptions 3. Collect and adapt simple, qualitative performance tools 4. Form a "Mobile Master Training Team" 5. Import higher-level cadres from neighboring states and from Diaspora Sudanese as a stop-gap measure, while building in-country capacity 6. Send tutors out for regular "on-the-job" work 7. Develop distance education tutor training courses	1. Develop a database of available short courses for tutors and establish a "sponsorship fund" for these courses 2. Restructure the workforce through qualitative upgrading and consider a moderate expansion - 25% - of its cadres.	1. Create a 1-2 year accredited tutor training course 2. Send tutors on training study tours
d. Develop high-quality curricula and teaching materials	1. Form a curriculum design team 2. Prepare curricula "expanded outline" and "master plan" for all health cadres based on job descriptions 3. Agree on standardized curricula and teaching materials for each cadre 4. Develop curricula that is more competency-based 5. Distribute reference materials to schools and students 6. Develop training modules for	1. Develop standard examination and certification/accreditation 2. Develop regionally-specific health courses	1. Produce an "on-the-job" materials kit for each health cadre and provide to each student upon graduation 2. Write south Sudan-specific text books

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
	community health committees and other as appropriate and needed		
e. Expand use of technology in at least 5 institutions	1. Develop a standard IT package for health training institutions and supply 2. Provide IT experts to install and train	1. Add IT staff to all institutional staffing structures 2. Develop Sudan online health refresher courses	1. Create "Use of IT and Health" courses 2. Provide online certification courses
f. Provide students with opportunities and options (See Table 7-F for numbers to be trained)	1. Add 3-month language and math courses 2. Provide "bridging" courses for women 3. Establish 2 all-women's CHW and MCHW training institution 4. Add TBA and midwifery training to 2-3 institutions and increase the length of training for both 5. Design feasible staffing patterns for health facilities and adjust trained staff numbers and needs accordingly. 6. Consider adopting new training projections 7. Develop pro-active training scheme that assesses geographic areas of greatest need, calculates the number and type of cadres needed in those areas, seeks sponsorship for that training, and then places those trained back into those communities with greatest need. 8. Revise/clarify PHCC/PHCU job descriptions 9. Establish a "sponsorship fund" 10. Collect and adapt simple, qualitative performance tools	1. Upgrade entrance examinations 2. Institute beginner-, intermediate-, and advance-level courses 3. Consider creating a "community health nurse" cadre 4. Develop regular refresher training courses 5. Institute supervision/in-service training system, aimed at ensuring adequate standards of care 6. Provide refresher or prep courses for entrance exams 7. Revise hospital, PHCC/U staffing patterns 8. Develop elective special topics	1. Establish a recruitment centre in each institution 2. Develop continuing education courses 3. Develop 4 parallel study tracks: (1) public health, (2) community health, (3) reproductive health, and (4) tropical medicine

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
g. Ensure coordination of health teaching and training activities	1. Create a health training consortium of training representatives from SoH, CHDs, NGOs, etc 2. Gather accurate training numbers on which to finalize training projections, both in terms of cadre and numbers needed	1. Form CHD network for CHD Training/Human Resource Development Officers 2. Develop regional health training plans that reflect overall national health strategy and regionally-specific needs	1. Revisit and revise the National Health Strategy
h. Create training and teaching variety	1. Develop a "menu" of teaching and training options from which to choose covering what is available, how to choose, how to use, with whom and on what subjects, etc. Should include: ✓Distance education ✓Long-term and short-term residential ✓Informal and formal ✓In-country, regional, and international	1. Form "teaching and training" supervisory team	1. Create health teacher training institute with 1-2 year programs and degrees

While the health challenges of south Sudan are great, the south Sudanese are definitely up to the challenges that lie ahead. They are eager, motivated, and optimistic, but above all they are taking control of their own health destinies and are ready for the training and capacity development needed to achieve this.

CHAPTER 8: GENDER

8.1 GENDER

8.1.1 Gender Context in South Sudan

"It is in the arrangements for marriage that the relative powerlessness of women in many South Sudanese cultures can be most easily understood. When a young woman gets married, her husband will be required to pay a dowry to her family, usually in the form of heads of cattle. The union is, therefore, seen primarily as a material transaction between the husband and the woman's family, rather than a personal bond between husband and wife."[48]

The Executive Summary of the 2004 *Baseline Study on the Status of Women in the New Sudan* indicates that certain tasks and patterns of behavior have been ascribed to either men or women. In nearly all developing societies, women's peace time roles include maternal; occupational; conjugal; domestic; kin; community; and individual. During peace time the roles of men include participation in settling family disputes, observing marriages, contributing to food and drinks at ceremonies, and guaranteeing community security. Men are also expected to participate in political decisions at the local and national levels.

However, in times of conflict, this changes significantly and vulnerable members of the community — women, children, the disabled, elderly, and sick — are the most affected. In situations of armed conflict, women are forced to perform roles beyond those traditionally assigned to them. These new roles place additional demands on women's time and resources, making it very difficult for women to participate effectively in social, educational, economic, and political issues which affect their lives. New roles include:

- provide for the security of the household;
- secure shelter;
- reach decisions and manage affairs;
- participate in combat and non-combat war activities;
- provide the fighting forces with food; and
- ensure comfort for the fighters.

This has been the context in southern Sudan for women. Their situation has been exacerbated by the impact of civil and ethnic conflicts for more than two decades. To perform their wartime tasks, women in South Sudan have been forced to operate in an environment which is often hostile and broad in scope. Furthermore, the destruction of basic physical infrastructure, loss of lives and property, a breakdown of social structures and institutions, a breakdown of law and order, appalling social services, and a deterioration of social norms and value systems has led to conditions that are barely tolerable. The present state, and the 20-year war which preceded it, have further aggravated the status of South Sudanese women and girls by creating and perpetuating a culture of conflict, violence and lawlessness where crimes of rape and abduction of girls and women are common ordeals for many South Sudanese women and girls.

[48] Special Report on Women in the South, OCHA IRIN News Org, 2004

8.1.2 Gender Efforts in South Sudan

In South Sudan, the emancipation of young girls and women is just beginning, and the process is hinging on the growing realization by civil society planners and practitioners that for national development to be complete and effective women's concerns and perspectives must be incorporated into development planning and that the benefits of development must be equally shared between the sexes.[49]

The new Constitution ratified in early 1998 prohibits discrimination based on race, sex or religion "…it liberates women from injustices in all aspects of life…," however it has yet to be put in practice.[50] Furthermore, on May 26, 2004, the GoS and the SPLM/A signed an agreement allowing women and men to marry according to their respective family traditions, however, it specifically stipulates that both parties will protect the equal rights of women and men as laid out in the International Covenant on Economic and Social Rights.

According to an August 30, 2004 report of the UN Secretary General, "the legal obstacles in southern Sudan to the treatment of victims of gender-based violence…are a matter of concern." The Secretariat of Justice cited this report at the Joint Implementation Mechanism Meeting with a view to amending current legislation. Action is still pending. In addition, at a July 6, 2004 African Union session on gender, sexual and gender-based violence were discussed and possible strategies to offer women mechanisms to deal with this violence were delineated. Though strategies have not yet been finalized or put in place, the fact that the discussions are on the table and that strategies, policies, and legislation are being negotiated is an encouraging sign that gender issues are being taken seriously.

Women's educational levels are low and functional illiteracy rates are high - 88%. As studies have shown, education and literacy are closely linked to empowerment and citizenship. Building on this basic premise, several local Sudanese organizations have begun programs with women to increase not only their literacy levels but their understanding and awareness of health, education, governance and economic growth issues. Women's groups have organized themselves to train in non-traditional trades such as carpentry. Efforts are not yet country-wide, but they appear to be gathering momentum as other women, other groups, and other associations see the potential benefits and as southern Sudanese women are mobilized around issues of social reform.

Fundamental changes need to be made in the future when revising southern Sudan gender initiatives, strategies, curricula and materials, and training programs in light of emerging gender policies across the south. The late Yousif Kuwa[51] summed it up best when she said, *"…to support women, to give them access to education, to responsibilize them, and to guarantee them a role equal to men is to develop Sudanese society..."*

[49] Overcoming Gender Conflict and Bias: The Case of New Sudan Women and Girls, by Suzanne Samson Jambo, Nairobi, 2001.
[50] UN Sudan Country Page-Gender, 2004.
[51] Taken from "Lighting Candles: Analysis 2003 of the Education Sector from an EFA Perspective in the SPLM-Controlled Areas of Nuba Mountains, Sudan," Anna P. Obura, Nairobi, 2003.

8.1.3 Findings

The following findings are based on document analysis and interviews with leaders, women's groups, and women in Maridi, Rumbek, and Kauda.

According to several reports, there has been an evolution of a culture of violence which severely affects the population of South Sudan, particularly women and young girls. This situation is compounded by harmful traditions and customs which constrain women's lives. These practices were cited many times during interviews with young Sudanese women. As one young paralegal widow reported, *"…my children and I now belong to my brother-in-law. Neither the law nor the Church can help me…When there is a contradiction between the traditions and what the law or church teaches, tradition always wins."* Negative customs and traditions include forced and arranged marriages, forced wife inheritance, bride price, and relegation of the girl-child to a mere object which must be sold to the highest bidder, preferably at a tender age.

Interviews with local leaders showed that even discussions around "gender" could produce disagreement and disgruntlement, e.g., in one interview, an elderly participant simply walked away from the discussion. Furthermore, it seems that the word "gender" is confusing to many South Sudanese women, and it is threatening to many men. They do not relate "gender" to their own situation, but to other parts of the world.

Significant and relevant anecdotal and objective evidence revealed that:

1. Women constitute almost 2/3 of the South Sudanese population.

2. Though women account for over 65% of the South Sudanese population, they appear to have been intellectually, economically, socially, and politically marginalized.[52]

3. Women have few, if any, legal rights.

4. Women are treated like objects, their value rests on how many cows they are worth.

5. Only 6% of the teachers are women; 1% of the head teachers are women; and .01% of the educational administrators are women.

6. Less than 50% of girls who attend actually finish secondary school.

7. Girls/women appear to be kept too busy with "domestic" chores to attend school.

8. Many parents keep their girls away from school so that they won't be "spoiled."

9. In reported cases, it seems that whatever money women earn must be given to their husbands, who then return a small portion of it to them for living expenses.

[52] For purposes of this assessment, marginalization has been defined as "not being included fully in social, political, and economic decision-making."

10. Civil authority preaches equality between the sexes, but apparently does not openly practice it.

11. Less than 1/10 of all health workers are female.

12. Few southern Sudanese women are health tutors or administrators.

13. Women have filled the workforce gap during wartime and now fear being "pushed aside" during peace time.

14. Women are trying, but their voices seem to go unheard.

15. Women have suffered disproportionately in the long-standing war.

16. Women have a positive role to play in promoting peace and security in their communities, but there is an enormous need for education and skills training.

17. Gender roles in southern Sudan have been shaped by culture and by social and economic underdevelopment.

18. Women's vulnerability has been increased due to the enormous loss of life, coupled with military conscription and economic insecurity.

19. Many women are heads of households in an environment of abject poverty, inadequate healthcare, lack of an education system, and the breakdown of family structure.

20. The patriarchal culture imposes restraints on women's interaction with men who are not relatives and defines what constitutes "women's work."

21. There is a pervasive perception that women lack the qualities and experience to hold office, despite the fact that very few south Sudanese men have gained any experience in governance during their years of fighting.

22. Women experience significant cultural and educational hurdles and the legal barriers to breaking the traditional molds are great, i.e., women are still considered legal minors under customary law.

23. Women have very low status both in the public and the private spheres as a result of a variety of marriage laws, both statutory and customary.

24. SPLM policy dictates that 25% of its positions be held by women, but in reality the number is far lower.

Gender is being treated as a cross-cutting issue in JAM. This is in recognition of the significant inequalities between men and women, girls and boys, and hence the need to pay special attention to identifying their needs. UN Development Fund for Women (UNIFEM) is providing the lead in ensuring that gender is cross cutting. JAM's strategy for bringing the concerns and

experiences of women and girls to the forefront is an integral dimension of the JAM. The ultimate goal is gender equality in addressing needs and allocating resources.

South-to-South dialogues have focused on organizing women regionally through the Commission of Gender and Child Welfare by working with the Women's Secretariat. Program for Advancing Conflict Transformation (PACT), in collaboration with Christian Aid, recently sponsored three regional women's workshops to strengthen key processes, mechanisms, and institutions for responsible governance and civil society development. Through this process, formal systems for engaging women have been identified, regional representatives have been elected in a democratic fashion, and resolutions have been made towards identifying roles and responsibilities of key women in each of the regions of South Sudan. It would appear that the women are becoming organized regionally, and that women's roles in participating in the development of the evolving southern government are being clarified.

8.1.4 Conclusions

The overarching constraint to women moving ahead in south Sudanese society is two-fold: negative traditional attitudes (as cited in Section 8.1.3) compounded by lack of education and low levels of literacy. This constraint holds true for girls as well as women.

A family member with full human rights, whether male or female, should enjoy respect and consideration for her/his welfare. As a woman/girl within the family structure, she should be able to expect her family to accommodate the choice(s) she makes in life such as acquiring an education or any choices that impact her welfare. However, in South Sudan this does not appear to be the case within many traditional communities.

Empowering women's organizations through education and skills training and development is essential. It could increase confidence in the peace process and ensure the sustainability of peace in the ensuing post-peace period. As part of the process, general sensitization or awareness programs need to be designed and delivered to ensure that Chiefs, elders, other community groups, the military, political movements, the legal profession, various law enforcement agencies, social groups, and churches incorporate learning opportunities for women.

The GoSS needs to consider laws and policies that could enable and enforce a movement towards increased, equitable opportunities for women and girls.

"It is rather difficult to ascertain whether fair constitutions and government policies are the final judges towards the achievement of true equality and gender equity. However, it is definitely a positive step towards the right direction. Clear and explicit provisions for the protection of women's and girls' rights show commitment by the concerned government(s) towards the welfare of its citizenry. It also ensures the development of women and, hence, the development of nation(s). Equity brings justice to the people. And where there is justice, citizens are motivated to live 'happily' alongside each other."[53]

[53] Overcoming Gender Conflict and Bias: The Case of New Sudan Women and Girls, by Suzanne Samson Jambo, Nairobi, 2001.

8.1.5 Cross-Cutting Recommendations

8.1.5.1 USAID-Specific

"There are three essential elements in gender awareness: first the recognition that women have different and special needs; second that they are a disadvantaged group, relative to men in terms of their level of welfare and access to and control over the factors of production; third that women's development entails working towards increased equality and empowerment for women, relative to men.. "[54]

USAID is in a unique position to promote these elements: (1) it is at the forefront of development work in southern Sudan, (2) it has partnerships and associations already in place with exemplary local and international NGOs working to further women's rights and advance gender equity, and (3) it has the resources to tackle all three essential elements simultaneously in collaboration with the GoSS.

With this in mind, USAID should consider:

- Working more closely with Grace Okonji, Gender Expert for the North, and Shanni Harris, JAM Deputy Coordinator in the South.
- Supporting South-to-South dialogue activities through the Commission of Gender and Child Welfare and the Women's Secretariat and in collaboration with international NGOs, such as PACT and Christian Aid.
- Adopting a JAM approach to gender inclusion in training activities.
- Ensuring gender considerations in all USAID activities by building gender language into all SOs and IRs.
- Actively seeking a southern Sudanese woman for the Multi-sectoral Training Coordinator position (see Chapter 3, Section 3.2.3).

8.1.5.2 GoSS-Specific

With USAID assistance, the GoSS should consider a campaign to implement the following short-medium-, and long-term recommendations to support gender equality in South Sudan's emerging society.

[54] Longwe "Toward Gender Equity," 1991.

TABLE 8-A
Key Gender Recommendations for the GoSS

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
a. Ensure gender equality	1. Encourage parents to send their girls to school. 2. Outlaw traditional practices such as polygamy, female genital mutilation, wife inheritance, and excessive dowries. 3. Find and build upon female "role models" to prove that women do/can have a voice and place. 4. Establish a program aimed at targeting more girls/women to become teachers in both formal and non-formal education. 5. Ensure women's participation at all levels of civic, economical, political, and legal decision making and leadership. 6. Educate families to equalize the sharing of the burdens of "domestic" chores between girls/women and boys/men.	1. Promote a program to encourage girls/women to become involved in public life, business, and science/technology. 2. Institute legal penalties to those who commit verbal, physical and sexual abuse against women. 3. Ensure that community groups and authorities undertake the major task of providing appropriate growth and development of the "girl-child", orphans, and the disabled. 4. Educate the community to gradually phase out early and forced marriages. 5. Prepare and deliver field workshops on "Women and Equality" in the field to Tribal Chiefs, PTAs, and local government officials.	1. Invite "single" mothers back into the classrooms. 2. Institute, promulgate, and implement laws protecting the rights of women and children. 3. Involve the churches in promoting human and legal rights for women and children.
b. Actively engage women in all sectors	1. Organize a gender consortium inviting organizations like SWAN, SWSP, CEDAW, NSCC, BBSAWS, IWGDS, SIHA, Mutiwinat, etc. 2. Hire qualified women for key Secretariat positions 3. Hold gender sensitivity workshops for ALL secretariat staff	1. Develop additional needed gender policies 2. Enforce existing policies 3. Institute gender affirmative action programs in all sectors 4. Secure four higher education scholarships per year-one per sector	

8.2 YOUTH

8.2.1 Why Listen To Southern Sudan's Youth?

Southern Sudan's population is the youngest in the world. At 21%, its proportion of children under 5 is also the world's highest, principally because a significant proportion of adults have been lost to civil war, famine and temporary migration. The proportion of the population under 18-years old is estimated between 53 and 58%. Given the fact that in Sudan the term "youth" extends to at least 30, and more often to 39, significant investment in programs for youth will be critical to the SFO's plan for development.

Poverty and Economic Participation - In southern Sudan, as elsewhere, the effects of poverty on young people are acute, particularly given its status as one of the poorest countries in the world. In nutrition, for instance, UNICEF and the NSCSE estimate that one out of five children in South Sudan suffers from moderate or severe wasting, making food security a basic consideration for employment development. In Sudan generally, youth participate in employment at rates between 26% and 82% depending on age and gender.[55] For southern Sudan in particular, the percentage of children who work in their household is 58% - four times higher than the rest of Sudan. [56]

Education - Southern Sudanese young people have the least access to primary education in the world and the lowest primary school completion rates at 2%. For young women, access is even lower. Less than one per cent (0.8%) complete primary school and only one in ten can read and write.[57] Only 1,600 schools exist for the 1.6 million children of school age and only 10% of classrooms are in permanent buildings. Though the teacher-pupil ratio is better than other countries in the region, only 7% of teachers have a year or more of training.

History of Conflict - Since civil war resumed in 1983, all South Sudanese youth are war-affected. Many have experienced war for their entire lives and have been in roles of both the victimized and the victimizer. Using a common definition of "youth" in southern Sudan to include those from 15 to 39, youth have been the primary combatants in the war, taking the majority of casualties and sacrificing the greatest opportunities for education and economic advancement.

Gender - Though youth appear to be succeeding at gender equity in leadership better than older groups, they still face this challenge from the broader society. One of the two principal associations of youth organizations, for instance, is successfully increasing young women's leadership, but reportedly only reaches 20 to 25% women in its leadership representation.

The size of its youth population and the extremity of their circumstances alone make youth critical for Sudan's development. However, these demographics have additional consequences that increase the urgency for a response. A global econometric study of internal wars indicates that having a large number of poorly educated and underemployed young men in a population,

[55] http://esa.un.org/socdev/unyin/countrya.asp?countrycode=sd
[56] Towards a Baseline: Best Estimates of Social Indicators for Southern Sudan, May, 2004.
[57] Ibid.

especially where abundant mineral resources exist, is a better predictor of violent conflict than even ethnic rivalries or autocratic rule.[58]

8.2.2 Voices Of Southern Sudanese Youth: Optimism and Frustration

The team interviewed youth leaders and members of youth organizations in Equatoria, Bahr-El Ghazal, Upper Nile, Shilluk Kingdom, Southern Blue Nile and the Diaspora, including the New Sudan Youth Association, Southern Sudan Youth Participation Agency (SSYPA), Bahr El-Ghazal Youth Development Agency (BYDA) Rumbek Youth Union, Equatoria United Youth Development Association, ROOT, GURTONG, and the Youth Agency for Relief, Rehabilitation and Development of Sudan (SYARRSD). The team also interviewed leaders in organizations with explicitly youth-targeted programs, including CARE, DFID, Don Bosco, Save the Children Sweden, National Development Institute (NDI), NPA and UNICEF in addition to several SoE school administrators. While each youth group and organization leader expressed individual issues, frequently repeated themes were 1) a lack of education and economic opportunities for youth, 2) a sense of youth's political marginalization, and 3) concerns about the manipulation of youth toward violence by older politicians.

Conversations with youth leaders in South Sudan and the Diaspora repeatedly revealed the frustration that youth leaders feel about not being fully included in southern Sudan's emerging democratic processes. This is doubly frustrating to youth leaders because they see themselves as having been the principal combatants in the war and having paid the highest price for the conflict. Their frustration was combined, however, with confidence in their own ability to solve Sudanese problems if given financial and political support. South Sudanese youth see themselves as leaders in peace and reconciliation efforts nationally, but also perceive their peers as vulnerable to political manipulation in ways that can restimulate armed conflict.

One of the clearest concerns youth and youth leaders expressed was for economic and educational opportunities. Those interviewed were also concerned about being accepted in their communities if they had been soldiers and were concerned whether there would be any way to make a living when they returned home. The majority interviewed formally were leaders of youth organizations who had access to travel outside Sudan.

These messages were echoed and formally articulated by a conference of youth groups in March 2004, when 40 youth leaders from all regions of southern Sudan gathered in Kampala to define the roles and responsibilities of youth in South Sudanese society. Their priority concerns and resolutions address: inclusion of youth in the IGAD peace process, relations between youth and elders, employment and poverty, education, sports, health and HIV, and security. With the addition of health and HIV, their resolutions are also consistent with the three themes we heard most from youth leaders in southern Sudan: inclusion of youth in the democratic process, peace and reconciliation, and rebuilding economic skills and opportunities.

[58] Collier (2000) from Peters, Richards, Vlassenroot What Happens to Youth During and After Wars? A Preliminary Review of Literature on Africa and an Assessment of the Debate. 2003.

8.2.3 Youth-Centered Economic Development

While there is currently a lack of reliable economic data delineating youth between 15 and 30 years of age in the south, a reasonable understanding of their economic situation can be derived by adjusting broader national measurements, considering most importantly that the southern population is both younger and more rural than the country as a whole.

In terms of the labor market, Sudanese youth ages 15 to 25 make up at least one quarter of the possible labor force and 20% of the total population. As may be expected, participation increases with age, and reaches over 80% among male youth over 20. The lowest measured youth activity levels are among young women over 15 to 19, and young women overall participate in the formal labor force at less than half the rate of young men. While this statistic belies the high levels of informal household work among women, it is also important to consider in designing youth economic development outreach.

YOUTH EMPLOYMENT INDICATORS, MALE AND FEMALE: [59]	
Economic activity (15-19) in %:	M: 55%; F: 26% (2000)
Economic activity (20-24) in %:	M:82%; F:35% (2000)
Annual growth rate (15-19) in %:	M: 1.5%; F:2.6 % (1995-2000)
Annual growth rate (20-24) in %:	n/a
Youth and Labor Force in %:	M: 24%; F: 25% (2000)

Since agriculture accounts for over 70% of economic activity in Sudan, and southern Sudan's rural and agricultural share is even higher, the largest base of economic opportunity for southern youth will continue to be in agriculture-related employment. This is particularly important given the rural nature of most of southern Sudan's inhabited areas, where poverty is deeply entrenched and is closely related to agricultural production at subsistence levels. A UNDP strategy note from the early 1990s, for instance, estimated that 85% of Sudan's rural population was living in absolute poverty.[60]

In non-agricultural trades areas where there is additional opportunity for growth, existing studies frequently identify carpentry, masonry, and small business management skills as among the most desired, according to both employers and students. (See table 6.3) Since southern Sudan's vocational training programs are predominantly targeting youth and former child soldiers, most of the findings there directly apply to young people. This is borne out by visits to trades training centers where almost all enrollment was among those under 30.

Despite many programs' focus on youth, some 'youth' development projects appear to have difficulty maintaining a definition of 'youth' participants in a meaningful sense. BYDA's important initiatives such as Panda Women's Hotel in Rumbek, for instance, only fall into the broader category of 'youth' that some Sudanese use to mean "anyone active in Sudan's development, … even up to age 80." The significance of southern Sudan's exceptionally young population will require greater efforts to ensure that economic initiatives serve younger workers

[59] Country Profile on the Situation of Youth, Sudan. http://esa.un.org/socdev/unyin/country3c.asp?countrycode=sd
[60] Sudan Productive Capacity Recovery Programme Formulation Report, FAO/EU, 2004.

and entrepreneurs if it hopes to tap youth creativity and energy for private sector economic development.

8.2.3.1 Recommendations

Essential elements of youth economic development in most contexts are to systematically identify the labor market opportunities for youth, to educate and counsel youth on career-building and entrepreneurship, to make school curricula responsive to the labor market, and to develop on-the-job training opportunities, in addition to promoting job creation generally.[61] The SPLM and USAID should therefore:

Identify Opportunities For and With Youth

USAID can begin addressing economic opportunity for youth by filling the current gap in information specific to southern Sudanese youth. This can be done in two ways which will both provide greater understanding of the youth employment market and develop the capacity of youth participants. In the first and more conventional approach, USAID should help the NSCSE to shape its data collection to include information on: current youth employment, demand for youth labor, youth farm or business ownership, education and technology access, conflict and demobilization experience, and community participation.

The second approach can be modeled after a community youth mapping methodology that the Academy for Educational Development has successfully piloted in the US. The methodology actively engages youth in canvassing their communities to understand what resources and opportunities exist for economic development as well as other activities for young people, children and families. In the mapping process, youth and adults document, analyze and disseminate information on community resources, issues, and gaps in available resources. It provides for meaningful involvement by youth and adults as well as skill development in public conflict resolution, data collection, data entry, data analysis, oral and written communications, and knowledge of community resources.[62] Such thinking and organizational skills have valuable applications in many areas of the economy.

Create Youth Agriculture Programs

The SPLM and USAID should pursue two complementary strategies for involving youth in agricultural learning and productivity growth. The first is to support and encourage the creation of agricultural cultivation plots by and for youth learning. The SFO can seek proposals from NGOs, churches, schools, local farmers, and government organizations at the county or payam level to buy and/or dedicate cultivatable land, then to organize youth agricultural projects led by adult teachers and volunteers. The SRRA, CDCs or a private NGO would be responsible for soliciting local proposals and organizing these projects across the regions. Such an organization could provide curriculum support for hands on learning in:

- Gardening and crop cultivation

[61] Several recommendations draw on the extensive work in this area by the UN Youth Employment Network and International Labour Organization. http://www.un.org/esa/socdev/poverty/papers/youth_uneca2.pdf

[62] http://www.aed.org/Projects/cym.cfm

- Breeding and caring for animals
- Food science, including preserving plant and meat products under sanitary conditions, canning, curing, drying, smoking, etc.
- Cooking and healthy food preparation
- Recognizing and using natural resources: wild plants, edible meats, etc.
- The environment and natural resource management
- Aquaculture
- Marketing agricultural products

The second and complementary strategy is to organize 4-H style clubs and competitions at each level from the Boma to national. In this model the County Development Committee would supervise a county extension officer to find volunteer adult leaders to organize youth competitions in each vegetable, fruit, fish, and livestock category as well as cooking, baking, marketing and other skills. The program has minimal costs and broad applicability since volunteers and recognition (ribbons and small prizes) are the principal drivers of such a program. For example, in livestock breeding, the largest-cost element of the 4-H model, young people present an animal they have raised and groomed and win prizes in a competition judged by professionals in the livestock market, such as butchers or dealers. These prizes come from the private sector professionals who bid on each animal and provide payment as a prize.

The local level competitions would be flexible to allow for regional and cultural differences or to promote targeted values. For instance, cooking and livestock breeding would attract young women and men, respectively, or category competitions could be required for both genders.

Develop SoE-Based Literacy and Career-Oriented Education: Short- and Long-Term

The Secretariat of Education would not necessarily be responsible for the two youth agricultural strategies above, though the SoE or individual schools could participate by sponsoring the competition fairs, or by assisting with land plot leasing and agricultural curriculum design. Instead, USAID should support the SoE to concentrate its limited resources on developing basic education for primary school youth in the short term, and work-oriented programs for secondary school youth in the medium and long term (2-5 and 5-10 years).

Thus USAID should fund the SoE's efforts to provide expertise in National Literacy Campaign programs for out-of-school youth, and to provide recommendations for literacy curricula that should become part of the programs for all NGOs serving youth. While these efforts are covered at greater length in Chapter 3, Cross-Cutting Issues, and Chapter 5, Education, they are an important foundation for youth-centered economic development in Sudan.

For career-oriented education in the medium and long term, the SoE should develop curricula that respond to employment opportunities in the labor market. To do this, the SoE should begin planning for:

- Employer sponsorship of work-oriented programs
- Programs the familiarize students with career options and concepts of long-term career advancement
- School-to-work programs that include school-based enterprise curricula.

- Career academies and vocational courses within secondary schools (see the Responsiveness in Education section under Workforce Development).
- Technical and science curriculum that complement Sudanese economic strengths

In the medium term, most South Sudan employers' contributions to schools will be limited to volunteer expertise, mentoring, or classroom visits. However, there are opportunities for more visible private sector links even in the short term. The Diocese of Torit in Eastern Equatoria, for example, has begun talks with Toyota to sponsor and provide work experience for its mechanics training students.

Support Youth Entrepreneurship and Employment Authority

Outside of the school system, USAID's youth program should support an agency that will solicit, oversee and subcontract with youth-oriented economic development resources that are strictly targeted for youth under 31-years-old. The current Ministry of Youth and Sports could serve as that agency if it makes job training and entrepreneurship more central to its mission, perhaps changing its name to reflect a greater concentration on economic development. Roles of such a body should focus on:

Entrepreneurship

- Develop Sudanese NGO and school partnerships with the National Foundation for Teaching Entrepreneurship and/or Junior Achievement
- Help young women entrepreneurs through improved access to training, mentoring and the organization of self-help groups
- Support microfinance lending (under SUMI, BYDA or others to be determined) that more strictly enforce youth criteria for services
- Assist young people in the informal economy to develop creative business ideas and service delivery mechanisms (especially technology, design and marketing) to cater to changing national and international markets, NGOs, government, and socially responsible enterprises
- Provide technical assistance to governments, development institutions and private businesses to purchase from or subcontract to youth-owned companies

Employment and Job Training

- Develop work-based training, internships and apprenticeship programs through youth groups, community-based organizations, trade unions and employers
- Require special programs for young women in all "Going to Scale" efforts
- Create a youth program in the "VocEd Network" described in Chapter 6
- Introduce youth employment and work-based training in contracting procedures of municipal authorities and government projects funded by international agencies
- Encourage creation of a market for youth vocational training

8.2.3.2 Potential Partners and Models

Recognition of a potential youth underemployment crisis globally, as well as in southern Sudan, has stimulated many innovative organizations and models to address these needs. USAID can find valuable partners for these initiatives among several indigenous groups, international NGOs and SPLM ministries, as well as two excellent economically appropriate examples from other countries.

- Indigenous: Aweil Youth Skill Development Agency, Sudanese Young Women's Empowerment Network, Sudanese Young Women's Action Group
- International: Academy for Educational Development (AED), Don Bosco, Norwegian People's Aid, ILO Programme on Skills and Entrepreneurship Training for Countries Emerging from Armed Conflict, Save the Children Sweden, Junior Achievement, National Institute for Teaching Entrepreneurship (NITE)
- SPLM: Secretariats of Education, Agriculture, Commerce, Women, Gender & Child Welfare
- Examples and Models: Agence d'Execution des Travaux d'Interet Public (AGETIP) (Senegal), Zamorano agricultural and micro-enterprise training (Honduras)

8.2.4 PEACE BUILDING AND PARTICIPATORY LEADERSHIP

Whether it is the nature of youth or because they have so much to gain or lose as the context data suggest, youth appear to be the most enthusiastic advocates for peace and development in southern Sudan, and potentially among the biggest contributors.

The actual activities of youth bear out the leadership role they perceive for themselves for internal (South-South) unification and reconciliation efforts. Youth are important organizers of peace-building conferences and organized conflict resolution processes between hostile ethnic or tribal groups. They have sponsored visits by youth leaders from other war-torn countries and have made outstanding progress in developing relationships across conflict lines. While these activities are primarily among South-South groups, youth associations also have a vision for healing rifts between the northern Sudanese and southerners. Youth are not necessarily in favor of one Sudan after the interim peace period, but as one youth leader put it, "We do not want to be another Korea."

Youth leaders are also keenly aware of the differences between the authoritarian leadership style common in wartime and the inclusive leadership style they hope peace will bring. South Sudanese youth have demonstrated considerable energy and ability to build inclusive participation in civil society, as evidenced by the 60 organized but largely unfunded youth associations in South Sudan. The Kampala youth conference further demonstrates their participatory inclinations and ability since the conference itself was in part a reaction to perceived undemocratic processes.

The Kampala conference also demonstrates two intertwined difficulties that youth and their organizations in southern Sudan face. The first is competition between organizations and leadership groups. The second is a lack of experience with democratic civil and political role models, which exacerbates their difficulty with competition.

As an example, the New Sudan Youth Association (NYSA) ultimately was not a part of the SSYPA conference, despite its official role as the national SPLM youth organization and despite its endorsement by top SPLM leadership to convene all youth associations. Dissatisfaction with the NYSA's low activity level underlies the creation of the SSYPA association, but it appears that neither the SSYPA nor the NSYA understand the potential for serving two complementary roles. Based on their origins, the NSYA seems well-suited to organize *political* youth participation, while the SSYPA appears suited to organize *civil society* youth participation.

Finally, the fact that all South Sudanese youth have lived through war for most, if not all, of their lives means that almost all have experienced significant psycho-social trauma. Almost all have been victims of physical or sexual violence, orphans or survivors of family casualty, or perpetrators of violence, often in "new war" tactics aimed at terrorizing women and children. Given these circumstances, thoughtful assistance would benefit not only individual youth but the stability of peace generally.

8.2.4.1 Recommendations

To help direct the enthusiasm and creativity youth have for peace-building, USAID can provide important support in several areas, principally: funding for youth-initiated programs, organizational capacity building for youth groups, training of adult allies, and technical assistance for the psycho-social aspects of demilitarization.

Fund Youth Peacebuilding Initiatives

To develop youth programs that tap their capacity for peace-building, USAID should create a fund to support youth-organized "culture of peace" initiatives like those that have recently been held by NDI as well as indigenous local youth organizations. Such a fund should encourage and accept youth proposals for peace activities in the following areas:

- Training-of-trainers for peace-building in local communities
- Demilitarization, arms reduction, and reduced cattle raiding
- Inter-ethnic learning experiences
- Young women's leadership courses
- Music and cultural activities
- Learning from other successful post-conflict youth organizations
- Creating national or state level sports teams that explicitly integrate players from different ethnic groups, e.g., the Rumbek Rams, Juba Jaguars

Build Organizational Capacity of Youth Organizations

To support the effectiveness and sustainability of these activities, youth organizations will clearly need to be strengthened. USAID's youth program should address this need by supporting activities and organizations which:

- Train adult ally organizations to mentor youth organizations in civil participation
- Teach organizational development, program design and fundraising

- Provide youth with opportunities to learn the varied roles of political and civil participation. To this end, the program could sponsor a "Model UN" style workshop.

Build Allies to Youth Among SPLM Leadership

Youth organizations' needs require that capable adults invest in their development and support their participation in political processes. USAID should solicit an "Allies to Youth" program run by NDI or similar organizations that recruits influential adult leaders as champions for youth. Such a program should:

- Sensitize and train SPLM leaders to the importance of youth participation and their potential contributions
- Identify and recognize older leaders who demonstrate initiative to advocate for youth
- Involve youth in significant SPLM policy discussions, especially those related to internal peace, economic development, education, technology and communication.

Incorporate Demilitarization and Psycho-Social Support in Youth Programs

USAID's SFO office should use the lessons of past demobilization efforts of other African countries to make youth demobilization and integration as successful and lasting as possible. Experience in Sierra Leone, Mozambique, Uganda, Liberia, Angola, and the Great Lakes region suggest numerous effective practices. USAID should seek and support youth demilitarization programs that:

- Actively involve young people in the re-making of society
- Provide skills and opportunities to contribute to communities where they will re-integrate
- Address stigmatization associated with sexual abuse perpetrated by fighting forces
- Use local therapeutic approaches or very carefully adapted western approaches
- Provide tuition waivers for one year of education and schools lunch for the poorest regions
- Invest in vocational training for older children and teenagers, as it is often more relevant than completing an interrupted academic education
- Integrate ex-combatants and non-combatants together in program activities
- Use shorter training cycles for youth with financial obligations to family

8.2.4.2 Potential Partners and Models

The existence of numerous indigenous youth peace-building activities will allow for more diffused partnering, but greater need for organizational and skills training assistance in this area. A few international partners might best assist the many indigenous groups in this domain by providing training, organizational consulting, and facilitation to multiple groups who want to coordinate and share best practices.

- Indigenous: SSYPA, and other regional Youth Development Associations
- International: UNICEF, National Democratic Institute, PACT, IRC
- SPLM: NSYA and the Secretariat of Youth and Sports
- Models : Sierra Leone, Angola, Mozambique youth initiatives

8.2.5 Youth Community Service and Organizational Development

Youth typically have motivation, energy and time to address 'public good' problems such as peace, environmental cleanup and protection, and cultural and community health education. Their biggest challenges are organizing and financially supporting this energy. The Kampala youth conference resolutions, for example, list dozens of social issues that South Sudanese youth leaders are motivated to address, from political and economic development activity, to cultural and sports activities, to HIV prevention and demobilization. Similar to the peace-building activities, the SPLM and USAID have an opportunity to channel potential youth contributions by providing guidance, organizational skills, and financial resources.

The training assessment team identified at least 45 youth organizations operating in southern Sudan. While some of these are likely "briefcase organizations," operating with only a few members, there are also likely to be many other unidentified organizations that are isolated and operating without links to other resources. Conservatively, it is estimated that there are 30 youth organizations with the membership potential to serve as youth community service organizations.

8.2.5.1 Recommendation

Create a Youth volunteer Program

USAID and the SPLM should consider creating a youth volunteer program modeled on the Civilian Conservation Corps (US) to meet identified public needs, such as tree planting for replenishing wood supplies or tutoring in the national literacy campaign. Such a volunteer program could use community-based and international NGOs as a network to begin pilot operations. As an example, the program could begin by helping environmental NGOs to recruit and organize youth, using the recent success of Kenyan Nobel Peace Prize winner Wangari Maathai to inspire youth, especially young women, to participate.

To build the Corps up from currently existing youth organizations, USAID should provide organization-to-organization mentor training so that youth-led and older adult–led organizations are encouraged to collaborate. Civil society, economic development and private sector organization leaders would be trained to mentor youth organization leaders and support their organizations logistically or with community influence until youth organizations have built their own recognition and expertise. Such mentoring could be augmented internationally through individual Diaspora-to-youth leader mentoring, both on the ground and via the web.

Important benefits of a National Youth Community Service program include: 1) giving national attention to the importance of youth development and their contribution in society, 2) publicizing a more effective definition of 'youth' that will push youth services toward those 30 and under 3) increasing south Sudanese youth's exposure to youth organizations internationally (a program would link youth to the UN Youth Employment Network).

8.2.5.2 Potential Partners and Motels

Youth community service and organizational development will support all of the youth-centered programs, particularly the peace-building and participatory leadership efforts, so many of those

partners should be enlisted in this area. Several potential partners which have demonstrated special skills or experience for these activities, or whose missions are complementary, include:

- Indigenous: All regional youth associations, NESI Network, Institute for the Promotion of Civil Society
- International: UN Youth Employment Network, UNICEF, NDI
- SPLM: Secretariats of Public Infrastructure, Wildlife and Tourism, Youth and Sports
- Examples and Models: Conservation Corps, Public Allies (US)

8.2.6 Special Considerations: Gender and ICT

Organize and Involve Young Women

While recommendations regarding women should be woven into every initiative, USAID should give additional attention to gender issues among youth. The propensity of youth to step past traditional roles and paradigms offers the clearest opening for change in deeply ingrained gender prejudices. So USAID should explicitly address and plan for methods to encourage young women's participation and leadership in its youth-centered economic development, peace building, and technology programs. To support these objectives, USAID should:

- Create a women's outreach campaign serving all of USAID's major programs which actively encourages young women participation
- Conduct separate consultations with young women on design and evaluation of programs
- Arrange opportunities for shared day care during longer work and training programs
- Facilitate and train Sudanese leaders for young women's peer groups to address sexual and physical abuse
- Support these groups with education and public awareness elements in the outreach campaign

To lay the groundwork for those plans, USAID should also support organizations working for young women's rights more broadly, including SPLM and indigenous activities, which:

- Reform land ownership laws and traditions inhibiting young women's participation
- Quickly develop and enforce laws against abuse and discrimination toward women
- Provide civic education on the roles of women and youth to SPLM leadership

Enlist Youth for Information & Communication Technology

Youth have been correctly identified in several South Sudan programs as the potential mentors and leaders for technological advance in their communities. In Rumbek and Yambio, for instance, youth centers are now serving their communities as Internet and communication centers. At least one program sponsored by UNICEF has plans to replicate these centers in other towns as a way to help youth make valuable contributions to their communities.

USAID and the SPLM should recruit private sector technology providers to train and hire Sudanese youth for Internet cafes. To do this, they should begin by funding the creation of youth

based ICT-centers and training programs, and by assessing the capacity of potential partner youth organizations in targeted regions.

Youth potential could also be directed to economic development by sponsoring a technology and marketing center in which youth can assist local farmers and traders with research and communications. Via Internet and telecommunications, youth could help farmers connect to international and regional marketing opportunities such as Fair Trade groups and international wholesalers.

To support and expand this kind of skilled service from youth, the SPLM should invest in youth ITC skills development, albeit on a small scale in the short term. In the long term, the SPLM and USAID should create a science-fair style "ICT for Development" competition in which youth centers and secondary and tertiary schools participate. Such programs generate creative project ideas to use new and traditional ICT tools to broaden accesses in civic participation and development. For young innovators to have resources, USAID should encourage NGOs, employer organizations, ICT service vendors, and other partners to sponsor the overall fair or individual youth groups.

8.2.7.1 POTENTIAL PARTNERS AND MODELS

Though these two special areas are very different, they share common dynamics, notably the inherent suitability of youth leadership and the potential for international "leapfrogging" in best practices. To advance young women's development, as well as youth technology leadership, indigenous-international partnerships will be especially valuable so the country can take advantage of learning from advanced models.

- Indigenous: The NESI Network, Christian Women's Empowerment Center, Panda Women's Hotel, Sudanese Women's Association, Rumbek Youth Union, YARRDS, Equatoria United Youth Association, GURTONG and the SSYPA
- International: UN Women's Development Fund, Canadian Aid for Southern Sudan, YWCA, UNICEF, UN Youth Programme, UN Youth, ICTs and Digital Opportunities Network, Global Knowledge Partnership
- SPLM: Secretariats of Education, Women, Gender & Child Welfare, Youth and Sports, NSYA, New Sudan Telecommunication Agency
- Private Sector: NOW/Netforce, Fair Trade

8.2.7 Summary of Recommendations

The following matrix summarizes our short- medium- and long-term recommendations for the GoSS, USAID and partners' programs specifically targeted to young people aged 15 to 30. Nearly all USAID and GoSS programs in this assessment are intended to serve the needs of teens and young adults, given their large proportion of Sudan's population and southern Sudan's unique labor market and cultural demands. Special activities to meet the needs of this age group are recommended however, in education, employment and entrepreneurship, peace-building, civic service, and opportunities for young women and technology advance.

TABLE 8-B
Key Youth Recommendations

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
1. Youth-Centered Economic Development:			
a. Develop economic data specific to youth	1. Shape NSCSE data collection to include youth employment & community participation. 2. Create skill development training in data collection, data entry, data analysis, oral and written communications, and knowledge of community resources.	1. Engage youth in canvassing communities using AED community mapping project methodology. 2. Analyze and disseminate information on community resources, issues, and gaps in available resources.	1. Continue data collection and analysis of long-term demographic patterns.
b. Create youth agriculture programs	1. Create educational cultivation plots for youth learning on agriculture and productivity growth ▪ Support SRRA or CDCs to supervise regional initiatives and plots. ▪ Seek proposals from NGOs, private & public agencies to implement agricultural education. 2. Organize 4-H style clubs in second tier towns. ▪ SoE or individual schools sponsor competition fairs, or assist with plot leasing and agriculture curriculum design.	1. Provide curriculum support for experiential learning in: Cultivation, Breeding, Food science & preparation, Natural resource, and other agricultural subjects 2. Support CDCs to supervise & train volunteer adults to organize youth 4-H competitions 3. Develop regional competitions and promote targeted values, including girls participation	1. Develop agriculture and agricultural processing curriculum of future university, technical colleges and high schools. 2. Recruit private sector as judges and donors.
c. Support SoE-based literacy & career oriented education	1. Assist SoE with primary education expansion –school funding and training 2. Provide technical assistance for SoE's contribution to National Literacy Campaign programs with out-of-school youth 3. Assist SoE to develop youth NGO literacy curriculum.	1. Assist SoE to create work-based learning programs for secondary schools 2. Develop curriculum that responds to labor market opportunities from NSCSE and community mapping projects.	1. Expand employer sponsorship of work oriented programs. 2. Implement school-to-work programs that include school-based enterprise curriculum. 3. Create career academies and vocational courses within

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
	4. Develop curricula that familiarize students with career options and concepts of long-term career advancement.	3. Recruit employers' volunteer expertise, mentoring, classroom visits. Support models like Diocese of Torit partnership with Toyota for mechanics training.	secondary schools (see Workforce Development Chapter 6) 4. Create technical and science curricula that complement Sudanese economic strengths
d. Emphasize Entrepreneurship and Employment in Youth Agency Activities	1. Make job training and entrepreneurship more central to the mission (& name) of 'Ministry of Youth and Sports' 2. Assist ministry subcontracting to economic development resources strictly targeted for youth 30 and under. 3. Support microfinance lending agencies that more strictly enforce youth criteria. 4. Fund young women entrepreneurs training, mentoring & microfinance projects. 5. Organize women's self-help groups. 6. Create a youth program in the "VocEd Network" (see Workforce Development). 7. Require special programs for young women in all best practice and 'going to scale' efforts. 8. Encourage creation of a market for youth vocational training	1. Develop NGO and school partnerships with National Foundation for Teaching Entrepreneurship and/or Junior Achievement. 2. Provide TA to institutions and businesses for youth purchasing 3. Develop work-based training and internship programs through youth groups, CBOs, unions, employers. 4. Introduce youth employment and work-based training in contracting procedures of government projects or international funders.	1. Create technical assistance for informal economy youth business ideas (especially technology, design and marketing) for national and international markets. 2. Develop apprenticeship system, standards and testing.
2. Peace-Building and Participatory Leadership:			
a. Fund Youth peace-building initiatives b. Build youth organizations capacity and train allies	1. Create fund to support youth-organized "culture of peace" initiatives in: ▪ Training-of-trainers for local communities peace-building ▪ Demilitarization, arms reduction, and reduced cattle-raiding ▪ Inter-ethnic learning experiences ▪ Young women's leadership ▪ Music and cultural activities ▪ Learning from other successful post-conflict youth organizations 2. Solicit an "Allies to Youth" program to recruit influential adult leaders, especially SPLM. ▪ Sensitize and train SPLM leaders to the importance of youth participation	1. Create national or state-level sports teams that integrate ethnic groups. 2. Strengthen youth organizations by: ▪ Teaching organization development, fundraising ▪ Training & facilitating adult ally mentor organizations ▪ Creating project opportunities to prove effectiveness 3. Fund experiential opportunities on political and civil participation ▪ Sponsor a "Model UN" style role play workshop 4. Involve youth in significant SPLM policy discussions, especially peace, economy education and ICT	1. Institutionalize youth involvement in SPLM policy discussions through legislation and administrative policy

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
	▪ Identify and recognize older leaders who demonstrate youth advocacy		
c. Incorporate demilitarization and psycho-social support in youth programs	1. Study and distill demobilization lessons of other post conflict African countries: Sierra Leone, Mozambique, Uganda, Liberia, etc. 2. Support youth demilitarization programs which: ▪ Provide skills and opportunities to contribute to re-integration into the community by expanding vocational training ▪ Integrate ex-combatants and non-combatants ▪ Use shorter training cycles for youth with financial obligations to family 3. Address stigmatization of violence and sexual abuse by fighting forces through radio and education campaign.	1. Provide tuition waivers for one year of education and schools lunch for poorest regions. 2. Actively involve young people in the re-making of society through CDCs and peace building activities. 3. Train trainers and facilitators for peer listening groups in youth organizations.	1. Develop and grow local therapeutic approaches or very carefully adapted western approaches
3. Youth Community Service and Organizational Development:			
a. Create a youth volunteer program	1. Use NGOs as a network to begin pilot operations. 2. Begin with low-cost/training environmental projects and approach Wangari Maathai to inspire young women to participate 3. Organize Diaspora-to-youth leader mentoring, both on the ground and via the web	1. Identify public needs with youth community mapping 2. Provide organization-to-organization mentor training so that youth-led and older adult–led organizations are encouraged to collaborate	1. Institute youth volunteer corps in GoSS
4. Special Considerations – Gender and ICT:			
a. Organize and involve young women	1. Conduct separate consultations with young women on design and evaluation. 2. Create a women's outreach campaign to promote participation in all USAID programs 3. Quickly develop and enforce laws against abuse and discrimination 4. Provide civic education on the roles of women and youth to SPLM leadership 5. Organize women's self-help groups	1. Train Sudanese women leaders for young women's peer groups to address sexual and physical abuse, social support 2. Support these groups with education and public awareness elements in the outreach campaign 3. Arrange opportunities for shared day care during longer work and training programs.	1. Reform land ownership laws and traditions inhibiting young women's participation

Overarching Recommendation	Short-Term Recommendations	Medium-Term Recommendations	Long-Term Recommendations
b. Support Youth ICT community service	1. Assist youth to lead community technology advance: ▪ Provide TA to develop capacity of potential partner youth organizations for targeted towns and regions ▪ Fund youth ICT training projects 2. Involve Diaspora youth in web design, online resource development 3. Assist UNICEF to replicate ICT centers to help youth make valuable contributions to their communities	1. Recruit private sector technology providers to train and hire Sudanese youth for Internet cafes. 2. Sponsor technology & marketing center in which youth assist farmers and traders with market research, Internet and ICT methods, as well as Diaspora market connections. 3. Scale up youth ICT skills training with UN and World Bank programs	1. Create "ICT for Development" science-fair competition for youth centers and secondary and tertiary schools. 2. Encourage NGOs, employer organizations, ICT service vendors, and other partners to sponsor fair and participating youth groups.

CHAPTER 9: DIASPORA VOLUNTEER PROGRAM FEASIBILITY

9.1 VOLUNTEER CONTEXT

South Sudan has a strong tradition of volunteering services for the good of the community. Most of the teachers, civil servants and military personnel are volunteering their time today, some having done so for as long as twenty years. In the past few years, as peace is imminent, many highly-skilled professionals have come back and offered their services for as long as they are able. The South Sudan Diaspora is immense. If one considers the refugees in Sudan, Europe, East Africa and North America the figures grows into the many thousands. There are approximately 80,000 South Sudanese refugees in North America alone. They are well organized with 42 chapters in over 40 US and Canadian cities. Numerous websites exist, e.g., "Gurtong" or Blunted Spear, is a comprehensive UK-based website which has job opportunities in South Sudan posted regularly.

There are the hundreds of graduates and experienced South Sudanese in the Diaspora who may be willing to come back. Realistically however, there are few positions requiring highly-skilled personnel in the public sector available for them to fill at present. Unfortunately, as of yet, there is also no enabling environment in the private sector to encourage them as entrepreneurs. Many young graduates have no support in South Sudan, as they have lost contact with their region. Some may have even lost their native language and cultural skills over the years of displacement.

Two types of volunteers are required for southern Sudan: technical and non-technical staff. Technical would consist of cadres of doctors, engineers, policy developers, etc. Non-technical would comprise teachers, managers, etc.

The goals of a Diaspora Technical and Non-Technical Volunteer Program should be to:

1. Provide administrative, professional, and technical employees for GoSS.
2. Raise awareness of modern life and practices from experiences of Diaspora Volunteers for their South Sudanese associates.
3. Increase the opportunities for South Sudanese Volunteers to reenter South Sudan society.

Goal one would be different for Diaspora Technical Volunteers in that they would provide highly skilled employees for GoSS. These Volunteers would also be instrumental in raising consciousness of professional best practices and policy development. The hope is that both Technical and Non-Technical Volunteers would find their niche in South Sudan and would use their experience to stay in country. Recruiting and selecting Volunteers can be cost-effective, if they also act as a resource for colleagues. Diaspora technical volunteers could expand their roles providing technical assistance to their agency or institution and at the same time offer training to their counterparts. The Diaspora Volunteer program could also become a pool of motivated skilled employees for South Sudan. Success in the first three years could help launch a domestic volunteer program that recruits recent graduates in South Sudan to give a year of National Service in similar roles as Diaspora Volunteers.

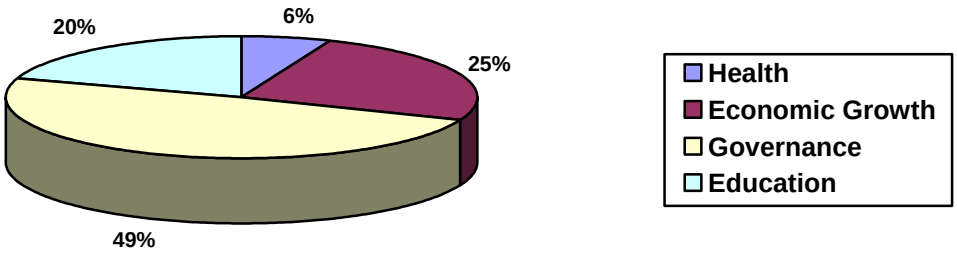
9.2 FINDINGS

9.2.1 Volunteer Pool

9.2.1.1 Present Skills

Existing databases, or those that are in the process of being published, indicate that there are highly-qualified South Sudanese around the world. Skills for South Sudan, a Nairobi-based NGO collecting data on southern Sudanese in the Diaspora sent a questionnaire out all over the world to potential Diaspora candidates to assess their skills and qualifications and to ascertain their interest in returning to work in southern Sudan. Their report is due out in January 2005 and already has over 1,000 applicants in the database (see Appendix I for initial list of 400). Because of this survey activity, "Skills" has a bulletin board in their office in Nairobi that through word of mouth has become a clearinghouse for Sudanese trying to make a connection back home. Though the study is not yet completed, initial figures indicate that based on a preliminary sample of 400 southern Sudanese in the database, excellent skills potential exists for experts and volunteers. About 20% of the sample included teaching experience or an education degree. Almost half of them listed management and community development experience. Almost 25% of the sample offered their experience in the Economic Development skill areas of Agriculture, Economics and Engineering. Two skill areas of great need in South Sudan, Law and Medicine, while in smaller numbers, 10 and 33 respectively, were represented.

Breakdown of Present Skills Available

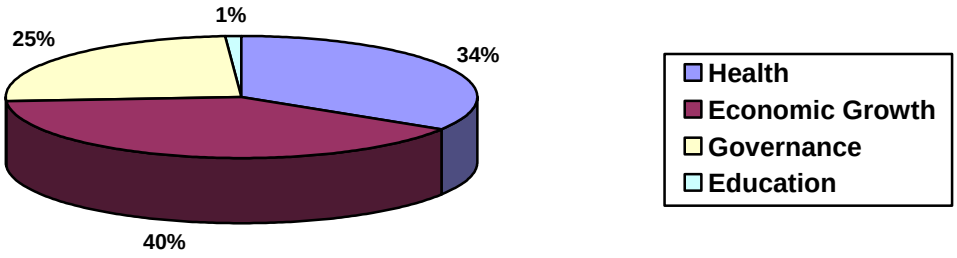


This assessment also compiled a list of over a thousand recipients of USAID scholarships for advanced degrees from 1967 to 1992 (see Appendix J for a complete list) that could yield a potential applicant pool for some of the expert positions needed in the GoSS. Based on these USAID-funded training statistics, over the last 30 years about 1030 Sudanese were trained across all four sectors and approximately 75 of these were south Sudanese or 7% of the total.

As the chart below shows, the economic growth sector trained the most personnel with 40% of these 75 trained in areas such as Forestry, Agriculture, Horticulture, Engineering, Economics, Soil Science, Animal Husbandry, and Farm Management, just to name a few. In the health sector, about 34% were trained in fields such as Family Planning, Nursing, Population, Medicine, and Public Health. The governance sector comes in third with approximately 25% trained in areas of Public Administration, Finance, Urban Development, Labor Union

Administration, etc. The education sector training was extremely weak with only 1% of this 75, i.e., 1 person receiving an Education degree.

USAID-Trained Southern Sudanese over the Past 30 Years by Sector



While it was not within our scope of work to identify skilled South Sudanese in the Diaspora, even this cursory analysis of the USAID list reveals some implications for future training and sectors from which it might be the easiest and most productive to pull volunteers, e.g., economics, management, etc.

When the database from Skills for South Sudan becomes fully available there will be a great deal more information about the kind of skilled South Sudanese presently available as well as the kind of long range academic training, such as Masters and PhD, that would be required to fill professional positions as South Sudan develops.

9.2.1.2 Obstacles

After many years it has become more difficult for some of those in the Diaspora to consider returning, as their changed family and financial conditions present realistic obstacles to this choice. Some of the younger ones have never known their native land and have become used to their modest taste of western culture. Whether they have the will or the way, South Sudan would benefit from their work and life experiences as it forms the new civil service, private sector and infrastructure of the country. The GoSS has already encouraged some to come back, but it seems to lack the resources to recruit and retain large numbers of highly-skilled Diaspora Volunteers.

The lack of absorptive capacity of a new South Sudan also presents problem with successfully getting large numbers of either paid experts or volunteers. For example, the lack of space, equipment and support staff was mentioned by Diaspora doctors and lawyers as obstacles to their accepting a position. Initial findings from the "Skills" surveys reveal that while the majority of potential "applicants" would be willing to return and, in fact, are eager to return, a set of conditions would need to be in place for this to happen (see Section 9.2.4.2).

International NGOs in South Sudan are reluctant to risk using Volunteers in some of their projects, given the dearth of support systems and infrastructure in their project sites. NGOs that might use them do not seem sanguine about getting many highly qualified South Sudanese to spend long lengths of time working and living in South Sudan. Career, family and financial reasons were mentioned most often as obstacles. One college professor thought a sabbatical or

Fullbright Scholarship arrangement would make it possible for him and others to consider accepting an offer. Recruiting expertise in Higher Education and training in South Sudan even in the short-term seems problematic, unless they can be made to feel comfortable about their families' physical, educational and financial security during their tenure in South Sudan.

At present NGOs compete with the GoSS for expert Diaspora South Sudanese. NGO leaders have endorsed the idea of using Diaspora Volunteers, but paradoxically find it difficult with their limited resources to support the type of special training and supervision that they feel volunteers often require on the job. Some suggested offering incentives for Volunteers who opt to stay and take permanent jobs, while some NGO leaders voiced fears of many South Sudanese that Diaspora people would get preference over those "who stayed behind." Most GoSS leaders, many of whom themselves are Diaspora returnees, reported, however, that these perceptions dissipated after Diaspora returnees had proven their worth to an organization and the community.

While volunteers and experts appear to be available, the need and competition for these high skills is getting more intense as donors, NGOs and the private sector ramp up their staff with peace. The same is the case in the GoSS. The office of the Attorney General is a good example of how a country with only 34 lawyers cannot keep highly-trained professionals in key positions or even recruit them due to lack of infrastructure, inadequate salaries and benefits, and poor living conditions, just to name a few. The situation is the same in other critical Secretariats like Finance that will need hundreds of trained accountants to make GoSS functions accountable and transparent.

9.2.2 Skills Potential

Based on the breakdown of skills from the initial Skills for Sudan sample and assuming that only 10% or 10,000 of the 100,000 or more potential southern Sudanese in the Diaspora have the requisite skills, and that even 1% of that 10,000 (or about 1000 volunteers) respond to the call for volunteers, projections for possible volunteer candidates could be as follows:

TABLE 9-A
Projected Number of Possible Volunteer Candidates by Expertise Area

Expertise Area/Skills Set	Projected Number of Possible Volunteer Candidates
Agriculture, Science, Forestry and Veterinary	110
Air Operations	5
Community Development	40
Economics and Finance	85
Education	108
Engineering, Building, and Architecture	46
Law, Politics, International Politics and Relations	20
Management and Administration	350
Media	15
Medical and Health	65
Social and Administrative	70
Theology	35

The prospect for trained and motivated workers is very promising assuming that the more than 50% who listed themselves as trained in Social Science, Community Development, and

Education on the "Skills" survey are trained in these areas, they would appear to be prime recruits for volunteering in a National Literacy Campaign. With thousands of candidates eventually in a Clearinghouse such as "Skills" has initiated, prospects for getting a good percentage of them to join a well-publicized volunteer effort seems feasible.

When the Skills for South Sudan completes its inventory of potential Diaspora experts and volunteers, there should be an adequate pool from which to choose at least 500 volunteers and 50-100 experts over a five-year period. Timing of when the volunteers arrive will depend on availability of funds and conditions described below. Limiting the groups arriving in country to 30-60 would allow the GoSS and host NGOs to absorb them. Volunteers should sign up for one year contracts with an option to renew. The hope would be for them to stay in their agency for 2-3 years and if conditions are right to move into full-time positions and return home with their families. Experts would be expected to serve a minimum of 3 months, but would also be given a chance to renew their contracts. If a National Literacy Campaign is launched (see Chapter 3, Section 3.3.1), larger groups of 60-100 could be programmed to fill materials development, dissemination and outreach functions in the regions and central office.

9.2.3 Identified Technical Expertise Needed

To ensure the effectiveness of a Diaspora Volunteer Program, each sector must adequately identify the type of technical expertise required (1) to work in institutions, NGOs, etc. to fill interim stop-gaps, (2) to train the same cadres to build needed capacity in each sector, and (3) to bring qualified South Sudanese back to their country.

The following Table indicates the priority technical expertise needed in each sector based on this needs assessment. It could be a starting point for skills identification and recruitment, but it would need to be coupled effectively with appropriate placement.

TABLE 9-B
Priority Technical Volunteer Needs by Sector

Health	Education	Democracy and Governance	Economic Growth Workforce Development
• Doctors • Certified Nurses • Lab Technicians • Clinical Officers	• School Principals • Head Teachers • Teachers • Tutors • Educational Supervisors • Educational Administrators • Literacy Volunteers • Reading & Numeracy Teachers • Art Therapy Teachers[63] • Education Advocate[64]	• Lawyers • HRD specialists • Accountants • Police • Wildlife Mangers • Engineers • Computer Specialists • Literacy Specialists	• Trade Instructors and Supervisors: Carpenters, Electricians, Equipment Operators, Masons, Mechanics, Plumbers • Engineers: Architectural, Civil, Electrical, Mechanical, Petroleum and Mining • Surveyors and Planners • Agriculturalists (Plant Pathology, Breeding, Food technology) • Fishery Managers • Animal Health/Veterinarians • Forestry Managers • Agro-processors • Quality Assurance experts • Telecommunications experts • Technical & Vocational Education Managers • Labor and Workforce Policy Experts

[63] Part of the Literacy Campaign to assist with trauma cases as a result of the years of war
[64] Volunteers in the US, UK and Canada to promote "adopt a Sudanese school program"

9.2.4 Volunteer Management

9.2.4.1 Management and Coordination

The volunteers could be managed in country by any one of the several international NGOs such as CRS, and CARE which have the capacity to program volunteer positions, monitor and evaluate volunteer progress, and administer to volunteer basic needs. Many NGOs have a long history of project management in the fields of Health, Education, Agriculture and Environment. They have the capacity to absorb volunteers organizationally and even to train volunteers. The SOPS could be the national coordinator and be responsible for secunding volunteers and experts in consultation with the appropriate Secretariat.

However, as some international NGO leaders caution, international NGOs and the SOPS would need to collaborate with an International Agency to help support a South Sudan program of the magnitude required by the need for large numbers of skilled and motivated workers. Placing, supporting and transporting hundreds of Volunteers around South Sudan to and from their assignments are viewed as overwhelming tasks even for the most experienced NGOs. Historically, organizations like CARE have been able to overcome similar obstacles such as when Peace Corps called on them for a similar task in the 1960s by using the US government as a superstructure. After thirty or more years of providing volunteer programs to countries around the world, both the national volunteer agencies like Peace Corps and the international consortium of countries with development programs in South Sudan such as the UN Volunteer (UNV) program have the capacity to support international NGOs in South Sudan.

The UNV program with its networks and recent experiences with Diaspora volunteers from the region is a likely candidate to pursue this mission. UNV reports to UNDP, which has a strong presence in assisting the nascent South Sudanese agencies, especially with SOLG. UNDP is very involved in the development of governance in South Sudan and could partner with the SOPS to help place volunteers. The UNV has the capacity to and decades of on the ground experience in the region with programs large and small.

As well, in the US there are several volunteer organizations that would seem eminently qualified to develop and manage the Diaspora experts processing. Their experience in identification of people with skills and matching them in program with the GoSS is well known. Fullbright, Volunteers in Technical Assistance (VITA), the International Executive Service Corps and Volunteers for Prosperity are examples of US-based organizations which might be interested in playing such a role. Also Peace Corps, Americorps and VISTA are organizations with the capacity for recruiting, selecting, training, placing, monitoring and evaluating large numbers of technical and non-technical volunteers.

There are also a great number of successful government-to-government twinning programs that have brought experts and resources to and from local and state governments in the United States to Africa over the past decades. While it may be premature to program “Sister City”-like support systems, it is not too early to plan for making those ties using the existing good will in the FBO and NBO organizations supporting Sudanese in the Diaspora. USAID could also contract directly with a US non-profit such as the America’s Development Foundation (ADF) which is recruiting qualified professionals from the Serbian Diaspora to serve as volunteers in Serbia.

9.2.4.2 Necessary Conditions

The following conditions are management guidelines to make Diaspora Volunteer service viable:

1. *Supervision:* A skilled and experienced person must be responsible for supervising the volunteer. It is desirable that the supervisor also has helped in developing the Volunteer job description.

2. *Support:* Physical space with adequate working materials and equipment should be in place before the Volunteer arrives on assignment. Health and medical support should be available from pre-service through the assignment. A budget for contingencies such as travel if required by the job should be approved before the Volunteer arrives on site.

3. *Training:* Ideally, the Volunteer will be technically qualified for the position but realistically there may be a need for in-service training addressing language and cultural gaps and even some technical training before the Volunteer goes to an assignment.

4. *Recruitment:* Recruitment and prescreening of Volunteers should be done by an international organization (Inviting Agency) with access to complete information from the host government agency and/or NGO about the conditions to which volunteer is to be assigned. Ideally, the invitation to serve should be based on a firm assignment well before a Volunteer is recruited.

5. *Transport:* Transportation to South Sudan and return should be made contingent on the Volunteers' commitment to complete the tenure of the assignment and the inviting agencies' certification of support in the field. When Volunteers are selected, they must be aware that conditions may change in the field and they must agree to carry out the volunteer assignment even if it is modified for extenuating circumstances.

6. *Monitoring:* Monitoring of Volunteers in the field is the purview of the host agency which would agree to give feedback to the inviting agency on Volunteer performance to improve subsequent recruitment and selection strategies.

7. *Evaluation:* Evaluation of Volunteer performance should be conducted by a third party as part of a regular project evaluation process.

9.3 CONCLUSIONS

Recruiting volunteers and experts from the Diaspora is a highly desirable strategy for the GoSS and donors in that it responds to the best instincts of people and is a self-selecting tool for investing talented and committed people. Diaspora volunteers proffer cultural and linguistic ties to their native land which gives them an edge over any other expatriate. Additionally, their experience living and working in a different political, economic, social and educational setting can offer benefits to their counterparts in South Sudan. Since finding the right person and match for positions in South Sudan will not be easy and will be expensive compared to just hiring resident South Sudanese, the advantage of Diaspora Volunteers should be leveraged by dispersing them around the country and teaming them with their counterparts. Diaspora Volunteers could have more of an impact when part of a team.

An effective Diaspora Volunteer Program and the initial recruitment of 500 volunteers needed for priority critical assignments appear to be possible, if the following five elements are in place:

1. **Organizational Capacity** - An International Clearinghouse for Volunteers should be established with an umbrella International Agency such as UNV as the overarching support system supporting International NGOs and indigenous CSOs. This would be in collaboration with the GoSS through a national delivery system such as the Operational Framework proposed in Chapter 4, Section 4.4.6.1.

2. **Administrative Support System** - Administrative support systems should create viable positions with logistic and organizational support and identified skill requirements and tenures spelled out a year before the volunteers arrive in country. A viable position means one supported by a budget, tools, and materials required by the job. Volunteers should have experienced NGO and GoSS supervisors with responsibility for programming job placements and providing management support for the volunteer.

3. **Adequate Funding** – Funding should cover international and in-country travel, communication costs, medical support, contingency planning, training, program planning and evaluation, and stipend and living allowance for each volunteer that is equal to the other employees in the organization or government agency. A completion of tour readjustment allowance would also make the offer more attractive.

4. **Training** - A short in-country orientation and training should be included at beginning of tour followed by in-service training on culture, language and job skills relating to South Sudanese laws and regulations. Where possible the training should be open for volunteer counterparts.

5. **Short-Term Experts** – (Technical Volunteers) The numbers, ages and individual conditions necessary for return of senior professionals should be clarified. Incentives should be established that would encourage them to leave their job and family for the short-term. With these in place, it seems that doctors, lawyers, university professors, scientists and other critically needed specialists would come, though small in numbers.

9.4 RECOMMENDATIONS

9.4.1 Volunteer Package

Volunteers should be paid the equivalent of their counterparts in Grade 1 and 2 (see Chapter 4, Section 4.2.4). Housing, job materials and in-country travel allowances should be budgeted according to area and job requirements. Travel round trip from Diaspora to post should be provided. As an incentive, a modest readjustment allowance based on months of service and skill level should be added for establishing a home in South Sudan or returning to Diaspora.

Cost Per Volunteer

At an approximate cost $10,000 per month per Technical Volunteer, for a yearly total cost of about $1.5 million (50 volunteers X 3 months X $10,000/month). At an approximate cost of about $11,500 per year per Non-Technical Volunteer, the yearly initial total cost would be about

$5.7 million (500 volunteers X 1 year X $11,500/year), though this figure would ultimately be dependent on the length of services and in-kind provisions available. Table 9-C below shows the breakdown of this yearly cost.

TABLE 9-C
Breakdown of Yearly Costs for Non-Technical Volunteers

Line Item	$ Amount
1. Transportation round trip (500 volunteers x $2,000/RT)	1,000,000
2. Salary (500 volunteers x $300/month x 12 months)	1,800,000
3. Readjustment Allowance (500 volunteers x $300/month x 12 months)	1,800,000
4. Housing (500 volunteers x $30/month x 12 months)	180,000
5. Volunteer Support (500 volunteers x $30/month x 12 months)	180,000
Total	***4,960,000***
6. Volunteer Management 15%	744,000
GRAND TOTAL	**5,704,000**
Approximate Per Year Cost Per Volunteer (5.75 million per year/500 volunteers)	11,500

9.4.2 Volunteer Management

The volunteers should be under the supervision of the NGO with which they are working and placed in positions in the GoSS' Education, Health, Agriculture and Local Government sectors by the SOPS for their tenure as a volunteer. For example, the SOE has a need for 20,000 teachers. If a large percentage of the experienced Diaspora volunteers who have teaching experience came back into the system, they could be utilized immediately and could, after their volunteer years, secure a job in the schools. Diaspora volunteers with management experience could find roles in both the private and public sectors in all areas. Trained engineers and those with agriculture and economics backgrounds could also be placed in public and private sector positions. A mix of skilled and motivated volunteers could perhaps comprise the core of a National Literacy Campaign (see Chapter 3, Section 3.3.1).

The international NGO should take responsibility for identifying jobs in South Sudan, administering the program in South Sudan, supervising the volunteers and providing feedback to the Donor Country Volunteer Agency, such as UNV, for purposes of training and evaluation of volunteer performance.

Recruitment and selection of Volunteers should be conducted in the three regions where most in the Diaspora are presently concentrated: North America, Europe and East Africa. An international clearinghouse could provide the GoSS with a pool to get the best skills and a more equitable approach to selection. The UNV would be a good umbrella organization to make the final selection and be responsible for international travel and other external logistics required. National Voluntary agencies, such as Peace Corps, with ties to UNV could be tasked to assist in recruitment and selection. International NGOs would be contracted to provide medical, administrative, training and technical support for Volunteers secunded to GoSS regional and/or sector programs.

The program could pull from regional models used in Kenya, Uganda, Botswana and Malawi such as the "National Volunteer Scheme" with UNDP/UNV assistance. In 2003, the Government of Ethiopia reported that 250 Ethiopians acted as UN Volunteers and the country proposed to use

the UNV national volunteer scheme to address its brain drain. Other countries with mature Diaspora programs such as Israel and Greece could also be asked to provide organizational and technical assistance.

9.4.3 Expertise Identification/Recruitment and Linkages

Technical volunteers would be more likely to leave their positions in the Diaspora, if they could be reasonably guaranteed a leave of absence or sabbatical from their Diaspora job, assured a secure and comfortable environment for their family, and receive a well-equipped assignment that will allow them to make the best use of their skills. They could be secunded to or near GoSS training institutions. Government housing and schooling could be built near the government offices or institutions as an investment for the government and incentive for experts to come.

9.4.4 Volunteer Recruitment and Placement

Priority recruitment should be given to critical skill areas as identified in this needs assessment (Table 9-B Priority Technical Volunteer Needs by Sector). Equal regional distribution in national programs such as a Literacy Campaign would be desirable; however, it is likely that initially Technical Volunteers will be placed in the Capitol or institutional centers, while many mid-level and non-technical Volunteers would be placed in other areas. Placement in rural areas and underserved areas should be given priority only as the Volunteer and National Service programs mature.

CHAPTER 10: PARTNERSHIPS

10.1 PARTNERING CONTEXT

"The UN and its partners in Sudan launched their 2005 work plan on Tuesday, December 8, 2004, in Nairobi, with an appeal for US $1.5 billion for urgent programs to support humanitarian, protection, recovery, and development activities in the conflict-ravaged country."[65]

In South Sudan, for almost the last 20 years, a multitude of apolitical international NGOs has been working under the umbrella of OLS. International NGOs and their local counterparts have had a significant impact on shaping a new political landscape. In addition, at least for the time being, it seems as though these same international NGOs and international agencies have assumed rights and obligations which normally would be part of state administration. Most of these NGOs have been playing a major role on the domestic scene. Their objectives vary from adult education and re-establishment of public schools, to revitalization of traditional medicine and wildlife conservation. The socio-economic strategies of these same organizations, such as the improvement of managerial quality and the excellence of administrative performance, have been designed to create a future reservoir of independent local institutions and administrative units.

[65] IRIN News Organization, UN Office for the Coordination of Humanitarian Affairs, December, 2004.

As peace prevails, it would also appear that these same international and local NGOs will remain responsible for the establishment and maintenance of civil society. As such, these same organizations will be in a perfect position to provide training and develop capacity building strategies and facilities.

An example of an excellent working partnership is how USAID's Office of Transition Initiatives (OTI) and its implementing partners PACT and the Educational Development Centre (EDC) are managing the Southern Sudan Transition Initiative (SSTI). SSTI is a two-year small grants program focusing on promoting and supporting effective governance, local peace initiatives, the development of civil society, and informative and balanced media. EDC has established the Sudan Radio Service, which is a short-wave radio station that transmits six hours of programming daily on current events, civic education, health and culture, and in nine languages. Each partner is providing their best skills and/or resources, funding, training and technical assistance, and the results have reportedly been exceptional.

10.2 PARTNERSHIP POSSIBILITIES

Partnerships between USAID and major NGOs and/or donors have the potential to help the South Sudanese people achieve peace and development. But to do this these partnerships will have to realize the following goals:

1. USAID and its partners, to bring about unity, both political and military, should continue to support, both morally and financially, the South-South dialogue.

2. USAID and its partners should help finance a negotiating mechanism aimed at bringing parties to the conflict in the North, West, and East Sudan to the negotiating table to end the present political crisis in the country.

3. USAID and its partners should hold with the final settlement of the on-going peace talks by bringing all the parties together, including those who have still been left out of the process.

4. Now that a peace treaty has been signed, USAID and its partners should prepare and convene an international conference to discuss the economic reconstruction and capacity building of the war-torn country.[66]

5. USAID and it partners should launch and help finance a Diaspora Volunteer program.

The following tables represent possible partnerships to pursue. Each table details sectoral, regional, and multi-national breakdowns respectively.

[66] Comments from the Sudan Joint Assessment Mission Retreat Report made by Cdr. D.K. Matthew, Nairobi, 2003.

10.2.1 Sectoral

Table 10-A covers possible international and local NGO partnership, the sector in which they have been working in southern Sudan, and any special populations with which they have been working as relevant. The "✓" indicates that the particular organization or institution conducts programs or addresses issues in this sector. The special population column shows whether the organization or institution focuses on any special populations through its programs. If there are any notable activities, they have been included directly in the column to which they refer. While this list is not exhaustive, it does include the organizations and institutions that this assessment determined to be priority groups with which to partner, either because they cover issues and conduct activities that no one else does and/or that are exemplary, or because this assessment assessed their potential to be "high," i.e., they work in two or more sectors, they work with special populations, and/or they provide a unique service. The list includes new partners and others with which USAID has partnered or is partnering as well to indicate that continued support and work with these organizations is recommended. Each Chapter has made more specific recommendations regarding sector-specific activities, however, those same organizations have been included here if they work in more than one sector and were found to be "high" potentials. [This table does not include regional, international or donor agencies as those have been covered in Section 10.2.2. and 10.2.3.]

The following nine international and local NGOs are considered priority sector partnerships to pursue because all conduct programs in three or more sectors; all have programs with women and/or youth in addition to their regular activities; and all have solid reputations and legitimacy in the field (see Chapter 10 for more specifics):

1. Africa Centre for Human Advocacy
2. Christian Women's Empowerment Project
3. International Rescue Committee
4. Norwegian Church Aid
5. Rehabilitation Program for Disabled Persons
6. Samaritan's Purse International Relief
7. Save the Children US
8. Sudan Rehabilitation and Recovery Committee
9. Sunrise Agency for Development

TABLE 10-A
Possible Organizational/Institutional Partnerships by Sector and by Special Population

Organization/Institution	Sector				
	Education	**Governance**	**Health**	**Economic Growth Workforce Development**	**Special Populations**
1. Action Africa Help		✓			
2. Africa Centre for Human Advocacy	✓	✓	✓		
3. Africa Growth Creation	✓				Youth
4. American Refugee Committee		✓		✓ Infrastructure Rehabilitation	
5. Assistance Mission of Africa		✓ Civil Society Building			
6. Aweil Youth Skill Development Agency				✓	Youth
7. Bahr El Ghazal Youth Development Association					Youth
8. Beso Consulting, Inc.				✓	
9. CARE	✓ Teacher training, curriculum development, school renovation		✓	✓	Youth
10. Catholic Relief Services	✓ Community School Improvement Programs			✓	
11. Christian Mission Aid			✓ Water		
12. Christian Women's Empowerment Project	✓	✓	✓	✓	Women
13. Community Action for Youth Empowerment				✓	Youth
14. Distance Teacher Education Unit: IDEAS	✓ Distance Education				
15. Don Bosco, (Salesian Order)				✓	Youth
16. Education Development Center, Inc.	✓ Technology				Youth
17. Gender Empowerment for Sudan Organization				✓	Women's Equality

Organization/Institution	Sector				
	Education	**Governance**	**Health**	**Economic Growth Workforce Development**	**Special Populations**
18. Global Relief and Development Organization	✓		✓ Water and Sanitation		Women
19. HOPE Agency for Relief and Rehabilitation	✓				
20. Institute for the Promotion of Civil Society		✓			Youth Women
21. International Aid Services			✓ Water and Sanitation		
22. IPCS		✓			Women
23. International Rescue Committee		✓ CSO capacity building	✓	✓	Women
24. Junior Achievement					Youth
25. KOINONIA	✓ Teacher Training				
26. Medical Emergency Relief International			✓		
27. National Democratic Institute		✓			Youth
28. National Foundation for Teaching Entrepreneurship (In Africa: Technoserve)					Youth
29. NESI Network		✓ Development of Indigenous Organizations			Young Women
30. New Sudan Child Welfare Society			✓		
31. Norwegian Church Aid	✓	✓	✓	✓	Women
32. Norwegian People's Aid				✓	
33. NOW, Inc.				✓	
34. Nuba Relief, Rehabilitation, and Development Organization	✓				
35. Ockenden International	✓ Non-formal Life Skills Education				
36. Oxfam International				✓	
37. PACT	✓	✓		✓	Youth

Organization/Institution	Sector				
	Education	**Governance**	**Health**	**Economic Growth Workforce Development**	**Special Populations**
38. Rehabilitation Program for Disabled Persons	✓		✓	✓	Disabled
39. Samaritan's Purse International Relief	✓		✓	✓ Primary School and Community Center Construction	
40. Save the Children UK	✓		✓		
41. Save the Children US	✓		✓	✓ School and Health Facility Construction	
42. Save The Children Sweden				✓	Youth
43. Skills for New Sudan (Identification of Volunteers and Experts)	✓	✓	✓	✓	
44. South Sudan Disabled Persons Project	✓ Teacher Training		✓	✓	Disabled
45. South Sudan Law Society		✓ Legal Training		✓	
46. South Sudan Youth Participation Agency					Youth
47. SRRC	✓	✓		✓	
48. Sudan Christian Action		✓			
49. Sudan Education and Development Agency	✓	✓		✓	
50. Sudan Health Association	✓		✓		
51. Sudanese Women Christian Mission for Peace			✓ HIV/AIDS Awareness		
52. Sudanese Young Women's Empowerment Network					Youth
53. Sudanese Young Women's Action Group					Youth
54. Sunrise Agency for Development	✓	✓	✓	✓	Women Youth Demobilized soldiers
55. Upper Nile Peace and Development Foundation			✓	✓	
56. Winrock International				✓	
57. Women Enterprise Group				✓	Women's Equality

Organization/Institution	Sector				
	Education	**Governance**	**Health**	**Economic Growth Workforce Development**	**Special Populations**
58. Youth Agency for Relief, Rehabilitation, and Development	✓	✓		✓	Women/girls Youth

10.2.2 Regional

In addition to the international and local NGOs with which USAID could partner to carry out southern Sudan training and capacity development activities, there are also several regional training centers and centers of higher education that would make excellent partners (see Table 9-E). Again while this list is not exhaustive, it does include those centers that could provide specific training and capacity development on topics and in areas of need in Southern Sudan. This table shows possible regional center partnership by sector noting as well major topics by sector. Heavier emphasis has been placed on Governance and Economic Growth, as these two sectors exhibited the greatest institutional need for assistance and little or inadequate institutional capacity exists in Southern Sudan. The short-term accessing regional centers could provide more immediate and higher quality training. In the medium- to long-term, upgrading in-country institutional capacity in these two sectors could be the focus. In Education and Health sectors, while the needs exist, they are further along and emphasis should be placed on upgrading that in-country capacity in the short-term, only supplementing regionally when necessary. One main regional partnership is recommended - African Women's Media Center in Dakar, Senegal. Not only does this center provide training on issues of importance and relevance to all sectors, it also focuses much of its work on women and women's issues.

Once main regional partnership is recommended – African Women's Media Center in Dakar, Senegal. Not only does this center provide training on issues of importance and relevance to all sectors, it also focuses much of its work on women and women's issues.

TABLE 10-B
Possible Regional Center Partnerships and Major Topics Offered by Sector

Centers	Sector and Major Topics Offered			
	Education	**Governance**	**Health**	**Economic Growth Workforce Development**
1. African Centre for Democracy and Human Rights Studies – Gambia		Human Rights, Management of African NGOs, Management and Resolution of Conflict, Civic Education, Law and Democracy		
2. African Women's Media Center - Dakar, Senegal	Journalism	Leadership	HIV/AIDS	Building Women's Media Associations
3. Cairo Demographic Centre (CDC) - Cairo, Egypt			Population and Sustainable Development	
4. Centre for Basic Research (CBR) - Kampala, Uganda:		Social, Political, Cultural and Economic Affairs		
5. Institute of Personnel Management - Nairobi, Kenya		Human Resource Management, Effective Time Management, Counseling Skills for Managers, Negotiation Skills and Effective Communication		
6. International Law Institute – Uganda: African Centre for Legal Excellence - Kampala, Uganda		Finance, Management, Mediation, Law and Governance		
7. Kenya Institute of Education – Nairobi, Kenya	Teacher Training			
8. Kenya School of Monetary Studies - Nairobi, Kenya				Financial Management, Accounting, Banking and Information Technology
9. Kisii Training Center - Kenya				Road Construction, Maintenance and Supervision
10. Mackerere University -	Teacher training			Business Administration, Economic Policy

Centers	Sector and Major Topics Offered			
	Education	**Governance**	**Health**	**Economic Growth Workforce Development**
Kampala, Uganda	Curriculum development Educational Administration			and Planning, Economic Policy Management, Computer Science, and Statistics
11. Management Centre for Regional Integration and Management Development - Mhulme, Swaziland	Educational Administration			Environmental Impact Assessment, Natural Resources Management and Sustainability and Social Agroforestry Management
12. Management Training and Advisory Centre - Kampala, Uganda				Management Development, Entrepreneurship and Productivity Improvement
13. Mediation Training Institute Africa - Tema, Ghana		Mediation and Collaborative Management for Private Sector and Government Organizations		
14. Moi University - Eldoret, Kenya	Educational Administration Teacher Training		Health	Environment Economics, Environment, Environmental Law, Environmental Information Systems and Agricultural Economics
15. Mount Elgon Labor-Based Training Center – Uganda				Road construction, Maintenance and Supervision
16. Potchefstroom University of Christian Higher Education - Potchefstroom, South Africa	Educational Administration		Occupational Health and Safety	Environmental Law, Environmental Management Systems, Environment Auditing, Managing Conflict, Environmental Impact Assessment, Integration of Management Systems, Public Private Partnerships,
17. Queen Zein Al Sharaf Institute for Development - Social Development Training Center - Amman, Jordan	Early Childhood Education, Special Education, Counseling and Guidance, Training of Trainers, Community			

Centers	Sector and Major Topics Offered			
	Education	**Governance**	**Health**	**Economic Growth Workforce Development**
	Development and Family Protection			
18. Social Research Center - Cairo, Egypt			Reproductive Health, Health Research Methods and Policy Analysis	
19. Tanzania Global Development Learning Centre - Dar es Salaam, Tanzania	Teacher training Curriculum development			Project Management, Business Finance and Computer Data Security
20. Uganda Management Institute - Kampala, Uganda	Educational Administration	Records and Information Management, Public Administration and Management, Financial Management, Project Planning and Management, Monitoring and Evaluation		Information Technology
21. University College of Lands and Architectural Studies - Dar es Salaam, Tanzania				Environment Information Systems
22. University of Durban-Westville - Durban, South Africa				Environmental Management, Environment Engineering and Water Resources Management and Engineering
23. University of South Africa (UNISA)		Capacity Building and Skills Development		
24. Women in Law and Development in Africa - Harare, Zimbabwe	Gender Education	Institutional Building and Gender Sensitivity		

10.2.3 International Partnership Roles

As with all training and capacity development endeavors, there are four broad roles contributing partners can play:

- Funding – partners can provide funds needed to get activities started and to move them along.
- Technical Assistance – partners can provide experts and consultants to work with selected institutions, organizations, and individuals to train them and build in-house capacity.
- Training – partners can design and implement training programs locally, regionally, and/or internationally that provide a country with what it needs to develop capacity.
- In-kind – partners can provide in-kind assistance such as vehicles, training materials, and equipment as needed and appropriate to further training and capacity development.

While the short length of the needs assessment, the limited time and the constraints in reaching all the multi-national partners did not allow the team to fully explore potential partnerships, it was possible to put together the following "partnership" table based on the four roles traditionally played in training and capacity development activities. Table 9-F indicates by type of role, the roles in which international partners could be engaged. All partners listed are presently involved in work in Southern Sudan or have expressed an interest in beginning to work there. Furthermore, determined roles are based on partner histories of roles played, track records on roles played, and their reported strategy or engagement plans. The roles to be played are examined by the specific skill sets or cadres needed in each sector. The skill sets or cadres listed are comprehensive and placed in priority order within each sector.

No one organization, international agency, international or local NGO can accomplish the requirements and challenges of building a new South Sudan. This can only be achieved by applying a partnership strategy. A partnership relationship is a new international organizational culture, and as the relationship matures, collaborative efforts and coordination will become the preferred method of resolving the myriad of critical social, political, economic, and educational challenges facing South Sudan. This new relationship and culture should be driven by USAID, since it knows the stakeholders, and it has the resources, will, and passion to make it work (see Chapter 3, Section 3.3.2).

TABLE 10-C
Potential International Partners by Role to be Played

Skills Required by Sector	Possible Partner and Type of Partnership[67]													
	USAID	World Bank	DIFD	UNDP	CIDA	UNICEF	JICA	UNHCR	EU	UNV	GTZ	ILO	FAO	WHO
Diaspora Volunteer Program	$, TA	$, TA	$, √	$, TA	TA, T	TA, T	$	TA, T	$	TA	$	T	T	√
Governance														
1. Managers	$,T	$,TA	$,TA,T	$,TA	-	TA, T	$	-	$	TA,T	-	-	-	-
2. Lawyers	$,T	$,TA	$,TA,T	$,TA	-	-	-	-	$	TA,T	-	-	-	-
3. Paralegals	$	$,TA	$,TA,T	$,TA,T	-	-	-	-	$	TA,T	-	-	-	-
4. Law Enforcement Officers	$	-	$,TA,T	$,TA	$,TA,T	-	-	-	$	-	-	-	-	-
5. Accountants	$,TA,T	$	$,TA,T	$,TA	-	TA, T	-	TA, T	$	TA,T	-	-	-	-
6. Engineers	$,TA,T		$	$,TA	-	TA, T	$,T	TA, T	$	TA,T	-	-	-	-
7. Computer Technicians	$,TA,T	$,TA	$,TA,T	$,TA	-	TA, T	$,T	TA, T	$	TA,T	-	-	-	-
8. HRD Specialists	$,TA,T	$,TA	$,TA,T	$,TA	-	TA, T	$	TA, T	$	TA,T	-	-	-	-
9. Training Specialists	$,TA,T	$,TA	$,TA,T	$,TA	-	TA, T	$	TA, T	$	TA,T	-	-	-	-
10. Literacy Campaign	$,TA,T	$,TA	$,TA,T	$,TA	-	TA, T	$	TA, T	$	TA T	-	-	-	-
Health														
11. Doctor	$	$	$	TA	-	√	$	-	$	-	-	-	-	#, T, √
12. Clinical Officer	$	√	$	-	-	√, T	-	-	$	-	$	-	-	TA, √
13. Lab Technician	$	√	√	-	-	√, T	-	-	$	-	√	-	-	TA, √
14. Certified Nurse	$	-	√	-	-	√, T	-	-	$	-	√	-	-	TA, T
15. Midwife	$	$	√	-	-	√, T	-	√, T	$	-	√	-	-	TA, T
16. Maternal & Child Health Worker	$	-	$	TA	√	√, T	-	√	$	-	-	-	-	$, √
17. Community Health Worker	$	-	$	TA	√	√, T	-	√	$	-	-	-	-	$, √
18. Traditional Birth Attendant	$	-	-	TA	√	√, T	$	√	$	-	-	-	-	√
19. Hygiene Promoter	$	-	√	-	√	√, T	$	√	$	-	-	-	-	√

[67] [KEY: TA-technical assistance, $-Funding, ✓-In-kind, and T-training]

Economic Growth and Workforce Development														
20. Trades people	TA,$	-	TA,$	TA,T	√	TA, T	-	-	TA, $	-	TA, T	TA, T	-	-
21. Infrastructure professionals – Engineers, Architects, Planners	TA,$	$,TA	-	-	-	-	-	-	-	-	TA, T	TA, T	-	-
22. Farmers & Agricultural Specialists	TA,$	$,TA	TA,$	-	√	-	-	-	TA, $	-	-	TA, T	TA, $	-
23. Ag Processing, Quality, & Marketing	TA,$	$,TA	TA,$	TA,T	√	TA,T	-	-	TA, $	-	-	TA	TA, $	-
24. Natural resource managers	TA,$	$,TA	TA,$	-	-	-	-	-	TA, $	-	-	TA	-	-
25. Infrastructure Investment	TA,$	TA,$	$	TA,T	-	TA,T	-	-	$	-	TA,$	TA,$	-	TA,$
Education														
26. Administrators	TA/$	TA/$	-	TA/$	$	$	-	TA/$	-	-	-	-	-	-
27. Principals	TA/$	TA/$	-	TA/$	$	$	-	TA/$	-	-	-	-	-	-
28. Head Teachers	TA/$	-	-	TA/√	$	√	-	TA/$	-	-	-	-	-	-
29. Teachers	TA/$	-	-	√	TA/√	TA/√	-	TA/$	-	-	-	-	-	-
30. Tutors	TA/$	-	-	√	TA/√	TA/√	-	TA/$	-	-	-	-	-	-
31. Educational Supervisors	TA/$	-	-	-	TA/$	TA/$	-	TA/$	-	-	-	-	-	-

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APPENDICES

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APPENDIX A
SCOPE OF WORK

SOUTHERN SUDAN CAPACITY DEVELOPMENT NEEDS ASSESSMENT
SCOPE OF WORK
USAID Sudan Field Office

1. Background

Sudan is undergoing a period of dynamic and historic change. The long-enduring civil war is coming to a close as negotiations between the main combatants continue to progress towards a comprehensive peace agreement. The impact of the war resulted in the loss of 2 million lives, more than 4 million people displaced and severely hindered Sudan's capacity to develop as a nation. The war severely limited opportunities for the vast majority of southern Sudanese to attend school, develop skills and create viable institutions necessary for lasting political, social and economic development. The long duration of the civil war has also dramatically affected gender roles. Estimates indicate that over 60% of the population in southern Sudan is female and women head the majority of households in some areas. While women are responsible for most production, health and education of the household their role in politics, governance, and formal education and professional life is severely constrained. As Sudan moves forward in the peace process, USAID and other donors are planning for post-conflict programs, including substantial assistance for capacity development at the individual and institutional levels.

2. Objectives

The purpose of this scope of work (SOW) is to procure services to conduct a comprehensive training needs and capacity assessment in southern Sudan for the USAID Sudan Field Office (SFO). The training needs and capacity assessment will focus both on individuals and institutions in southern Sudan that are essential to achieving results identified in the USAID Sudan Interim Strategic Plan for 2004-2006. The assessment will assist USAID and the SPLM to better understand and plan for capacity development activities.

The assessment will cover selected government (including those institutions that are in the process of being established, or have been identified as needed, but not yet established), private sector and civil society organizations. The needs assessment will focus on five key development sectors currently supported by USAID: 1) peace building/conflict mitigation, 2) education, 3)health, 4) democracy and governance and, 5) economic development, which are discussed in more detail in section 5 below.

It is expected that the training needs assessment will identify short, medium and long-term capacity development needs and identify and provide up to date information on potential Sudanese, regional and international training institutions and innovative capacity development strategies. The assessment will provide an information base on training and institutional development needs from which USAID, other development agencies, and southern Sudanese partners will develop a comprehensive, cost-effective and innovative training program.

The objectives for the assessment are to:

- Assess and prioritize skills / capacity development needs in the health, education, governance and economic growth sectors. The contractor will be expected to identify training needs within and across (e.g. management and leadership skills) each of the USAID strategic/special objectives. The contractor will also be expected to identify and assess training needs across a time horizon that includes short-term training (3-9 months), medium-term training (1 – 2 years) and long-term training (more than 2 years).

- Identify qualified and capable institutions (in-county, regional and international) that can launch and provide skills training and capacity development. The contractor will be expected to utilize some type of performance criteria for potential training institutions and group these institutions in categories based on their readiness to immediately take on the training task. For institutions with a limited readiness to conduct training, the assessment is expected to identify specific areas in which training capabilities need to be developed including, human, financial, and organizational and physical.

- Assess the feasibility for developing a large-scale volunteer program and other kinds of programs to mobilize professional Sudanese from the Diaspora who could contribute to capacity development in southern Sudan. The assessment should examine successful volunteer-based programs such as Peace Corps and IESC and their applicability for introducing a volunteer-based program for southern Sudan. Among other things, the assessment team will identify other organizations that are cataloging Sudanese in the Diaspora and make recommendation for how a USAID program can compliment work already underway. Additionally, the assessment team will develop an inventory of skilled personnel that could be mobilized from the Sudanese Diaspora to work on a voluntary basis for a period of 3 months to 2 years. The assessment should also provide recommendations on incentives that would encourage and support Sudanese from the Diaspora to participate in a voluntary assistance program.

- Determine the extent to which skills training is currently taking place and assess available skills training materials and training methodologies.

- Identify other organizations and agencies including USG, other development partners, private sector institutions and regional organizations that are engaged in skills training, capacity building and job creation, and may become current or potential partners in USAID's capacity development initiative. The assessment will identify and map out what other development partners are planning or currently doing regarding capacity development.

- Conduct a rapid labor market scan in targeted towns and cities that will compare skills needed by the existing and emerging private sector with the skills and abilities of the local workforce. As part of the labor market assessment, determine the feasibility for introducing a workforce development program that links education and training to labor market needs and targeted economic growth sectors (e.g. Agriculture)

- Identify the particular capacity development needs and potential contributions from two key demographic groups – women and youth. For women, the team should identify strategies for improving women's participation in civil society, economic recovery and burgeoning governance institutions. For youth, the team should identify opportunities to engage the energy and creativity of youth to participate in development. In this context, youth would be taken to mean those now in school as well as those out-of-school and unemployed.

3. Statement of Work

It is expected that the assessment will reflect high levels of participation and cooperation from key southern Sudanese leaders, partners and stakeholders.
The assessment will require document reviews, extensive interviews, surveys, data collection and analysis, report preparation and presentation of findings. The majority of the work for the assessment will be carried out in various locations throughout southern Sudan and short periods of time in Nairobi and Washington. The assessment may also include travel to other countries in the region to assess potential partnerships between regional training and nascent Sudanese institutions. It is expected that the assessment will be undertaken in consultation and close collaboration with staff in the USAID Sudan Field Office, southern Sudanese government and non-governmental counterparts and key USAID partner organizations operating in southern Sudan. The assessment will also assess what other development partners are planning or currently doing in the area of capacity development.

Southern Sudanese governmental institutions to be included in the assessment include, but are not limited to: payam, county and regional sector specific entities (e.g. county health offices); SPLM Ministerial level entities in the Health, Education, Agriculture, Planning, Finance, and Administration; and nascent Governance institutions such as Justice and Local Government. NGO's to be included in the assessment include, but are not limited to international and Sudanese NGOs currently operating in Southern Sudan.

The contractor's first task will be to develop a Work Plan that includes, but is not limited to the: a) methodology and data collection instruments; b) activity time line, including time to review the Literature Review provided by USAID; c) team composition, d) personnel and e) costs.

4. Deliverables:

4.1. Work Plan: Due to USAID/SFO CTO within 1 week of agreement.
The Work Plan will include:

- Review time for the 'literature review' provided by USAID;
- southern Sudanese institutions to be assessed;
- methodology to be used, including strategy for involving participation and cooperation of key southern Sudanese leaders, partners and stakeholders;
- data collection instruments to be used;
- assessment schedule, including travel schedule for team members and time line with key benchmark dates;
- final team composition and skills; and
- table of contents for final report, including annexes.

4.2. Draft Training Needs Assessment Report: Due within 6 weeks of acceptance of work plan. The draft report will:

- Include a prioritized list of the key skills, training and other capacity building needs (e.g. language) of southern Sudanese individuals and selected southern Sudanese institutions by sector and by institution;
- include a description of current and planned training programs provided by other development partners;
- identify special capacity development needs and opportunities for women;
- include recommendations for a large-scale volunteer and other kinds of programs to mobilize professional Sudanese from the diaspora who could contribute to the capacity development and/or training of the southern sector;
- include an inventory of skilled personnel from the diaspora; and
- be delivered in 50 hard copies and electronic format to the USAID Sudan Field Office and selected southern Sudanese partners for review and comment.

4.3. Final Training Needs Assessment Report: due within 1 week from date feedback received from USAID on draft report. The final report will:

- Include an Executive Summary, a review of methodology , an analysis of training and capacity development needs across SOs/SPOs, by institution and length of training periods (short, medium, long-term), and a summary of findings and recommendations;
- organize training needs that are unique to each SO/SPO and should also identify common training needs that cut across sectors and organizations;
- present information in a use-friendly format for practitioners and decision-makers;
- incorporate USAID and southern Sudan participating government and NGO partners input; and
- be delivered to the USAID SFO in 50 hard copies and in electronic format.

5. USAID Assistance to Sudan USAID-The Sudan Interim Strategic Plan 2004-2006

5.1 The United States Government's Role in Sudan

Support for a peace agreement, as well as humanitarian and development assistance for the Sudanese remains a top priority for the United States Government. The President of the United Sates has appointed Andrew Natsios, the USAID Administrator, as the Special Humanitarian Coordinator for Sudan, and former Senator John Danforth as the Peace Envoy for Sudan. The United States has increased its support for the peace process, promoted opening up new areas of Sudan for access by humanitarian assistance, and launched major new development initiatives in basic education, agricultural revitalization, health, and peace programs.

The training needs assessment will be conducted within the context of the USAID Integrated Strategic Plan for Sudan for 2004-2006 A critical component for achieving SOs across all sectors is human and institutional resource development. This section provides a brief summary of the five USAID strategic and special objectives (SOs/SPOs) in peace process/conflict mitigation, governance, education, health, and economic recovery. More detailed information on the ISP and SO's are provided as an Annex to this SOW.

5.2. USAID Sudan Results Framework

The overall goal for the USAID Sudan ISP is to establish a **foundation for a just and durable peace with broad participation of the Sudanese people.** Programs in four strategic objectives – governance; education; health, water, and sanitation; and economic recovery – contribute to achieving this goal. Each of these Strategic Objectives for this strategy seek to achieve results that move in the direction of a recovery in Sudan but are something less than the typical impact required of sustainable development programs. Each of the Strategic Objectives uses a mix of all the different fund sources across the relief to development continuum.

5.3 Strategic Objective 5 - More Responsive and Participatory Governance

5.3.1 Summary

After several years of USAID investments in local governance in southern Sudan, especially in strengthening civil society and civil authority partnerships, administrative skills of civil administration, peace-building (resource-based and political), and access to justice, a limited consensus has emerged among southern and eastern Sudanese on the problems of governance. The emergence of a just and durable peace will require governance institutions and participatory processes that are inclusive of and responsive to all Sudanese citizens. In order to provide citizens with the information and capacity to come to a consensus on and establish new governance institutions, programs under this Strategic Objective will support the establishment of an environment that supports peace and inclusive governance institutions. This will be done through achievement of three Intermediate Results:

IR 5.1: Increased participation of civil society in peace and governance processes.
IR 5.2: Increased responsiveness of civil administration bodies.
IR 5.3: Increased access to quality, independent information.

A more detailed design for the governance strategic objective is underway. Information relevant to the training needs assessment will be provided by the SFO Democracy and Governance Team.

5.3.2 Key Beneficiaries

Beneficiaries of the programs to improve governance include: Southern civil administrations, including executive and judicial institutions at all levels and a national legislative body; National Democratic Alliance/Social Services Administration; SPLM Pre-Transition Task Force for Governance; Non-SPLM southern-oriented political organizations, community-based organizations and peace committees; County Development Committees; women's groups; southern Sudanese NGOs; and northern Sudanese NGOs.

5.3.3 Illustrative Activities

USAID's programs under this IR will build on past and current Sudanese initiatives to expand civil society's influence on government decision-makers at all levels in the on-going peace processes and in the establishment of new governance institutions. An illustrative list of key peace & governance processes would include: constitution development and review; electoral legal framework development and implementation; local government/decentralization legal framework and implementation; law review; truth and reconciliation processes; establishment of a permanent national deliberative body; management of foreign assistance. USAID programs under this SO will include strengthening the institutional and human capacity of transition governance institutions.

5.4 Strategic Objective 6 - Increased Equitable Access to Quality Education

5.4.1 Summary

The Sudan Basic Education Program (SBEP), which began in July 2002, is designed to improve equitable access to quality primary, secondary, adult, girls, and non-formal education in southern Sudan. This will be done through achievement of three Intermediate Results:

IR 6.1: Improved teacher education programs
IR 6.2: Increased capacity of primary and secondary schools to deliver quality education, especially for girls
IR 6.3: Improved non-formal education for out-of-school youth and adult learners

SBEP program accomplishment by 2005 will include: establishment and rehabilitation of four teacher training institutions to certify teachers, with a focus on women teachers; increase in girl's enrollment and retention in school; provision of accelerated learning courses and teacher training scholarships to women teachers; rehabilitation of at least 200 primary and nine secondary schools (during this three-year strategy period) throughout southern Sudan with a focus on village schools for girls; and delivery of distance education programming to adults and out-of-school youth in cattle camps and fishing camps. In addition, SBEP will strengthen local education institutional capacity to the county level.

5.4.2 Beneficiaries

Beneficiaries of the Sudan Basic Education Program include (1) pupils and parents, as well as other community members including traditional leaders, religious leaders, and women's associations; (2) education offices at the county and payam level, and education officials including school inspectors and girls education supervisors; (3) school and community organizations such as boards of governors and parent-teacher associations; (4) Sudanese civil society organizations working in the formal, non-formal, and vocational education sectors.

5.4.3 Illustrative Activities

Activities to support the Education strategic objective includes: school construction and rehabilitation; establishing regional teacher training institutions, strengthening the new

Secretariat of Education and education offices at the county and payam levels; accelerated learning programs for girls; strengthening school, local and county administration and financial systems and; developing the institutional capacity of local education NGOs.

5.5 Strategic Objective 7 - Increased Use of Health, Water, and Sanitation Services and Practices

5.5.1 Summary

After many years of providing extensive health, water and sanitation relief for the most vulnerable war- and drought-affected communities in Sudan, USAID is now undertaking a major development investment in health transformation in southern Sudan while continuing relief activities in northern Sudan. Child survival health funds will complement health inputs from OFDA to promote the transition from relief to development. USAID's primary health care program will help strengthen the local health authorities' policies which prioritize community-based health care and financing; child health and nutrition; maternal nutrition; HIV/AIDS and tuberculosis; promoting the private sector involvement in the health sector; strengthening training for primary health care workers; and utilizing proven interventions to reduce mortality / morbidity (e.g. malaria, HIV/AIDS). Governance structures will be encouraged to take the lead in promoting and managing preventive practices. USAID's programs in health, water and sanitation will achieve four Intermediate Results:

IR 7.1: Improved access to high-impact services
IR 7.2: Increased Sudanese capacity, particularly women's, to deliver and manage health services
IR 7.3: Increased demand for health services and practices
IR 7.4: Improved access to safe water and sanitation

5.5.2 Beneficiaries

Health program beneficiaries will include approximately 800,000 persons in stable areas in the South and an additional 1.5 million persons supported by OFDA programs in unstable and/or transitional areas. Additionally, the staff of the Southern Entity Health Department, County Health Departments, and health care staff working in primary health care units and primary health care centers, will benefit directly from this program.

5.5.3 Illustrative Activities

Illustrative activities to support the health, water and sanitation strategic objective include: promotion of community construction of primary health care centers; training institutes and training for community health workers; establishing basic public health systems for County Health Departments; institutionalizing routine vaccinations; direct support to community-based health care, focusing on child survival interventions, maternal and child health, nutrition, malaria control, HIV/AIDS, and the implementation of endemic diseases programs.

5.6 Strategic Objective 8. Foundation Established for Economic Recovery

5.6.1 Summary

Economic recovery will underpin Sudan's ability to recuperate from civil war and establish a foundation for a just and durable peace. Because of the central role of women in production, processing, and small-scale marketing of food, economic recovery that is centered on agricultural and livestock production and marketing will empower households and communities to dedicate less time and labor to acquiring food and more time to improvement of livelihoods.

This Strategic Objective seeks to assist Sudanese in establishing the foundation for an eventual economic recovery by creating now the basic building blocks of a rural economy driven by agriculture and livestock production and marketing. This will be done through achievement of four Intermediate Results:

IR 8.1: Food security needs of vulnerable communities met
IR 8.2: Market support institutions created and strengthened
IR 8.3: Market support programs and services introduced and expanded
IR 8.4: Transparent policymaking processes encouraged

Sudan's enormous potential for production and marketing of food and non-food commodities means that economic recovery is a real possibility, and a long-term vision of southern Sudan as an export-oriented economy can be realized. Sudan has abundant natural resources and a broad diversity of ecology and climate, giving it the potential to be a net exporter of food. Its agricultural land under irrigation – 4.4 million acres – is the largest in Africa. Sudan has a great diversity of subsistence and cash crops, and was referred to as the potential bread-basket for the Arabian Gulf in the 1980s. The livestock sector is a major part of the economy in both the arid north and swampy south. Sudan's substantial natural resource base has major economic potential if managed sustainably, but legislation is needed first to determine property rights over these resources. These natural resources include forests (both plantations and native species), grassland, an extensive system of rivers and swamps (estimated at 7 million acres), fish, wildlife, and minerals (petroleum, gold, copper, iron, talc). Apart from petroleum, these resources are used far below their economic potential.

5.6.2 Beneficiaries

Beneficiaries will include micro entrepreneurs (especially women), agriculture training institutions, a microfinance institution, commodity networks of producers and traders, and public sector institutions involved in creating the legal and policy framework for economic recovery.

5.6.3 Illustrative Activities

Illustrative activities to support the economic recovery strategic objective include: establishing microfinance institutions; developing agribusiness training centers; developing microfinance institution; and developing business skills, improved technologies and practices in food crop production and marketing, agricultural technology, fisheries, livestock, forest products and wildlife.

6. Team Composition

The Team will include up to 5 people with the requisite skills and experiences to carry out the scope of work. One person shall be designated as Team Leader and will be the principal liaison with the USAID CTO. The Team leader will also be responsible for carrying out the work plan and providing all required reports and deliverables.

7. Roles and Responsibilities

The USAID Cognizant Technical Officer (CTO) for this activity will be Inez Andrews, the USAID Sudan Field Office Education Team Program Manager. Technical guidance for the assessment will also be provided by the Sudan Field Office General Development Officer for Education, Health, and Economic Recovery and the USAID/REDSO Regional Education Advisor. The assessment team will be expected to work closely with the Health, Governance and Economic Growth SO Team Leaders and Activity Managers.

The USAID Sudan Field Office will provide to the assessment team a list of known individuals and institutions for each sector, with contact information. The SFO will provide a briefing for the assessment team and will provide relevant background information, documents, reports and studies.

8. Performance Period

The assessment shall be conducted no later than September 15, 2004 and be completed by November 17, 2004; lasting approximately 9 weeks.

9. Work Week

A six (6) day work week in authorized

APPENDIX B
ASSESSMENT WORK PLAN

PART ONE: PROTOCOL

A. Assessment Goals

1. Conduct targeted needs assessment of selected southern Sudan institutions in the areas of health, economic growth, democracy and governance, and education (includes short-, medium-, and long-term needs).
2. Provide the detail and recommendations necessary to inform the development a five-year training plan for south Sudan in health, economic growth, democracy and governance, and education.

B. Assessment Objectives

1. Assess and prioritize skill development needs to implement the activities of USAID (Demand - Individuals):
   - Identify the type of people doing the work and their respective skills
   - Describe designed or anticipated activities to achieve the IRs.
   - Identify short, medium and long term needs.
   - Detail challenges and opportunities
   - Identify skills training needed across sectors, i.e. leadership, management, computer, communication.

2. Identify qualified and effective institutions that provide skills training (Supply-Institutions).
   - Develop definition of readiness
   - Determine readiness to immediately provide present training
   - Describe readiness to provide anticipated training from 1 above
   - Examine how to use high readiness institutions and to improve institutions with limited readiness.

3. Identify USAID's potential partnerships for training implementation, including multinational and regional organizations, government agencies, and private-sector institutions.
   - Describe other development partner training activities.
   - Analyze the plans, delineating partnership strengths and weaknesses.
   - Examine potential partnerships for implementation
   - Prioritize recommendations: i.e. continue to use XYZ, strengthen ABC, and expand activities to use EFG.

4. Determine the feasibility for introducing a workforce development program
   - Define "workforce development program"

   4.A. Demand – Private Sector Employers
   - Describe the current private sector employment distribution.
   - Analyze current distribution and unmet demand.
   - Detail methods to meet current demand for worker skills.
   - Identify viable industry clusters and specific areas where job growth opportunities exist.
   - Describe SPLM government, USAID and donor strategies for employment growth.
   - Analyze labor market skills required to support private sector growth.
   - Delineate skills development measures - microfinance, agriculture and synergies with anticipated infrastructure (construction) development

   4.B. Supply – Both Individuals and Institutions (Labor and Skills Development Services)
   - a. Describe current labor force demographics - unemployment, returning soldiers, women, number of new people entering labor force. (Short, medium and long term). b. Describe institutions currently providing skills for supporting the private sector.
   - Analyze institutions' capability to meet current skills demand.
   - Delineate current training needs.
   - Describe desired skills training supply.
   - Analyze workforce training institutions' capacity to provide anticipated skills.
   - Detail the use of institutions and improvements for private sector skills development.

5. Identify particular capacity development needs of women, youth, and special groups.
   - Develop demographic profile of women and youth.
   - Describe cultural constraints to participation in civil society and economic activities and the current role of women in various sectors.
   - Analyze skills development needs
   - Examine the retraining and integration of soldiers.

6. Determine the feasibility for developing a large scale volunteer program and other programs to mobilize professional Sudanese in Southern Sudan.
   - Detail past experiences with volunteer based programs and lessons for Sudan.
   - Develop a roster of potential skilled volunteers from the Diaspora
   - Analyze challenges/opportunities, strengths/weaknesses.
   - Analyze and determine the feasibility for developing a large scale volunteer program and other programs to mobilize professional Sudanese
   - Delineate potential elements of a volunteer program

C. Assessment Design

1. **Tentative Dates** – The team will be in Nairobi from October 1 to October 17, 2004, in South Sudan from October 18 to November 3, 2004 and back in Nairobi from November 4 to November 15, 2004 (Travel Schedule, attached).

2. **Tentative Locations** - Nairobi and South Sudan, specifically Equatoria-Yei, Yambio, Nimule, and Maridi; Bahr El Ghazal-Rumbek, Thiet, and Malual Kon; Upper Nile-Ayod and Bor; and Southern Kordofan-Nuba Mountains.

   a. Types of Sites

   1. Training institutions (includes colleges, certification programs,
   2. Community-based/developed organizations (working with/through donor funds of any kind, from any source)
   3. Distance training programs
   4. Other, e.g. scholarship providers, etc.

   b. Criteria for Site Selection

   - Connection to larger organization/system
   - Accessibility
   - Sector relevance
   - USAID SO/IR relevance

3. **Data Sources**

   a. Primary Data Sources – (1) USAID-funded Sudanese training institutions and staff in all four sectors (Potential Institutions and Field Visits, attached) and (2) potential NGOs/PVOs/FBOs to be used as spearhead training organizations (TBD in field).

   b. Secondary Data Sources – USAID, FSO staff, SO team staff, UNDP, EU, DIFD, World Bank, training organizations working in Sudan, and implementing partners (Organizations to be Contacted, attached).

4. **Sampling & Selection Criteria**

   a. Sample Method(s) – Purposive sampling will be used, i.e. primary data sources (1) and secondary data sources will be selected according to the specific criteria listed below. Convenience sampling will be used to select primary data sources (2), i.e. those that are found and that are available and willing to participate, will be interviewed and examined.

   b. Selection Criteria – Selection criteria for primary data sources (1) comprise:

   - USAID-funded
   - Conducting a training activity in health, education, economic growth, and/or democracy and governance
   - Represent at least 2 different Sudanese regions

   Selection criteria for secondary data sources include:

- Those organizations receiving USAID funds to carry out training activities
- Partners – potential or present – on training activities
- Represent other country international development aid or major funding sources

5. Methodology

a. Quantitative – An institutional capacity checklist will be used to determine the "readiness" of training institutions to provide the skills training for which they are responsible and a labor market scan will be used in selected towns (Tools List and Sample Tool, attached).

b. Qualitative – Interviews will be the prime qualitative method used. Furthermore, when possible and appropriate focus group discussions will be employed using a modified version of the interview topic guide.

c. Documents Review – The team will review all relevant and useful documentation collected in Stage 1 Literature Review, gathered from the Joint Assessment Mission online materials listing, and received from primary and secondary data sources. A complete list of documents reviewed will be attached to the final report (Draft Report Outline, attached).

D. Assessment Team

The team is comprised of five Development Associate-contracted sectoral and training specialists:

- Lynne Cogswell – Health
- Richard Hailer – Local Government
- Robert Holm – Workforce
- Jim Purcell – Economic Strengthening
- Don Smith – Education

For purposes of gathering data in Nairobi, team members will work together on cross-cutting issues and individually on their sectoral specialties. In the field, teams will be used to facilitate understanding, provide internal feedback mechanisms, and ensure value and validity of data collected. Teams comprise Team 1: Jim Purcell and Robert Holm and Team 2: Lynne Cogswell, Richard Hailer, and Don Smith.

PART TWO: SAMPLE DATA COLLECTION TOOLS

- ☐ 1. SO Team Interview[1]
- ☐ 2. Secretariat Interview[2]
- ☐ 3. Implementing Partner Staff Interview[3]
- ☐ 4. Potential Partners Interview[4]
- ☐ 5. Institutional Capacity Checklist

[1] Includes all USAID/SFO staff as well as appropriate
[2] Includes Nairobi and field staff
[3] Includes contractors receiving USAID funds, partners in the USAID-funds training efforts in Nairobi and in the field, also includes others involved in Sudan training activities through whom training activities are being carried out in the field
[4] Would include those NGOs/FBOs/PVOs found in Nairobi and on the ground who could be potential partners in training efforts but are not presently partners, in some instances they could represent potential resource recipient

Sudan Training Needs Assessment
STRATEGIC OBJECTIVE TEAM
Interview Topic Guide

PRESENT

1. Who are the USAID "insert" sector training implementing partners (IP)? For how long?
2. What training activities is "IP" presently carrying out in southern Sudan? With whom? To what end? Why? *[repeat Question 2 for every IP cited in Question 1]* What partnerships are presently employed in carrying out the training activities discussed in Questions 2 &3? How have these partnerships been working?
3. What interactions/work/where are you in negotiations with/done to date with the Secretariat of "sector?"

FUTURE

4. What additional USAID training activities do you have planned? When? With whom? By whom? To what end? Why?

NEEDS

5. What training needs to do you feel still exist in southern Sudan *(those needs not being met by present or planned training activities)*? Why?
6. Of these needs, how would you prioritize them? How would you time them?
7. How could this/these need(s) best be met? Why?

VOLUNTEER PROGRAM

8. What thoughts do you have on developing and implementing a volunteer program in the "insert" sector in southern Sudan? What challenges and opportunities do you see?

PARTNERSHIPS

9. What training activities are other donors carrying out? What opportunities do you see? *(tie opportunities back to responses from Question 4, 5, and 6 when possible)*

SPECIAL POPULATIONS

10. During this period of transition, there are three populations in southern Sudan on whom training activities could have a serious impact – women, youth, and returning soldiers. What needs to you see for these populations? What thoughts do you have on how training could better meet the needs of these populations? Better serve these populations?
11. Anything else that you feel would be useful to this training needs assessment?

Sudan Training Needs Assessment
IMPLEMENTING PARTNERS
Interview Topic Guide

PRESENT

1. What training activities are you presently carrying out in southern Sudan? With whom? To what end? Why?
2. What "institutions" are you working through in the field? Why?
3. Who are your training implementing partners? For how long? How have these partnerships been working?
4. What interactions/work/where are you in negotiations with/done to date with the Secretariat of "sector?"

FUTURE

5. What additional training activities do you have planned? When? With whom? By whom? To what end? Why?
6. What additional institutions to you plan to work through/create/reinforce/strengthen, if any? Why? How?

NEEDS

7. What training needs to do you feel still exist in southern Sudan *(those needs not being met by present or planned training activities)*? Why?
8. Of these needs, how would you prioritize them? How would you time them?
9. How could this/these need(s) best be met? Why?

VOLUNTEER PROGRAM

10. What thoughts do you have on developing and implementing a volunteer program in the "sector" in southern Sudan? What challenges and opportunities do you see? Why?

PARTNERSHIPS

11. What training activities are other organizations carrying out? What partnership opportunities do you see? *(tie opportunities back to responses from Question 4, 5, and 6 when possible)*

SPECIAL POPULATIONS

12. During this period of transition, there are three populations in southern Sudan on whom training activities could have a serious impact – women, youth, and returning soldiers. What needs to you see for these populations? What thoughts do you have on how training could better meet the needs of these populations? Better serve these populations?
13. Anything else that you feel would be useful to this training needs assessment?

Sudan Training Needs Assessment
SECRETARIAT STAFF
Interview Topic Guide

PRESENT

1. What training activities are presently being carried out in southern Sudan? For whom? To what end? Why?
2. What institutions have you created/reinforced/strengthened in the field to carry out these activities? Why?

FUTURE

3. What additional training activities do you have planned? When? For whom? By whom? To what end? Why?
4. What additional institutions? Why?

NEEDS

5. What training needs to do you feel still exist in southern Sudan *(those needs not being met by present or planned training activities)*? Why?
6. Of these needs, how would you prioritize them? How would you time them?
7. How could this/these need(s) best be met? Why?

VOLUNTEER PROGRAM

8. What thoughts do you have on developing and implementing a volunteer program in the "sector" in southern Sudan? What challenges and opportunities do you see?

PARTNERSHIPS

9. What partnerships are presently employed in carrying out the training activities? How have these partnerships been working?
10. What opportunities do you see for additional training partnerships? Why?

SPECIAL POPULATIONS

11. During this period of transition, there are three populations in southern Sudan on whom training activities could have a serious impact – women, youth, and returning soldiers. What needs to you see for these populations? What thoughts do you have on how training could better meet the needs of these populations? Better serve these populations?
12. Anything else that you feel would be useful to this training needs assessment?

Sudan Training Needs Assessment
POTENTIAL PARTNERS
Interview Topic Guide

PRESENT

1. What training activities do you presently carry out in southern Sudan? With whom? To what end? Why?
2. What institutions do you presently work through/with? Why? How?
3. What interactions/work/where are you in negotiations with/done to date with the Secretariat of "sector?"

FUTURE

4. What additional training activities do you have planned? When? With whom? By whom? To what end? Why?
5. What additional institutions? (new, create, etc.) Why? How?

NEEDS

6. What training needs to do you feel still exist in southern Sudan *(those needs not being met by present or planned training activities)*? Why?
7. Of these needs, how would you prioritize them? How would you time them?
8. How could this/these need(s) best be met? Why?

VOLUNTEER PROGRAM

9. What thoughts do you have on developing and implementing a volunteer program in the "insert" sector in southern Sudan? What challenges and opportunities do you see?

PARTNERSHIPS

10. With whom do you presently partner? How? Why? How have these partnerships been working?
11. If you were to list three things you bring to a training partnership in "sector," what would they be? Why?
12. What partnership opportunities do you see? *(tie opportunities back to responses from Question 4, 5, and 6 when possible)*

SPECIAL POPULATIONS

13. During this period of transition, there are three populations in southern Sudan on whom training activities could have a serious impact – women, youth, and returning soldiers. What needs to you see for these populations? What thoughts do you have on how training could better meet the needs of these populations? Better serve these populations?
14. Anything else that you feel would be useful to this training needs assessment?

INSTITIONAL CAPACITY MATRIX

Sudan Training Needs Assessment
(17 October 2004)
Sector: _____

CROSS-CUTTING Criteria	Institution Name					Topic Guide Questions
1. Planning - tools in place - training plans in place -program plan(s) in place -strategic plan in place						Tell me something about your institution What kinds of tools do you use for planning? What specific plans do you have in place? What challenges do you face in planning your activities?
2. Management -supervision -administration -lines of authority/decision-making						How many staff do you have? What roles? What supervision structure do you have? Why? How do you make your training decisions? How do you use the Secretariat plans/polices?
3. Finance -financial systems -plan for recurring costs						What financial systems do you have? What kinds of recurring costs do you have? How do you deal with/manage these?
4. Communications -technology - existence & use of (radio, cell, email, internet, electricity, SAT) -lines of communication & info sharing						What technologies do you have? What technologies would facilitate your training? How do you communicate your work to others? What means do you have to share/receive info?
5. Human Resources -qualified staff - administrative -qualified staff - program -gender equity						What kind of training has your staff received? How would you feel about Sudanese in the Diaspora coming to work in this institution? How many women do you have on staff?
6. Assets -building infrastructure -materials (books, pens, etc.) -furniture & other						What materials do you need to do your training effectively? How do you plan to ensure these items?
7. Methodologies -outreach -curriculum						What training methods do you use? Why? How do you determine the content of your courses? Why?
8. Environment -leadership -readiness -ethics						What plans do you have for the future of this institute? What challenges do you face? What opportunities do you feel exist?
9. Outcomes/Outputs -relevance to USAID SO/IRs -meet the needs of community (depends on sector/trainees/sttudents) -monitoring & evaluation						What is the purpose of your training courses? How have you been succeeding? What changes do you feel are necessary? How do you monitor your training activities? How do you evaluate your training activities?
10. Partnerships						What activities are other organizations carrying out? What partnership opportunities do you see?

PART THREE: TIMELINE

Sudan Training Capacity Assessment

6 Week Timeline

Monday, 4 October to Saturday, 13 November 2004
10 October 2004

Activities	*Week 1*						*Week 2*						*Week 3*						*Week 4*						*Week 5*						*Week 6*					
A. Field Preparation	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**																								
Organize initial logistics (phone, work space, etc.)	X																																			
Discuss/revise SOW with SFO	X	X																																		
Develop assessment protocol		X	X																																	
Review literature review & other pieces prepared by local team	X	X	X	X	X																															
Develop assessment tools			X	X	X	X																														
Develop TOC for report				X	X	X	X																													
SUBMIT FINAL WORK PLAN (10/12/04)								**X**																												
B. Needs Assessment	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**						
Oganize field work			X	X	X	X	X	X	X	X																										
Carry out needs assessment in:																																				
-Nairobi							X	X	X	X	X	X	X	X					X					X	X											
-Sudan												X	X	X	X	X	X	X	X	X	X	X	X													
Analyze data on an ongoing basis							X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X											
COMPLETE ASSESSMENT DATA COLLECTION (11/2/04)																										**X**										
C. Analysis & Draft Report Writing	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**	**1**	**2**	**3**	**4**	**5**	**6**
Discuss initial trends, thoughts																							X	X	X	X	X	X	X	X						
Prepare individually agreed upon report pieces																									X	X	X	X	X	X	X	X	X			
Share pieces for designated internal team review																													X	X	X					
Present preliminary findings																																		X		
Prepare draft report & distribute with key stakeholders																																			X	
COMPLETE PRESENTATION AND DRAFT REPORT (11/13/04)																																				**X**

APPENDIX C
SAMPLE COUNTRY TRAINING PLANS

AGRICULTURAL POLICY REFORM PROJECT APRP

TRAINING NEEDS ASSESSMENT REPORT

Submitted to:

APRP Program Planning Committee (P.P.C.)
USAID/Egypt
Project Management Unit (PMU)

Reform Design and Implementation Unit (RDI)

Development Associates, Inc.

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Arlington, VA 22209-2023
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January 10, 1997

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TRAINING UNDER THE AGRICULTURAL POLICY REFORM PROJECT A PRELIMINARY REPORT

Egypt of the 1990's is in a period of transition from 30 years of a centrally planned and government controlled economy to a liberalized, free market economy. Although significant GOE policy liberalization has occurred over the last 10 years, government presence continues to pervade the agriculture sector. The Memorandum of Understanding between the Ministry of Agriculture and USAID discusses government ownership and control as having a sharply negative effect on real growth in the agricultural GDP. Government involvement results in a weakened private sector, as well as inefficiencies and lackluster activity in foreign and domestic trade. As described in the MOU a program of privatization and liberalization of the agricultural industries and markets promises increased economic growth in the agricultural industry and in the entire economy.

The Agricultural Policy Reform Program (APRP) is a four-year sector grant program designed to assist in removing remaining policy barriers to privatization in agriculture and to create a liberal, competitive marketing system. This activity falls under USAID's Strategic Objective #1 (SO 1): Accelerated Private Sector-led, Export Oriented Economic Growth.

The APRP involves a number of related reform projects as well as diverse institutions which affect economic reform. These include Ministries, Ministerial associations and institutes, holding companies and affiliated companies, private sector companies, NGO's and interest groups such as Coops and labor unions, foreign and international institutions, and other public sector institutions like The Principal Bank for Development and Agricultural Credit (PBDAC). The overall coordination of the Project is handled by the Program Planning committee which is comprised of members representing the Ministry of Agriculture and Land Reclamation (MALR), the Ministry of Public Works and Water Resources (MPWWR), the Ministry of Public Enterprise (MPE), and the Ministry of Trade and Supply (MoTS). Additionally, various task forces will be constituted to promote and review sectoral issues.

The Reform Design and Implementation (RDI) unit of the APRP will help the GOE and the private sector implement agricultural policy reform. As one of the tools to assist in reducing policy barriers, the APRP RDI unit includes an in-country and off-shore training component. Training focuses on reducing the human resource constraints that affect the implementation of liberalized policies in the agricultural sector. To identify specific human resource constraints and to identify training activities which contribute to the removal of policy barriers to agriculture and agribusiness development, a training needs assessment of the agricultural industry was undertaken in December of 1996. The Needs Assessment briefing was presented to USAID and APRP in Cairo on December 18, 1996. A discussion of the findings and the Needs Assessment approach follows in part I of this report. Part II, beginning on page 5 is the proposed Year 1 training plan.

PART I: TRAINING NEEDS ASSESSMENT

The Training Needs Assessment (TNA) was carried out between December 1 and 18, 1996 by a four person team comprised of two U. S. and two Egyptian specialists. The combination of training specialists working in partnership with agricultural economists permitted a broad coverage of the priority sectors. Information gathered was thus processed from the perspectives of agricultural economics as well as human capacity development.

APPROACH

During the course of the three week task, the needs assessment team identified the current resources, skills, and attitudes related to market driven agricultural policies. The TNA team focused on the priority sectors of cotton, fertilizer, and seeds. Additionally, water management and irrigation infrastructure was included as a priority.

The Assessment proposed to identify:

- the training needs of the personnel of ministries, agencies, associations, firms, insofar as those needs relate to policy formulation and implementation;
- problems within the agricultural sector related to human resource constraints;
- the types of training available in Egypt and the institutions which deliver training;
- n-country and third country activities relevant to policy implementation;
- potential U. S. based courses on privatization and policy analysis;
- possible locations for observation visits;
- a suggested venue for senior level observation visits; and
- costs associated with the implementation of the diverse training activities.

The TNA team, after initial discussions with members of the Program Planning Committee, the Program Management Unit and others, developed interview guidelines with basic questions which could be quickly modified for each interview. The team conducted discussions with more than 60 senior level Ministry officials, industry managers, managers of holding companies and affiliated companies, private sector companies as well as small scale farmers in the New Lands. The TNA team also developed and distributed a skills survey to identify specific quantitative knowledge and expertise of the staff analysts (results pending), and reviewed recent agricultural sector reports and APRP documents. A copy of the skills survey is in Appendix C.

The TNA team used a variety of methods to gather information including site visits, observations, group meetings with staff analysts, review of project related documents and reports, and finally, individual interviews with senior level representatives of Ministries and of the cotton, seed and fertilizer sectors.

Interviews, while modified to meet the special characteristics and knowledge and time constraints of each interviewee, always contained a series of questions relating to current problems and difficulties in implementing new policies followed by discussions of potential training activities. Problems identified included many issues and limitations not related either to policy implementation or to human capacity development. Nevertheless, some issues were raised by individuals across sectors. Notable was the repetition of the lack of personnel experienced with private sector business practices, marketing, accounting, financial reporting, and trading; the absence of a reliable pool of

analysts with the breadth of experience and ability to provide simplified, cogent analysis for decision makers was also repeated frequently.

MAJOR FINDINGS

The TNA team during the course of site visits and interviews identified various resources that will undoubtedly contribute to the efficacy of the Project training activities. These include among others:

Resources in Egypt

- ‣A number of well equipped training centers affiliated with Ministries and Universities and available to the Project; (see Appendix G)
- Numerous current reports on the agriculture sector many of which contain sound training suggestions;
- A small but enthusiastic group of analysts, currently employed within Ministries, who are trained in the use of computer software for modeling agricultural issues; and
- A large number of computers with appropriate software in various sections of MALR.

Problems and Needs Related to Market Liberalization Policies

In the course of our dialogues, meetings, and interviews a range of problems and issues were identified and training solutions proposed. Although the Training Team has accumulated an extensive list of problem areas and training needs, most can be clustered under the following general headings:

Resistance to Liberalization Policies. The need to change the attitude or mentality of both managers and workers and build consensus was one of the most often mentioned issues. Whether couched in terms of lack of information, anxiety or simple resistance to privatization and liberalization policies, the need for information and full discussion of the ramifications of liberalization was expressed by representatives of all the groups interviewed.

Government representatives frequently revealed either some resistance to the policies or discussed preferences for partial measures in the implementation of policy. The not uncommon belief that liberalization policies need to be phased in or delayed could indicate lack of confidence in the probability of success, uncertainty about the effects of privatization, or anxiety about their own knowledge and ability to implement programs.

The Media was also mentioned several times as needing to participate in information exchanges such that their analyses do not misrepresent the situation. At the same time frank, open discussion of the results of the liberalized economy is essential to acceptance.

Social/Employment. There was neither unanimity on the societal effects of the liberalized policies nor full understanding about what will happen with each step of the implementation of new policies. The concern about redundant workers and how to deal with that issue was listed as an important issue

to decision makers. Additionally, how to motivate workers and managers so that they become enthusiastic and energetic workers was also noted. Other issues: price fluctuation, monopolistic practices, hoarding, and shortages are issues which need to be addressed diligently.

Policy Implementation/Strategic Planning. Strategic decision making, using economic analysis to reach conclusions, and how to structure analysis were suggested training topics for several target groups: the decision-makers, the members of planning units, and supervisors who need to structure the analysis. This oft repeated issue was closely tied to management skills as well. In this new climate of liberalization managers and supervisors do not always understand their roles. This is described again below under "Management." Water use policies and the development of strategies related to water management is a high priority area. The need to develop the capacity within the MPWWR for strategic research and strategic thinking was emphasized.

***Analysis*.** Numerous analytic, forecasting, and presentation skills were listed as important in the liberalized economy. Conducting successful crop 'intention surveys', forecasting techniques, data analysis, formatting/presentation techniques, outlook and situation reports on commodities were among the many necessary skills.

A skills survey questionnaire is being distributed in various Ministries which need economic analysis. The questionnaire addresses past training in various mathematical tools and the current need for such tools. The survey will be collected, tabulated and analyzed. Once received and reviewed, results will be submitted as an addendum to the report.

Financial and Management Issues. The management skills commonly used in private enterprise are largely missing from the newly privatized companies. Such specific skills as how to prepare a balance sheet, profit and loss statements and how to shift to international accounting standards are issues of great concern. Thus, we found that in companies and institutions which now have autonomy the managers either do not understand their decision-making authority or lack the knowledge and experience to manage resources.

Marketing. Marketing in the broadest sense was listed as a skill deficit throughout Egypt. From the need to prepare materials in an accurate, readable format, present the information that buyers wish to see, and even how to approach people to discuss issues of privatizing a company were considered important topics for training. Evaluation of assets and stock market behavior were also listed here.

PART II: APRP YEAR 1 TRAINING PLAN

TRAINING PLAN OVERVIEW

The proposed Year 1 Training Plan is based upon the findings reported in the Training Needs Assessment carried out between December 1 and 18, 1996 by a team comprised of training specialists and agricultural economists. The Assessment focused on both public and private sector institutions, private companies, NGO's, associations, and land holder groups. A list of persons (institutions) contacted is attached as Appendix E.

TRAINING TARGETS

The two primary groups targeted by the project and addressed in the report because they are the most likely to utilize training for the greatest impact are:

- Decision Makers; and
- Policy Analysts on whom the decision makers rely.

The training needs of these two groups are very different. Decision makers from government and the private sector need both knowledge and information about options and strategies as well as exposure to privatization programs in other countries that have been successful. In addition, they need to be introduced to processes that will facilitate planning to implement privatization, as well as to learn how to use the talents of policy analysts so that better decisions can be made. Finally, they need to become accustomed to communicating precisely the ramifications of their decisions to all the involved .

In contrast, the analysts need training in specific tools to predict the probable outcome of policy decisions. Fortunately, Egypt has a number of policy analysts with training in these tools: statistical analysis and econometric models to address questions regarding the impact of changing prices and other agricultural variables, construction of budgets for comparative analysis, calculations on private and social rates of return. A description of two of these programs are found in Appendix F.

TRAINING FORMAT

Over the life of the project, 200 in-country opportunities and 100 overseas opportunities are planned for the APRP. Though 300 opportunities is a small number compared to the breadth of the Project, training is proposed with a view to achieving the maximum benefit to the project. Elements of successful training which have been identified by training and development professionals will be incorporated in the design and implementation of project training. Some of these high impact practices are described below.

The design of each training event will be guided first by identifying the results desired and the probable impact on the sector or the targeted institutions. Involving the key stakeholders at all levels of program design and implementation is a critical factor in ensuring transfer of the training back to the host-country institution. Stakeholders may include officials from the counterpart institutions, the candidates themselves, the candidates' immediate supervisors, USAID representatives and representatives from the project and training institution staff. Selection criteria will suggest guidelines that parallel project goals. Candidates who can act as change agents within their institutions, transfer what they have learned to colleagues and participate in the improved performance of their institutions should be selected.

Initial training should also benefit the largest number of participants. Thus, workshops, retreats and seminars for 40 - 50 participants recommend themselves as initial activities.

The Needs Assessment findings suggest that the training begin with strategy seminars for senior level personnel. Workshops will be designed to be sector specific such that cotton interests, seed interests, and fertilizer interests will remain intact. A seminar on regulatory policies in countries with similar

agribusiness circumstances is a possible first or second year activity. Because the scope of the project is vast, the project's training component will not be able to respond to all areas of need.

Locations for visits which are relevant to Egypt either because of crops, climate, water use, or particular organizations and educational institutions will be identified. One dynamic configuration is to constitute cross institutional teams with similar policy interests who would visit selected European or U. S. sites. Such Observation Visits are most useful to review how controversial policies have been successfully implemented elsewhere.

Training format has been designed with a view to achieving the greatest possible impact across the priority areas of the agricultural sector. Thus, activities are focused on issues that cut across many of the institutions or which affect the largest groups of persons. Likewise, activities which benefit only a few participants, or activities which have little likelihood of being shared across institutions or groups, have been minimized. For the same reason many activities form teams of possible candidates, especially teams which combine representatives from several ministries with the private sector.

The following training plan includes suggested training activities for year 1, a timetable and suggested criteria for selection of candidates.

TRAINING ACTIVITIES

To meet the needs of these target groups, a variety of training modalities is proposed. Using a combination of in-country, third-country and U. S. based training programs lasting from a few days to a few weeks provides flexibility and wide enough coverage to promote the project's objectives. Likewise, the use of conferences, workshops and small groups of participants from various institutions for training rather than individuals will increase the possibility of enhancing skills and performance across a range of institutions.

Thus training activities which address the most frequently observed and most fundamental needs have the highest priority. The essential issues surrounding broad acceptance and understanding of the GOE policies, the use and formulation of analysis, and marketing/business skills are the cross cutting needs which affect all the institutions involved in the implementation of agricultural policy reform.

On the following pages, various specific examples are given on in-country, third country and U.S. training activities. These potential training opportunities are described and related to the training needs identified through this needs assessment and specified on pages 3 - 4 of this report.

I. In Country Workshops/Conferences

The two workshop examples detailed below would be used as models for the initial training activties of the Project. These initial trainings will set the stage for future training that contributes to the removal of barriers to privatization in agriculture by enhancing the human resource capacity in this sector.

A) Strategy Workshops on Privatization (2 days)

"The Benefits and Future of the GOE's Commitment to Privatization"

Training Need:	Resistance to Liberalization Policies
Desired Outcomes:	Clarify existing misconceptions, provide information on ramifications of the policy; promote dialogue on issues related to privatization.
Presenters:	Panel of GOE, Ministry representatives with an outside expert as speaker on a special topic.
Target Audience:	Representatives from cotton and textile holding companies, mid to senior level managers of public and private companies.
Location:	Retreat setting outside of Cairo
Language:	Arabic
Suggested Content:	Definition of privatization Historic/global context for privatization Performance of public enterprises (reason for privatization) Role of competition in a market economy Obstacles to implementing policy

A series of short workshops modified to include specific issues related to the textile, the fertilizer or the seed sectors could easily be repeated with different audiences. The chief benefit is to share information and dispel the confusion surrounding the concepts.

B) Workshop on Using Analysis for Policy
"Structuring Research and Analysis to Provide Support for Policy"

Training Need:	Policy Implementation/Strategic Planning
Desired Outcomes:	Create working teams of decision makers and analysts who can structure research and develop strategy options; provide forum to analyze the consequences of choices; enhance ability of decision makers to formulate the research problem and articulate relevant questions.
Presenters:	Conference facilitator who can structure exercises and moderate large group sessions; GOE representatives responsible for the development and/or implementation of strategy; selected Ministry analysts.
Target Group:	Senior level government policy makers Ministry Analysts
Location:	Cairo
Language:	Arabic
Suggested Content:	Case studies based on actual situations and developed in advance to provide problem solving activity for both decision makers and the analysts. Advance preparation needed.

Appendix H suggests possible content and format for such workshops. Seminars and workshops of this type may be developed with some modifications to serve different target groups or sectors.

II. U.S. Based Courses

Four courses are described in this section as examples to provide a fuller range of information. With more time and information, other available courses in the U.S. or elsewhere will be identified. Three courses are budgeted.

A) Course on Accomplishing Privatization Goals

"Privatization: How to Value, Negotiate and Gain Support for Transforming State-Owned Enterprises"

Training Need:	Resistance to Liberalization Policies
Desired Outcomes:	Gain exposure to and understanding of diverse privatization strategies, how to communicate with public have to conduct transactions
Institution:	Center for Financial Engineering in Development, Inc., (CFED), Washington, DC.
Target Group:	Government officials, state-owned enterprise managers, and consultants involved in the design, management and implementation of privatization transactions and programs.
Location:	Washington, D.C.
Language:	English
Content:	The objective of this course is to provide a rationale and framework for examining the privatization process as well as the analytical skills to properly structure successful transactions. The workshop is designed to provide effective strategies for valuing state-owned enterprises, attracting investors, and gaining the support of all stakeholders to accomplish effective privatization goals.
Dates:	March 10 - 21, 1997

B) Course on Accomplishing Privatization Goals

"Techniques of Privatization" (This is presented as an alternative to above course)

Desired Outcomes:	(see above)
Institution:	International Institute for Training and Education (formerly known as the USDA Graduate School).
Target Group:	Managers of public sector investors, bankers, private sector entrepreneurs, public sector administrators, and policy-makers.
Location:	Washington, D.C.

Language:	Arabic or English
Content:	This course focuses on the process of transferring the management, leasing, or ownership of publicly owned enterprises to the private sector, and techniques of allowing greater private/public sector competition in infrastructure and services.
Dates:	Two weeks - late July through first week in August (offered annually)

C) Course on Privatization of Public Enterprises
"Public Enterprises: Restructuring and Privatization"

Training Need:	Social/Employment
Desired Outcomes:	Gain overview of financial and institutional aspects of restructuring public and private sector companies; analyze plan for preparing an enterprise for sale learn negotiations processed and skill
Institution:	International Law Institute
Target Group:	Senior level GOE policy makers
Location:	Washington, D.C.
Language:	English
Content:	Topics in this workshop include: the history and experience of public enterprises and consequences for economic performance in developing countries; factors affecting the performance of public enterprises; policy reform and privatization strategies; designing and implementing a privatization program; consequences of privatization; and negotiating principles and practices.
Dates:	Three weeks -- June 30 - July 18

D) Course on the Global Marketplace

"Promotional Strategies for Marketing a Country in the Global Economy"

Training Need:	Marketing of the Enterprise
Desired Outcomes:	Exposure to promotional tools, global marketplace
Institution:	American Management Institutes and the Atlanta Management Institute
Target Group:	Policy-makers, export and investment agency officials, small business development officers, Chamber of Commerce executives, technical and economic advisors, and officials responsible for planning, finance and industry.
Location:	Atlanta, GA
Language:	English — in Arabic by special arrangement.
Description:	This seminar will prepare participants to understand the dynamics of the global marketplace, identify the potential resources of their national economies, examine appropriate promotional tools for attracting foreign investment, explore strategies and mechanisms for promoting national export performance, and develop relevant skills for the monitoring and evaluation of investment and export promotional programs.
Dates:	October 27 - November 21, 1997

Customized Programs:

In addition to the pre-packaged courses described above, Development Associates can develop training courses with these institutions and others. Tailor made programs are most effective when a group (15-18) of individuals have similar training needs. Intensive 3-4 week courses can be designed around the financial management, forecasting and various other topics.

III. Observation Visits

The observation visit can be a useful training tool especially if the visits offer a laboratory *en vivo* for projects closely related to current or future host country projects. The objectives and the needs of the visiting delegation must be as tightly drawn as those of any longer term training event. Delegation members must have direct involvement in the issue or have a well articulated need to understand how the project functions or to see the effects of an implemented policy. It can be equally successful to view projects which have had major pitfalls and have undergone correction or even to see components which have failed. The most successful O.V.s are designed with a subject matter expert who can function as a facilitator. The facilitator is responsible for keeping the discussions focused, asking questions which relate to the objectives, and in general, providing overview.

The observation visit is an appropriate choice for the APRP as the activity is not designed to upgrade skills but to provide information and an illustration of a project (or policy) in progress.

The O.V.s described below are intended to be illustrative. Each such visit whether it takes place in Europe, Asia, or the United States, will be carefully planned according to the objectives the specific event.

A) Third Country Visits
Observation Visit on "Water Management Policies" (10 days)

The example provided here for an observation visit to Spain is intended to be illustrative. Another possible country would be Taiwan where there are WUA's and systems of irrigation relevant to Egypt's training needs. An observation tour that dealt with water use and allocation, with similar objectives and responding to parallel needs was recently conducting in Spain. It proved to highly successful and inexpensive. For this reason, Spain is used as an example for a third-country observation visit. At the point of development of a particular training activity, whether it be observation visit, conference, course, etc., the final selection of site will be based on most appropriate content and site for the specific needs of the target group and on the most cost effective possibility.

Training Need:	Policy Implementation/Strategic Planning
Desired Outcomes:	Exposure to successfully implemented sensitive policies, understanding of pitfalls in implementation of policies.
Target Candidates:	GOE representatives especially Ministry of Water and Irrigation together with representatives from the Ministry of Agriculture charged with formulating or implementing policies related to allocation of water.
Location:	Spain
Language:	Interpretation to Arabic
Potential Site Visits:	Irrigation sites, water user confederation
Content:	Overview of various water policy strategies
	Overview of the water management situation in Spain
	Water user confederations
	Comparison of Spain and Egypt water policies
	Role of various Ministries in irrigation and agriculture
	International relationships and water rights

Numerous other issues lend themselves to third country visits. Within the seed sector and in the cotton sector, O.V.s could be scheduled to nearby countries with similar climates and products, such as Taiwan, with a view to comparing trade and marketing strategies. Likewise, visits could be designed to countries, regardless of climate, which have undergone privatization of major sectors. For exposure to other products, observation visits could be arranged to nearby countries such as Thailand, Pakistan and Indonesia. Visits with Chairmen of the privatized companies to discuss the before and after situation could yield fruitful insights.

B)U.S. Observation Visits

Observation Visit on Financial Markets (10 days)

Training Need:	Marketing
Desired outcomes:	-Increase access to information on internationally financial markets, especially commodities. -Exposure to modern financial information technology. -Understanding that sustain the privatization process.
Coordinator:	Financial specialist with contacts in U.S. financial community
Target Candidates:	Senior Level Decision Makers from Government and Private Sector
Locations:	Chicago, IL; Washington, D.C.; New York
Potential Site Visits:	Chicago Board of Trade First Chicago Bank Chicago Board Options Exchange Chicago Mercantile Exchange U.S. Treasury Department Overseas Private Investment Corporation U.S. Commerce Department American Stock Exchange New York Stock Exchange New York Cotton Exchange
Suggested Topics:	Shift to privatization & sustaining the process Evaluation of commodities stock exchange behavior Anti-trust Laws Domestic and international regulatory requirements Role of regulatory departments Enabling environments Competitive trade processes Tours of trading floors Overview of the Markets Securities Enforcement and Market Oversight

TRAINING PROGRAM ADMINISTRATION

I. Candidate Qualifications

Careful selection of the candidates for training activities is essential to ensuring that the training activity will have the desired positive impact of the APRP objectives. In other words, the project goal is to assist in removing policy barriers to privatization. To the extent that barriers are removed due to improvement in human performance, the training program will be considered a success. In a project such as APRP with diverse institutions, agencies, and companies, each one of the small number of overall training slots must be chosen with care.

Numerous elements contribute to a successful training activity. Among the many items are:

- clearly focused objectives;
- involvement of primary stakeholders in the design and planning stages;
- needs assessment;
- homogeneous participant group;
- advance planning;
- commitment of the training group;
- relevant content; and
- follow-up.

Perhaps no single element is more important than careful selection of the candidates. Even the best intentioned trainee will fail to benefit if their needs do not coincide with the group, if they are not motivated by the content, if they do not perceive a direct benefit to themselves or if their background places them above or below the knowledge level of the group.

Although the candidate qualifications will vary from one activity to another, certain characteristics will be common to the selection of all training participants.

- Each must be currently employed in one of the Ministries or other institutions related to the APRP;

- There must be evidence of ability to influence employer/agency upon their return as well as a commitment to continue working within the desired institution; and

- There must be an indication of an aptitude for study demonstrated through work or education.

Additionally, a number of USAID criteria have relevance to selecting participants. Note that many of the USAID requirements were developed with the overseas student in mind.

- Good physical health (a medical certification is required for overseas travel);

- Individual training history (past courses they have attended and analysis of to what extent they have used the training they have received;

- Ability to apply training upon return;
- Agreement to complete training in the appropriate time and return to the home country; and
- 50% of all participants are to be female;

II. Selection Procedures

Specific guidelines for selection should be established early in the project. Based on the assumption that the most qualified candidate will be identified, an application form should be developed to provide a basic set of information.

The information should be weighted to give additional merit to that part of the candidate profile which is most relevant to the training activity in question. For example, experience in dealing with policy questions could have more weight than education for a given course.

A rotating review panel should be constituted to review the finalist applications. The rotating panel will ensure objectivity. Because the panel rotates, no particular burden will be placed on a few individuals.

The Project may wish to consider close relatives of Project or Ministry officials to be ineligible.

A series of target deadlines should be established so that the candidate pool is recruited early enough to constitute a group or to file applications.

Procedures to safeguard candidate confidentiality (when appropriate) should be established.

Finally, the candidate must also meet the individual requirements of each course. Some of the U. S. based courses are competitive and also linked to deadlines. When this is the case, rarely will the institution makes exceptions to their admission regulations.

III. Next Steps

A) Approval of training plan;

B) elect project training coordinator;

C) Develop training management procedures

- Prepare a recruitment strategy
- Develop application forms

D) Decide on priority participants for Year 1 (this is a policy decision determining who should review training initially)

E) Agree upon initial priority training activities based on priority participants;

F) Begin development of training content for the in country workshops;

G) Begin selection of participants;

H) egin research of training vendors and sites

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Appendix A

APRP One-Year Training Plan
1997

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan
Planning	T Plan Approved X						Review Update						
In-country Conferences/ Workshops													
3rd country Obs. Tours													
U. S. Observational Tours													
U. S. training Course			CFED				ILI USDA				AMI		

Code

4 conferences in country for 40 - 50 pax/each = 160 - 200

2 third country obs. visit for 6 pax.each = 12

1 U.S country obs. visit for 6 pax/each = 6
1 invitational visit TBD

3 U.S. train off-the-shelf = 12

Preparation Time
Conference Development
Training Time
Start/End

GNT-R51.WPG

APPENDIX B
SUMMARY CHART
PROPOSED TRAINING ACTIVITIES RELATED TO NEEDS

Training Needs/Issues	Training Activity	Target Audience	Purpose of Training	Dates of Training
Resistance to Liberalization Policies	In-country conference	40-50 GOE decision makers	●Understand full repercussions of privatization ●Discuss benefits and obstacles to privatization	May 5-6
Resistance to Liberalization Policies	In-country conference	40-50 Mid. to Senior level managers of public and private Sectors with analysts	●Understand full repercussions of privatization ●Develop analysis to support policy	June 26-28
Social/ Employment	Observation visit 3rd country	6 key high level decision-makers, GOE and private Sector	●Exposure to experiences of governments and companies, reassigning workers, motivating workers, providing compensation packages ●How others have dealt with price fluctuations, mono-politic controls, shortages, etc.	To be determined
Social/ Employment	In-country 2-day conference	40-50 Decision-makers from Ministries and Private Sector	●Understand repercussions of implementation of new policies as they relate to employees ●Employee motivation and incentive programs	May 5-6
Policy Implementation/Strategic Planning	U.S. Training course/either CFED or USDA Privatization	6 Ministry Supervisors	●Examine privatization process and analytical skills to structure transactions ●Effective strategies for analysis, valuing state-owned enterprises	March 10-28 or July - to Aug. -
Policy Implementation/ Strategic Planning	In-country conference	40-50 Decision-makers, Managers and Supervisors	●Strategic decision-making ●Consensus building ●New roles and responsibilities	Jan. 8-9, 1998
Policy	Observation visit 3rd	6 GOE Water	●Visit WUA	Oct. 6-17

Training Needs/Issues	Training Activity	Target Audience	Purpose of Training	Dates of Training
Implementation/ Strategic Planning	country	Irrigation Ministry Policy Makers	●Observe irrigation infrastructural ●Cost/benefit analysis of water policy methods ●Strategic planning re: to water use	
Analysis	In-country Workshop to be conducted in Year 2 3rd country	6		
Financial/ Management	U.S. Training course	4 Analysts	●Analyze and prepare financial statements ●Accounting overview, cash-flow analysis risk analysis	To be determined
Financial/ Management	In-country workshop in Year 2			
Marketing	U.S. Observation Visit	6 Senior-level decision-makers from government and private sector	●Attracting investors ●Modern financial information technology ●International financial makers (commodities) ●Stock market behavior	Nov. 3-15
	U.S. Training Course (AMI course)	4 officials responsible for planning and finance	●Understanding the global marketplace ●Promotional tools ●Monitoring and evaluating investment and report promotional programs	Oct. 27-Nov. 22

APPENDIX C
SKILLS QUESTIONNAIRE

A.Name
InstitutionYears Worked
Education

B.*Do you currently* use these tools or need to use them in your work. Please make a check mark in the appropriate column for each item.

	I use now	I have been trained but do not currently use	This is not needed for my work	I need training in this tool
1.Policy Analysis Matrix (PAM)				
2.General Equilibrium Models				
-Linear Programming				
-Non-linear programming				
3.Farm Budgets, techniques for farm planning				
(a) Partial Budget				
(b) Whole Farm Analysis				
4.Commodity Analysis Systems				
5.Multi-market Analysis				
6.Simultaneous Equations Estimation				
7.Other				

C.For whom do you prepare your analysis usually?

	Yes	Not needed	Has not been requested
1.For your own research			
2.At the request of your institute director			
3.As a part of a task force to respond to a specific policy issue			

(a)If you have been a part of a specific task force, how long did the project take? _____ months.
(b)How many professionals were on the task force team?

D.What were your most interesting or challenging tasks during the last two years?

TASK 1:_____
_____
_____

To whom were the results submitted?_____

What data sources did you use?_____
_____

TASK 2:

To whom were the results submitted?

What data sources did you use?

III. Computer Skills

Yes NoNot needed
for my Work

Do you have regular access to a computer?_____

If yes, please identify the make and model:_____

There is a great deal of computer software available. No one uses all of the kinds available. We need to know what you use, what you need to use and what you need to be able to use after additional training.

Please check for each type of software:

SOFTWARE	*I currently use*	*I have been* trained but do not currently use	*It is not needed* for my work	I need training in this software
1.SAS				
2.SPSS				
3.Lotus 1-2-3				
4.Quattro Pro				
5.*GAMS*				
6.LP88				
7.WordPerfect				
8.Microsoft Word				
9.Corel Draw				
10.Excel				
11.Power Point				
12.Access				
13.Other				

Do you use the Internet?Yes_____No

If yes, please check:Once a day
Once a Week
Once a Month
Occasionally

APPENDIX D
SKILLS QUESTIONNAIRE

In Arabic -- to be added

APPENDIX F
DESCRIPTIONS OF ECONOMETRIC PROGRAMS: PAM AND GAMS

GAMS

Linear programming is a powerful analytical tool that can be used to solve a large variety of problems. Some of the initial problems solved using linear programming were scheduling of shipments, blending of petroleum, blending of least cost feeds, etc. In fact today, one of the largest users of linear programming around the world is the petroleum industry.

The primary problem with linear programming as a tool is the difficulty of constructing the model. A variety of computer algorithms are available, but the primary difficulty of each of these has been the development of the model and the coding of the information so that the computer algorithm can solve the problem.

Many international organizations have faced this problem. One of the first to address it seriously was the World Bank with the development of GAMS (Generalized Algebraic Modeling System). Although the primary advantage of GAMS is the ease with which models can be constructed and the complete transferability of information from one organization to another because they are using a common computer package, GAMS has some additional specific advantages. In addition to solving traditional linear programming problems, the GAMS model is capable of solving a Mixed Integer Programming (MIP) problem.

The importance of mixed integer programming is that linear programming assumes that everything is infinitely divisible. Consequently, half a bridge costs half as much to build as an entire bridge and carries half as much traffic as an entire bridge. Obviously, common sense tells us that half a bridge carries no traffic. As a result, the mixed integer programming component of GAMS is a major advantage where capital planning is a key component, because an entire truck or an entire warehouse must be included into a plan. Because of the computational efficiency of the algorithm, alternative sizes of warehouses, truck fleets, etc., can be incorporated into a single model and evaluated.

As powerful and as effective as linear program and mixed integer programming have been, there are many problems that cannot be set up and solved within a linear framework. Consequently, it s a major advantage that GAMS also contains a non-linear optimizer, MINOS. MINOS does not guarantee a global optimal solution, but it does guarantee a local optimal solution. Ordinarily it is possible through repeated trials and sensitivity analysis to determine whether or not a true global optimal has been achieved.

With all of these advantages, it is easy to understand why many international organizations such as the World Bank and IFPRI are making extensive use of this computer package. In addition, the package comes with a large number of computer models taken from the literature so that the individual does not have to begin from scratch, but rather can look at a model of a fertilizer plant, a farm credit and income distribution model, Egypt agriculture model, optimal pricing and extraction for OPEC, design of a water distribution network, a simple warehouse problem, or the shortest route

problem. This is but a small listing of the computer models that are in the library that comes as a part of the GAMS package.

The assessment team was pleased to learn that twelve individuals from various ministries in Egypt had received extensive training from IFPRI in the use of GAMS. In fact, the Agricultural Research Center is currently using the model that was developed for Egypt to evaluate alternative policies that might be implemented. Clearly, this strong base of talent and experience should be exploited to the maximum to address the very serious problems that Egypt will face during this transition toward privatization.

PAM

The Policy Analysis Matrix (PAM) is an organizational framework that allows economists to analyze the effects on agriculture of a variety of government policy actions. A methodology that allows a wide array of estimation techniques, it also generates results easily comprehended by non-economists. PAM addresses the needs of two groups of development economists -- users (academics, students and policy analysts who can use PAM as a conceptual approach to policy analysis) and doers (practitioners interested in applying the approach). Using the general equilibrium model of international trade, PAM can demonstrate how divergences (distorting policies and market failures) effect the values of outputs and inputs associated with an agricultural system.

PAM is a compromise between the desire for a theoretical model to describe the economy in exacting detail and the need for insightful policy analysis that operates within the inevitable constraints of time and data availability. The theoretical basis for PAM is the simple general equilibrium model of international trade rather than some social welfare function, and the matrix focuses attention on the identification of efficient patterns of production and prices. Non-efficiency objectives are then considered as potential justifications for policies that support inefficient production systems. This restricted approach to the identification of the optimum policy set is more helpful to informed policy debate than are analyses based on **a priori** inferences about the "proper role" for efficiency and non-efficiency objectives of agricultural policy. Policy debate most often arises because comparisons of the importance of various objectives are neither predetermined nor quantifiable.

The PAM models currently used are available on computer spread sheet programs such as Lotus 1-2-3. The assessment team was very pleased to learn that a large number of individuals in various ministries have been trained at Stanford University in the use of PAM. Consequently, the talent is currently available to use analysts with sound training to develop, run and evaluate PAM models of importance to the government of Egypt.

It should be noted that nearly all of the analysts with whom we discussed computer technology indicated that they were familiar with Lotus or one of the comparable computer spread sheet packages, such as Quattro Pro.

APPENDIX G
TRAINING FACILITIES

1. **The Egyptian International Centre for Agriculture (MOA)**
   Dokki, Gaza, Egypt
   Facilities: Training Room capacity 30 - 50 participants with all equipment and a big conference room (400).

2. **Centre for Management Development (MOA)**
   El-Kanater Blubia Governorate — 25 kilometers North of Cairo Facilities: Training rooms — fullboard accommodation for 100 persons

3. **Mubarak Training Centre (MOA)**
   Salja, 140 kilometers North of Cairo
   Facilities: Training room — fullboard accommodation for 100 persons

4. **Mubarak Training Centre (MOA)**
   Sids, Benisuif Governorate, 120 kilometers South of Cairo
   Facilities: Training rooms — fullboard accommodation for 100 persons

5. **Malawi Training Centre (MOA)**
   Malawi, Miria Governorate 275 kilometers South of Cairo
   Facilities: Training room and accommodation for 50 persons

6. **Shandweel Training Centre (MOA)**
   Shandweel, Sohag Governorate 500 kilometers South
   Facilities: Fullboard accommodation for 50 persons

7. **Aswan Training Centre**
   Aswan City, Aswan Governorate 900 kilometers South
   Facilities: Training rooms only

8. **El Mamoura Training Centre (MOA)**
   Alexandria Governorate, 220 kilometers North
   Facilities: Training rooms and accommodation for 150 persons

9. **Maruit Training Centre (MOA)**
   Maruit, Alexandria, 180 kilometers North Desert Road to Alexandria
   Facilities: Training rooms and accommodation for 200 persons

10. **Nubaria Training Centre (MOA)**
    Nubaria Desert Road to Alexandria 140 kilometers North of Cairo
    Facilities: Training rooms. No audio visuals. No accommodations.

11. **Damanhour Training Centre (MOA)**
    Damanhour City, Behera Governorate, 160 kilometers North of Cairo. Agriculture road
    Facilities: Training rooms

12. **Belvis Training Centre (MOA)**
    Belbis, Sharkia Governorate 60 kilometers North East of Cairo
    Facilities: Training rooms and fullboard accommodation for 50 persons

13. **Ismailia Training Centre (MOA)**
    Ismailia Governorate 100 kilometers North East of Cairo
    Facilities: Training rooms and fullboard accommodation for 50 persons. Audio visual equipment.

14. **El Arish Training Centre (MOA)**
    El Arish, North Sinai Governorate 240 kilometers North East
    Facilities: Training rooms

15. **Ministry of Irrigation Training Centre**
    6th October City, 40 kilometers West of Cairo
    Facilities: Training rooms and fullboard accommodations for 200 persons

16. **Ministry of Local Administration Training Centre**
    Sahkara, Giza Governorate, 30 kilometers South West of Cairo
    Facilities: Training rooms and fullboard accommodation for 250 persons

17. **Ministry of Industry Training Complex**
    Dokki, Giza, Cairo

18. **Every factory has training facilities which can be used for project**

19. **Centre for Economic Studies**
    Cairo University, Faculty of Agriculture — Statistic Institute
    Dr. Siam

20. **Centre for Economic Studies**
    Ein Shams University, Faculty of Agriculture

21. **American University in Cairo and Alexandria**

22. **The National Research Centre — Training Centre**
    Dokki, Giza, Egypt

APPENDIX H
POSSIBLE CONTENT FOR SERIES OF WORKSHOPS RESPONSIVE TO POLICY IMPLEMENTATION/ STRATEGIC PLANNING NEED

FIRST WORKSHOP — PRIMARY AUDIENCE INCLUDES GOVERNMENT AND INDUSTRY DECISION MAKERS

This training program needs to begin with an overall seminar directed at decision makers in government and industry, whether private sector or public sector. Such a seminar would be less than one full day in length, and would have as its primary goal the communication of the following team assessment: (1) Egypt has extraordinary resources and very talented people; (2) Egypt has talented managers that have been responding to the signals of a command economy. These managers must now learn to respond with equal talent and authority to the decisions that come from a liberalized economy; (3) Decision makers in Egypt make relatively limited use of the rich talent that is available to them in the form of trained analysts that can address questions and the consequences of proposed actions; (4) Egypt has a large pool of trained analysts. These analysts are experienced in using the latest tools in economics, statistics, mathematics, computers, data collection techniques and the other tools that are available to respond to the kinds of questions that management faces on a daily basis: (5) In spite of the fine training and talent of the trained analysts, we find that they have limited experience in communicating to decision makers the results of their analyses. As a result, well conducted and thoughtful analyses are not communicated in a concise way that can be understood and acted upon by managers.

This seminar should include not only the decision makers, but a limited number of analysts that show great promise and have solid training. These analysts could form the core of team leaders that will be conducting studies as this project unfolds.

SECOND WORKSHOP — PRIMARY AUDIENCE IS GOVERNMENT POLICY MAKERS

Following the initial seminar which sets the stage and has everyone thinking in terms of the purpose of this program of liberalization, specific seminars and workshops will be instituted to strengthen the skills of the parties involved.

The first targeted seminar will be directed toward the needs of government policy makers. In the morning, policy makers from other countries will be brought in to present specific agricultural problems that have been faced in their respective counties. Each will present a short statement of the nature of the problem, the options that appeared to be available, the analytical team that was assembled to address this problem and at that point will turn the microphone over to the analyst who headed the team. The analyst who headed the team will, in very brief terms, outline the approach that was taken to analyze the problem and to evaluate the consequences of alternative choices that could be made. At the completion of this short statement, the analyst will hand out a one page summary of the report that was given in language that was comprehensible to the government policy maker and will return the microphone to the policy maker. With the microphone in hand and the one page

statement of the results in the hands of the audience, the policy maker will describe what each policy consequence meant in terms of his country. The speaker will discuss the political, as well as the economic, trade offs that had to be made. Finally, he will describe the decision that was made and the consequences of that action and its implications for agriculture in his country. There should be at least four such examples handled with both the policy maker and the lead analyst playing these roles before lunch.

After lunch, the eight speakers of the morning will serve as panelists with a moderator to field questions. The questions from the audience will be of the following nature: my agency faces this particular problem. If your nation faced this particular problem, how would you begin to analyze the question and work toward a solution that has both economic and political viability? Obviously,for this segment of the program to work, it will be necessary to have at least five individuals in the audience primed to ask specific questions that can be addressed. It will be necessary to have flip charts and other visuals so that as the discussion unfolds and the decision maker begins to outline on one flip chart the kinds of questions we are considering, as well as the kinds of consequences we feel might be of importance to us. The lead analyst would use a second flip chart to identify some of the tools and approaches that might be used to analyze data and to structure the question in a way in which it can be answered, finishing with how those answers would be placed in terms that would be understandable and usable by the political analyst.

THIRD WORKSHOP — PRIMARY AUDIENCE IS INDUSTRY DECISION MAKERS

An identical one day seminar/workshop would be established for public sector/private sector decision makers. The format would be the same with the morning presentation being a CEO presenting what kind of problem was faced, how it was approached, turning the microphone over to the lead analyst who would proceed by explaining how it was evaluated and how the results were communicated back to the CEO for a final decision. Then, the CEO would finish by saying, "This was what was given to us; these are the things we considered; this was the action that we took, and this was the consequence."

After the lunch break, we would have questions from the audience with the eight panelists to the question, fielded by a moderator. As before, at least five individuals would be required to have prepared questions that could be addressed. For both of these seminar/workshops, we need a few key analysts who have the ability to bridge the gap between the kinds of studies they will be making and the kinds of decisions that the decision makers, both in government and industry, will be faced with solving.

These first three seminars are key to the success of this training program. It sets the stage by showing that decision makers are forced to make decisions whether or not they have information. Secondly, it shows that in almost all countries, decision makers as a rule turn to teams of analysts to evaluate the circumstances and to lay out the consequences of alternative choices that might be made. Third these seminars will clearly demonstrate the enormous gap that exists currently in Egypt between the decision makers and the analysts that are available but are not being used.

FOURTH WORKSHOP — PRIMARY AUDIENCE IS TRAINED ANALYSTS THAT NEED TO LEARN TO WORK WITH DECISION MAKERS

A specific seminar needs to be developed for the analysts that will be able to make a contribution to this privatization program. It is clear from discussions with numerous analysts that they have superb training in economics, statistics, econometrics, linear programming (including GAMS as a specific package), policy analysis matrix (PAM), and the other tools that are available to quantify questions of great importance to the society and especially to the decision makers in government and industry. It is also apparent from these discussions that these individuals have little experience in helping managers to frame questions so that they can be solved. More seriously still, they have very little experience in putting the final results of an analysis into the form of: if action A is taken, the consequence will be X; if action B is taken, the consequence will be Y; if action C is taken, the consequence will be Z. Of course, this always needs to be qualified by saying: These are the economic results that we can determine given the information that we have. The social and political ramifications are in the final hands of the
decision makers.

This seminar would have as its audience the analysis that would be called upon to perform the studies. They must be well trained in the tools that will be presented and discussed. The seminar would be rather technical in nature. Drawing on the examples presented in the first three seminars which were aimed primarily at decision makers with the details of the analysis glossed over, here the focus would be on the specific models, tools and techniques that would be used to address the concerns of decision makers.

This would be two-day seminar and would draw upon experts from various national and international organizations. In each case, the analyst would state the problem as presented by the decision makers. The analyst would continue by restating the problem in technical terms that would be suitable for analysis including the alternative models, tools, data, etc., that might be used. The analyst would end by presenting what analyses were performed, the technical statement of the solution and the form in which this solution was presented to the decision makers.

It is estimated that each presentation would take 90 minutes, that the analyst would write a paper presenting this material and that the papers would be published as a part of the proceedings. The first day of this workshop would present four such examples drawn from situations that illustrate that different tools and approaches are used under different circumstances and that the time available for the analysis may be the most important constraint.

The second day would be only a morning session with analysts from the audience asking the four presenters how to address specific problems that they face. Again, it would be necessary to have at least five questioners primed to begin the discussion.

One of the major goals of this seminar is to understand that they must learn the mind set, jargon and terms of reference of the decision makers. They cannot expect decision makers to become analysts. Instead, they work together as a team.

At this time, the first four seminar/workshops can be planned, developed and implemented. The subsequent specific seminars will depend upon the interests of Egyptian decision makers. However,

a parallel program for decision makers can be planned, implemented and integrated into the first four seminars. There would be observational tours to countries and industries where privatization has been successful. These tours should increase the enthusiasm of decision makes to be a part of such successful programs.

Based on the response of the first four seminars, a series of seminars dealing with specific industries will be developed. Each of these seminars/workshops will be more tightly focused, with a more homogeneous group, and will include decision makers and analysts that will have an interest in particular industries. As an example, a seminar could be prepared on poultry production. The study team observed that the Egyptian poultry industry could benefit enormously by using technology roughly equivalent to that used in the United States in the 1990's. A morning seminar would focus on specific issues, such as nutrition, health care, the combined scheduling of hatching egg production, grow out, processing, and trucking. During the morning an individual with a firm will present a particular problem that he had, such as finding a lower cost feed formulation. Given the nature of the American poultry industry, this same individual would then explain how, using linear programming, he has reduced feed cost during the last 20 years by approximately 20%. A second speaker might address the question of health care, the need for timely vaccinations, and the need for a crew of trained field men that represent the central company and ensure that farmers keep facilities clean, keep other fowls, such as pigeons and ducks, away from the young broilers and in other ways ensure a healthy, growing, efficient and profitable flock.

After lunch, the audience would break up into smaller groups. One group would focus only on nutrition and would have as participants the American or European experts capable of explaining the nutritional problems that are faced and how they are addressed, as well as the cost of the computer support required to achieve these results. The Egyptian audience would include poultry managers who are responsible for feed formulation, feed distribution and grow out performance of birds. It should also include analysts with experience in linear programming as an optimization tool so that they can bridge the gap between the Americans that are using the tool and the Egyptians that need to understand the tool.

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STRATEGIC TRAINING PLAN

USAID/TANZANIA

Global Training for Development (GTD), Task Order 803

I. Background

Prior to the beginning of the Global Training for Development Project the USAID/Tanzania Mission supported a strategy of broad based human capacity development programs the objective of which was to provide education and leadership training to the best and the brightest Tanzanians. In 1997 with the inception of the current Task Order, Mission adopted a concept of training which linked all human capacity development activities to the Mission's strategic objective framework.

During the recent period of re-organization within USAID, the importance of accountability, specifically the need to demonstrate effectiveness by showing a direct link between a given training intervention and improvements in the sector has taken on greater importance. Thus HCD professionals within the Agency have moved steadily, first toward a concept of *Results Oriented Training* and more recently to the framework of Human Performance Improvement.

This more focused performance improvement approach has been adopted in the Agency as well as in the private sector as a means of bringing higher standards (rigor) to the planning and implementation of training activities. Previously development professionals widely accepted that training was always -- or usually -- the solution to poor performance. The concept of strategic training (Results-Oriented Training) embodies a transformation in thinking which recognizes the many and varied causes for poor performance. Performance analysis, identification of competence, cause analysis are prerequisites to selecting the program activity which supports improved performance.

ANNUAL TRAINING PLAN DEVELOPMENT

As part of the Task Order 803 training program administered by Development Associates a team of two training specialists traveled to Tanzania to develop a strategic training plan for the Mission. The plan has a dual objective: to provide specific near-term training recommendations and to develop a long-range, strategic design for human capacity development program within the Mission. What follows is a plan based on an assessment of human capacity development needs within the framework of each Strategic Objective.

II. Executive Summary

The Tanzania Strategic Training Plan is an expanded report based on the Needs Assessment conducted by Development Associates in February, 2000. This Strategic Plan provides two

distinct types of information for Mission use in planning and implementing training programs. The first several sections of the report provide the background, assumptions and Mission approach to the Tanzania training program. Subsequent sections provide a detailed operational plan. Section III, *Mission Statement* defines USAID/Tanzania's preferences for implementing human capacity development activities in the current period of re-engineering and downsizing. The section "Strategic Issues" identifies the underlying assumptions upon which the analysis and recommendations are based.

The section, 'Operational Training Plan" provides a set of recommendations for training and a proposed number of training slots for the current Global Training for Development Task Order which currently ends October 2, 2000. The 'strategic' section of the report discusses the fundamental components of a coherent training program as well as specific recommendations for the USAID/Tanzania program. Though each of the elements is discussed briefly, the section is intended to serve as a practical reference for planning, organizing and implementing future human capacity development and training activities.

The procedural recommendations which are discussed in Section IV. C. include the following:

- Assign the selection and nomination of training candidates to the relevant SO team.
- Establish basic minimum standards for selection as Mission policy.
- Use the Training Officer in a coordinating and consultative role on training activities and procedures.
- Provide pre-departure orientation for small groups of participants.
- Maintain a database of complete contact information for all participants.
- Establish a coherent training program that contains the elements of best training practices.

Finally, the Appendix includes several documents which summarize program steps and guidelines relating to the working relationship between the Mission and Development Associates in the implementation of training under Global Training for Development. Taken together the report exemplifies the value and importance of training in the Tanzanian context.

III. Mission Statement

The USAID Mission in Tanzania intends to direct training activities such that all Human Capacity Development interventions support sectoral results. A clear, direct link between training activities and the desired results within each strategic area should guide the development of the training program. Specifically, the priority Strategic Objective areas include health, environment, democracy and governance, and the private sector.

IV. Strategic Issues

Certain critical issues underlay the assessment and guided the development of the plan. Some are inherent in the successful development and performance of USAID training programs, while

others are peculiar to the Tanzania Mission; all must be considered and incorporated in a strategic plan which seeks to efficiently and effectively achieve targeted IRs. These issues are that:

- USAID has a long and successful record of providing training activities in developing countries;
- Capacity development/skills building is fundamental to sustainability in development;
- An annual, program-specific training plan must be based on an assessment of sectoral needs and performance gap analysis;
- A comprehensive plan will serve as a blueprint for Mission by including operational recommendations as well as suggested training courses;
- In USAID/Tanzania all training program design and implementation functions are assigned to a single training officer who has no assistant. This in turn may force Mission to make judicious choices among identified priority training activities or components of the program, based purely on staff time necessary to process and dispatch participants; and
- Recent multiple changes in Mission SO team personnel suggest a need to re-orient teams as to the desired approach to training.

V. Goals and Objectives of Strategic Training Plan

The Strategic Training Plan is a practical framework which guides the organization in developing operational tasks with maximum long-term effect. The following general goals and objectives outline the impact the Strategic Training Plan hopes to initiate:

- I*dentify the background, mission structure and history of training to provide a basis for the Strategic Training Plan.*
- *Define Strategic Issues and suggest Core Strategies as they affect human capacity development activities.*
- *Assist the training officer by providing a plan that includes specific recommendations of how to best carry out the activities previously suggested in the Training Needs Assessment Report.*
- *Provide recommendations as to appropriate training courses to achieve the Mission Strategic Objectives.*
- *Identify specific training programs to address current human performance improvement needs for each of the Strategic Objectives; Health, Environment and Democracy and Economic Opportunity.*

VI. Operational Training Plan

A. Proposed Training Courses 2000

SO 1: Increased Use of FP/MCH & HIV/AIDS Prevention Measures

Venue: 12 short-term slots - U.S.

Targeted Training Areas: Advocacy, Leadership and Management, Youth and Reproductive Health

Desired Outcomes (Priority IRs):

- **IR1.1** CSO Advocacy Increased
- **IR2.2** Practitioners' Skills and Knowledge Increased
- **IR2.3** Program Management Improved

Participant group: Representatives of Regional Partners

Illustrative Training Courses:

- *Women in Management;* The Centre for Development and Population Activities, (CEDPA); Washington, DC, (May 8 – June 9, 2000); Focuses on increasing the woman manager's capacity to create positive change at the personal, organizational and community levels.

- *Youth Development and Reproductive Health;* The Centre for Development and Population Activities, (CEDPA); Washington, DC, (July 3 – July 28, 2000); During the four-week course, youth leaders explore a positive youth development model that focuses on the assets of young people and their communities, and builds their skills as managers to design, implement and evaluate participatory youth programs.

- *Institution Building;* The Centre for Development and Population Activities, (CEDPA); Washington, DC (August 21 – September 22, 2000); Training courses strives to strengthen the strategic management skills of senior-level managers in order to build more effective and sustainable governmental and non-governmental development institutions.

- *Nursing Leadership and Management;* International Health Programs, Public Health Institute, Santa Cruz, CA; (June 5 – June 30, 2000); Program focuses on current practices and trends in nursing leadership, management and practice in the governmental, non-governmental and private sectors. The goal of the course is to build on participants' knowledge and experience in program planning, human resources development, and quality improvement to prepare them to anticipate and manage the expanding roles of nurses in their countries.

- *Implementing AIDS Programs,* International Health Programs, Public Health Institute, Santa Cruz, CA; (July 24 – August 18th, 2000); The workshop offers participants an

opportunity to share resources and strategies that have been demonstrated to be effective in preventing HIV infection. The workshop is designed for individuals or teams working in HIV prevention and care for governmental and non-governmental organizations from a variety of professional backgrounds, including medicine, nursing, health education, and media.

- *Top Quality Management;* International Health Programs, Public Health Institute, Santa Cruz, CA; (August 7 – August 25, 2000); Focuses on the development and implementation of quality management programs at the institutional level. Participants will have an opportunity to visit leading US health care institutions to dialogue with quality management experts who have implemented large-scale quality management programs. The goal of the course is tot assist participants in efforts to sustain programs and to meet international accreditation criteria through the development of quality management programs or though strengthening existing programs in their organizations.

- *Building and Sustaining Reproductive Health Services Programs*, International Health Programs, Public Health Institute, Santa Cruz, CA; (October 16 – November 10, 2000); The goal of the course is to contribute to the capacity of the various sectors in planning, implementing, evaluating and sustaining reproductive health services programs that are responsive to the needs of their population.

- *Margaret Sanger Center International*, New York, NY, Various courses and training programs on family life and sexuality for youth, reproductive health issues, and professional development.

SO 2: Improved Conservation of Coastal Resources and Wildlife in Targeted Areas

Venue: 4 to 5 short-term slots - U.S.

Target Areas: Various aspects of natural resource management, conservation awareness.

Desired Outcomes (Priority IRs):

- **IR2.2** Increased Effectiveness of Institutions that Support Natural Resources Conservation
- **IR2.3** Improved Management of Targeted Protected Areas
- **IR2.4** Community-Based Conservation (CBC) Regimes Functioning in Target Areas

Participant Group: To be recruited by the SO Team

Illustrative Training Courses:

- *Specially-designed Observational Visit;* An Observational Visit would be arranged according to the participant's specific learning objectives. Location would depend on the best possible place for the participant to meet the training needs.

- *The Institute of Public Service International;* West Hartford, CT; Environmental Protection and management; (June 5 – July 29, 2000); The objective of this program is to provide managers with knowledge and skills in the effective management of environmental protection programs. The program is designed for officials from national and local governments. Private organizations, and NGOs who are involved in the development of environmental polices, monitoring and analysis of environmental conditions, and implementation of environmental protection programs.

- *16th International Seminar on Forest and Natural Resources Administration & Management;* US Department of Agriculture Forest Service and College of Natural Resources, Colorado State University; (August 20 – September 8, 2000); The seminar is an intensive, interactive training program designed for senior natural resource management professionals who desire to improve their managerial capabilities and administrative skills. In a 20-day study tour it presents a broad spectrum of natural resource management techniques and institutional arrangements so that participants may selectively gather ideas which can assist in the management of their lands.

- Other similar short-term training or custom designed programs can be developed upon request.

SO 3: Civil Society and Government are more Effective Partners in Governance

Venue: 2 short-term slots

Target Areas: Civil society, advocacy, gender issues, strengthen NGOs, judiciary.

Desired Outcomes (Priority IRs):

- **IR3.2** Targeted Government Institutions are more Responsive to Public Concerns on Selected Issues
- **IR3.2.2** Consultative Mechanisms Promote Public Dialogue on Selected Issues
- **IR3.3** The Enabling Environment Supports CSO Government Partnership in Governance

Participant Group:

Illustrative Training Courses:

- *14th Annual International Conference in New Developments in Government Financial Management For Government Financial Managers;* Miami, Florida, March 27th – 31st, with add on that focuses on Anti-corruption and International Auditing issues. (Thomas Kiama)

- *Program on Tax Analysis and Revenue Forecasting*; Harvard Institute for International Development, June 19 - July 21, 2000; Program focuses on analytical techniques to evaluate tax policy alternatives, and the estimation of the impacts of tax policy changes, and the forecasting of tax revenues.

- *The Executive Program for Leaders in Development,* Harvard Institute for International Development, June 12 - June 23, 2000; Program focuses on difficult decision-making situations faced by leaders confronting major political and economic transitions; sharpens problem-solving, analytic, and strategic action skills.

- *Program on Budgeting and Financial Management in the Public Sector,* Harvard Institute for International Development, July 16 - August 19, 2000, Reviews techniques for public budgeting and management of public expenditures, through an enhanced understanding of the budget process and the linkages between the national budget and economy.

- *National Council of Juvenile and family Court Judges,* Annual Conference, NCJFCJ 63rd Annual Conference, Salt Lake City, Utah July 16-19, 2000.

- *Structuring Legal Agreements for Public-Private Partnership Projects,* Institute for Public and Private Partnerships,: (May 22 - June 2, 2000) Drafting Concession Law, Designing the Security Package, and Negotiating Contracts (Includes 3-Day Study Tour to New York City)

- *Reinventing Government Management and Civil Service Reform,* Institute for Public and Private Partnerships: (June 12 - 23, 2000) Proven Models to Improve Performance, Promote Decentralization, and Increase Transparency (Includes 3-day study tour to Indianapolis, IN)

- *Information Technology and Reinventing Government: Developing Effective Modernization Programs for 21st Century Governance,* Institute for Public and Private Partnerships (Includes 3-Day Study Tour to Harrisburg and Philadelphia, PA) (June 26 - 30, 2000)

- *Public-Private Partnerships in Transportation Services: Feasibility Analysis, Project Financing, and Performance Monitoring for Highways, Railways, Ports, and Airports* Institute for Public and Private Partnerships, (includes 4-day study tour to California) (July 10 - 21, 2000)

- *Effective Reporting and Enforcement Models,* Institute for Public and Private Partnerships Contract Compliance and Performance Monitoring for Public-Private Partnerships (Includes 4-day Study Tour to Pennsylvania & New Jersey) (October 2 - 13, 2000)

- *Program on Fiscal Decentralization and Financial Management of Regional and Local Governments,* Harvard Institute for International Development, July 3 - July 21, 2000 Focuses on strategies of fiscal decentralization and strengthening regional and local government financial management.

- *Expanding Opportunities for Participation in Sustainable Development Programming,* Establishing Effective Non- Governmental Organization (NGO) Networks Institute for Public and Private Partnerships: (Includes 5-day Study Tour to New York City, Philadelphia, and Baltimore) (July 31 - August 18, 2000)

- Other similar short-term training or custom designed programs can be developed upon request.

SO 4: Increased Micro and Small Enterprise Participation in the Economy

Venue: 26 Entrepreneur International Programs. Three-week EI programs are designed individually to provide on-the-job experiences for Tanzanian entrepreneurs. The experience is occasionally augmented and complemented by participation in short-term skills development courses or attendance at professional and commercial conferences. The examples listed below also serve to illustrate possible short-term U.S. courses

Target Areas: 1) Strengthening of business associations; 2) Management skills for entrepreneurs and small business policy issues affecting private sector growth

Desired Outcomes (Priority IRs):

- **IR2.1** Private Enterprises Involved in Policy Formulation
- **IR2.2** Services of Executive Agencies Improved

Participant Group: Small business owners who employ several workers

Training Courses:

- *Microfinance Training Programs –Session I: July, 2000* Economics Institute, University of Colorado, Microfinance Best Practice - *Program Design Session II*: July, 2000. Microfinance Best Practice - *Program Management* date TDB. Program Objectives: Be exposed to the best practices in the field of microfinance; Become familiar with the most important examples of microfinance programs around the world; Have the opportunity to discuss key issues and experiences with leading practitioners and experts in the field; and generate networks of support and learning among the participants and your instructors that will last beyond the course itself.

- *Program on Financial Institutions for Private Enterprise Development,* Harvard Institute for International Development, June 10 - June 24, 2000, Focuses on the financing of micro, small, and medium private enterprises, including the design of financial instruments, operating techniques, management information systems, and the policy framework.

- 3rd Annual Global Women Entrepreneurs Trade Fair & Investment Forum, May 13-21, 2000, Miami, Florida

- *Managing Small and Medium Enterprise Development Programs* Institute for Public and Private Partnerships, Effective Models for Business Support Organizations (Includes 5-Day Study Tour to New York and Vermont) (April 10 - 28, 2000)

- *Micro-Finance Lending Programs for Financial Institutions: Credit Analysis and Loan Management Models for the Small & Medium Enterprise Market* Institute for Public and

Private Partnerships, (Includes 4-day Study Tour to New York and Vermont) (October 23 - November 3, 2000)

- *Public-Private Partnerships in Health Care Reform: Competitive Management Strategies to Strengthen Financial Performance and Expand Service Delivery,* Institute for Public and Private Partnerships, (Includes 3-day Study Tour to Philadelphia and Harrisburg, PA) (December 4 - 15, 2000)

- *Management Strategies and Financing Techniques for the International Public-Private Infrastructure Market,* Institute for Public and Private Partnerships, Project Finance for Emerging Markets: (Includes 3-day Study Tour to New York City) (December 4 - 15, 2000)

- *City Revitalization & Local Economic Development Partnerships: Managing Population Growth, Employment Generation, and Social Services,* Institute for Public and Private Partnerships (includes 5-day study tour to New York City, NY; Philadelphia, PA; Wilmington, DE; and Baltimore, MD) (August 21 - September 8, 2000)

- *Macroeconomic Policy and Management,* Harvard Institute for International Development, Program, June 19 - July 14, 2000 Focuses on strategies for macroeconomic management through an enhanced understanding of macro and sectoral policy linkages.

- *Privatization, Regulatory Reform, and Corporate Governance* Harvard Institute for International Development Workshop June 26 - July 14, 2000. Focuses on theory and practical methodology for reforming and privatizing state-owned enterprises in developing countries and transition economies with an emphasis on corporate governance.

- *Investment Appraisal and Management,* Harvard Institute for International Development Program on Focuses on modern techniques for conducting financial, risk, economic, environmental, and social evaluations of investment projects.

- Other similar short-term training or custom designed programs can be developed upon request.

IV. Operational Training Plan (Continued)

B. Elements of a Complete Strategic Training Program

- Annual Training Plan

- Candidate Selection

- Pre-Departure Orientation

- Training Activity

- Follow-on

- Monitoring and Evaluation

C. Recommendations for Training Program Procedures

1. Shift the selection and nomination of candidates from the Training Officer to each SO team to ensure that those who know most about their sector needs and priorities are selecting the participants.

2. Collaborate within Mission to set relevant selection criteria.

Adapting and 'publishing' selection criteria ensures that the selection is open and transparent to allow fairness to all who are interviewed. Use of official selection criteria and keeps the SO Team from constantly having to defend the choices. Standards should be devised which demonstrate that the participants' health and personal commitment are such that they may successfully complete their programs. Selection criteria may incorporate the following questions:

- *Does the applicant have the appropriate level of education and communication skills required for the program?*
- *Is the participant in good health?*
- *Is the participant's employer/agency willing to allow them to be absent from work for the duration of the training program?*
- *Has the applicant participated in any other US Training programs?*
- *Does the participant have clearly focused objectives?*
- *Is the participant self motivated? For example, has he or she participated in any training programs or courses before on their own initiative?*
- *Has the participant demonstrated an indication of commitment and aptitude towards work or education?*

3. Use Training Officer in a coordinating and consultative role on training issues and procedures.

The Training Office provides a net benefit to each Strategic Objective team by removing from them the administration burden of arranging training logistics. Additionally, the design of cross-cutting events for orientations, briefings, and follow-on, when centralized, provides opportunity to share common benefits as well as lessons learned relevant to human capacity development.

The obvious problem centers on the staffing needed to provide all of the services, advice, conceptual work as well as seeing to the minutiae of arranging travel and training programs. Though Mission has the advantage of an experienced and clearly committed Training Officer, the elements proposed in this Strategic Plan require more than a single staff person.

A large part of this problem can be addressed by first identifying – rather precisely – how long it takes to perform various recurring functions. Next, prioritize the training program components that are most valuable to the Mission, e.g. designing a strong series of Follow-on events. Then identify available resources. Be sure to consider the availability of temporary local help. Also consider using the Development Associates Arlington staff to provide additional services from their home base. Because we have provided a full range of administrative, training and design services to many Missions we have at our disposal numerous examples of workshop designs, follow-on agendas and other materials that can be easily adapted to the Mission's needs. Depending on the magnitude of the desired event, it could be cost-effective to send a training officer on temporary duty to assist in the specific preparations for workshops.

4. Provide a pre-departure orientation for small groups of participants rather than individuals.

- Inform participants of the importance of maintaining contact with USAID after the program ends.
- Distribute travel advances; review Welcome Packet information on per-diem break down.
- Emphasize that participants are responsible for all their own phone bills, and any other incidental expenses.
- Encourage participants to make the most of their training program by passing out business cards, as well as collecting them.
- Is the participant committed to working in the field upon return?

5. Develop and maintain a database of complete contact information for all participants.

- Maintain database in Microsoft Excel or TraiNet and include such data as participant's telephone, fax and e-mail addresses. (Please see Attached sample worksheet.)
- Remind Participants every 6-months to update their addresses, and to keep them informed of upcoming workshops. The complete email, or fax group list could be sent out to participants encouraging them to send information about new contacts they have made or success stories they would like to share with the group.
- Assemble success stories from participants to use in future workshops. The database could include a column to highlight participants who have e-mailed or sent stories of their success. Exceptional participants could be invited to facilitate workshop sessions.
- Survey participants on how they are adapting new training strategies.
- Tabulate results for future comparison.
- Eliminate criteria that do not have a clear relevance.

6. Establish a coherent training program within Mission that contains the elements of best training practices. The basic elements of a good operational program are:

- Develop a training plan annually based on a comprehensive review of SO needs and analyses of performance gaps.
- Select the most appropriate candidates.
- Conduct the pre-departure orientation.
- Conduct training either locally, regionally in the U.S.

D. Program Implementation (Development Associates)

1. Program Orientation

Program Orientation will take place after arrival in the U.S. In addition to the program objectives and agenda this is the opportunity to reinforce participants' follow-on responsibilities. Development Associates is currently including a questionnaire designed to identify program success stories**.**

2. Participant Action Plan and Training Report

Participants will develop an Action Plan which shows how they will apply the knowledge, skills, and attitudes learned in training.

Participants will also prepare a training report for their employer and USAID.

E. Sample Follow-On Program

1. Participant Progress Reports & Evaluation Report Summaries

These reports will be forwarded to the Tanzania Training Officer upon the participants' return.

2. Formal Workshops

- Send out a standard letter, using the participant database with a Progress Report Form. Participants would be asked in the letter to complete the form and delivered to the USAID training officer.
- Review Progress Report Forms and save as a resource tool for future participant workshops. For example, Progress Report Forms that illustrate exceptional participant progress could be used in a "best practices" exercise where groups discuss how and why particular participants have had success after their training programs, what methods work, and what networking strategies were used.

- Conduct a one-day workshop to be offered several months to a year after the participants' return. In preparation for a workshop, the following activities will help ensure that the all aspects of the workshop are successfully implemented.
- Develop a timetable at an early stage. (Please see attached time-table)
- Provide a facilitator whose expertise directly relates to the workshop issues being addressed.
- Select invitees, and prepare and send invitations for meeting participants.
- Determine the meeting venue.
- Arrange all accommodations (if necessary) and provide transportation information for participants.
- Design and copy handouts and materials.
- Source and prepare supplies and materials needed to facilitate workshop. For example: pens, pencils, paper, markers, flip charts, tape, certificates, etc.
- Send out information packets to workshop participants. The packets would include such information as: workshop agenda, specific location of workshop, transportation information, what to bring, appropriate attire, certificates awarded (as incentive).
- Distribute Evaluation forms to be filled out by participants at the end of the conference. These forms would serve as a tool to improve upon future workshops and gather suggestions and ideas from the participants.

F. Program Monitoring Plan

- Monitoring the Training Program and Reporting Results

In recent years USAID has attempted to formalize training results reporting. The now completed software program TraiNet is used by the Agency to track training data for each Mission. It endeavors to provide reliable data on how much and what kind of training is taking place around the world, as well as the results of the training.

By using TraiNet, perhaps in combination with other tools, Mission can track the numbers of participants, types of programs, costs per participant as well as the management and planning and progress of a given project. Monitoring progress and results allows Mission to accumulate data and move into program evaluation.

Evaluation (and monitoring) allows program planners to

- Track the progress and problems of an project against performance indicators;
- Measure the results of the program and thereby identify what is left to cover;

- Modify and change parts of the program to minimize failures;
- Improve the effectiveness or expand the scope of future programs.

The Evaluation Plan

An useful evaluation plan will include

- A clear and *detailed* results statement;
- Performance indicators;
- Sources of data and methods of collection;
- Statement explaining how the information will be used;
- The individual responsible for collecting the data.

Indicators

Good performance indicators have five basic characteristics. The acronym SMART will help you remember the qualities to check for: Simple, Measurable, Achievable, Realistic, Time-bound. Indicators are always based on the unique objectives of each course or project. However, some indicators that might be useful in tracking the results of training might include the following:

1.	Numbers of women included in each training	*Gender indicator*
2.	Participants Action Plans submitted	*Application of training*
3.	Action Plans completed 8 months after training	*Training impact*
4.	Services provided or improved with training information	*Application of skills*
5.	Increase in percentage of beneficiaries of the project, i.e., small business employment increased, numbers of rural poor visiting health clinics, etc	*Impact of training*
6.	Examples of participants sharing skills and knowledge	*Impact of training*
7.	On-time implementation of programs	*Management indicator*
8.	Numbers of participants receiving training	*Management*
9.	Cost per participant of similar program types	*Management*

APPENDIX D
LIST OF ORGANIZATIONS CONTACTED

TOTAL NUMBER OF PERSONS INTERVIEWED = 430

[Numbers in "(##)" indicate the number persons interviewed in that organization]

1. Aktion Afrika Hilfe (5)
2. Association of Christian Resource Organizations Serving Sudan (2)
3. African Expeditions (about Private development) (2)
4. Akon Boi/Rumbek Wholesale Traders Association (2)
5. African Medical Research Foundation (8, 2 FGDs)
6. American Refugee Committee (2)
7. Bros and Company Construction Limited (1)
8. BWDC (2)
9. Bahr el Ghazal Youth Development Agency (3)
10. Christian Aid
11. Cooperation for Assistance/Relief Everywhere (CARE) (8)
12. Comitato Collaborazione Medica (2)
13. US Centers for Disease Control and Prevention (CDC) Health (1)
14. Chemonics (3)
15. Christian Aid (2)
16. Christian Women's Empowerment Program (3)
17. Canadian International Development Aid (2)
18. Civicon Construction (1)
19. Concern International (1)
20. County Commissioners (6)
21. County Development Committees (1)
22. County Health Department staff (8)
23. Creative Associates (1)
24. Catholic Relief Services (2)
25. Department for International Development (UK) (DIFD) (1)
26. Diocese of Torit (1)
27. Don Bosco Vocational Training (3)
28. EDC (3)
29. Equatoria United Youth Development Association (2)
30. EPI supervisors and vaccinators (4)
31. European Union (3)
32. Food and Agriculture Organization (4)
33. German Emergency Doctors (3)
34. Governor of Southern Blue Nile (2)
35. Governor of Western Equatoria (1)
36. GTZ (2)
37. Health Personnel Committee (1)
38. Institute of Development, Environment, and Agricultural Studies (IDEAS) College (3)

39. International Labor Organization (ILO) (2)
40. ILO ASSIST Africa (1)
41. Institute for the Promotion of Civil Society (IPCS) (2)
42. International Rescue Committee (19, 2 FGDs)
43. John Snow International (JSI/SHTP) (5)
44. Joint Assessment Mission (1)
45. Jesuit Relief Service (1)
46. Kenya Agricultural Research Institute (KARI) (2)
47. Kenya School of Monetary Studies (2)
48. Kisii Training Center (1)
49. Lulu Oil Project (1)
50. Medecins sans Frontieres Suisse (5)
51. Medical Care Development International (4)
52. Mercy Corps (3)
53. Mugo Community Development Forum (2)
54. Norwegian Church Aid (7)
55. NDA (1)
56. NDI (6)
57. Netforce (2)
58. New Sudan Center for Statistics Research (2)
59. New Sudan Telecommunications Corporation (1)
60. New Sudan Youth Association (1)
61. New Sudanese Indigenous NGOs Network (NESI) (2)
62. Niles Bank (1)
63. Nuba Mountains Program Advancing Conflict Transformation (1)
64. Norwegian People's Aid (4)
65. New Sudan Centre for Statistics and Evaluation (2)
66. NSEA 1)
67. Office for the Coordination of Humanitarian Affairs (3)
68. OFDA (1)
69. Oxfam UK (2)
70. Program for Advancing Conflict Transformation (PACT) (2)
71. Panda Women's Hotel (1)
72. Pattell Transport (1)
73. Principals (6)
74. ROOF (1)
75. Ruben Ladu Transport Company (1)
76. Rumbek Workers Association (1)
77. Rumbek Youth Union (2)
78. Sudan Relief and Rehabilitation Agency (SRRA) Deputy Director for Administration (1)
79. SRRA Deputy Director for Extension (1)
80. SRRA Deputy Director for Fisheries (1)
81. SRRA Deputy Director for Forestation and Natural Resources (1)
82. SRRA Deputy Director for Horticulture and Ox plow production (1)
83. SRRA Deputy Director for Land & Soil Surveying (1)
84. SRRA Deputy Director for Livestock (1)

85. SRRA Deputy Director for Mechanization (1)
86. SRRA Deputy Director for Planning & Agronomy (1)
87. SRRA Director of Forest Utilization (1)
88. SRRA Livestock Department Director (1)
89. SRRA Wildlife Department Director (1)
90. Save the Children GB (3)
91. Save the Children (SC) Sweden (1)
92. SC USA (9)
93. Secretariat for Women & Child Welfare (1)
94. Secretariat of Agriculture & Animal Resources (2, 12 in FGD)
95. Secretariat of Education (8)
96. Secretariat of Finance (2)
97. Secretariat of Health (3)
98. Secretariat of Industry & Mining (1)
99. Secretariat of Justice (2)
100. Secretariat of Legal & Constitutional Affairs (2)
101. Secretariat of Local Government (6)
102. Secretariat of Physical Infrastructure (1)
103. Secretariat of Public Service (2)
104. Secretariat of Wildlife & Tourism (1)
105. Secretatiat of Finance and Economic Planning (1)
106. Skills for Southern Sudan (2)
107. South Sudan Youth Participation Agency (1)
108. Southern Law Society (2)
109. Sudan People's Liberation Movement (SPLM) Sudan (16)
110. SPLM USA Chapter (2)
111. Sudan Relief and Rehabilitation Committee (19)
112. SSARP Agricultural Technology Training Center (2)
113. SSARP Crops Training Center (2)
114. SSARP Forestry Training Center (2)
115. SSARP Livestock Training Center (2)
116. Sudan Microfinance Institute (5)
117. SYWEN (1)
118. Teachers/tutors (33)
119. Tear Fund (1)
120. Trocaire (1)
121. United Nations Development Program (3)
122. UNHCR (5)
123. UNICEF – Health (5)
124. UNICEF – Quick Start (1)
125. UNICEF Water, Environment, and Sanitation (4)
126. United Nations Children's Fund (UNICEF) (6)
127. UNOPS (1)
128. United States Agency for International Development (USAID) Washington (1)
129. USAID/SFO (9)
130. USDA (1)

131. Veterinaires sans Frontieres (1)
132. World Health Organization (2)
133. Winrock (1)
134. World Bank (3)
135. World Food Programme (4)
136. Youth Agency for Relief Rehabilitation and Development of Sudan (1)

APPENDIX E
TRAINING PROGRAM INVENTORY

INVENTORY OF TRAINING PROGRAMS IN SOUTHERN SUDAN
(as of 30 September 2004)

Organization	Program Name	Contact Person	Contact Info	Sector	Program Objectives	Reason Started	Target Audience(s)	Trained	% Women	Areas	Training Dates	Donors	Implementing_Partners
ACF- US	Nutrition Surveyors training Health Surveyors/educators training CSO capacity building for partnerships proposalRapid assessment trainings jointly with OLS	Sabrina Silvain, Program Coordinator	020-578-233, 020-573-197	Health	To encourages partners to ensure the monitoring of the nutrition situation in some locations, to increase the geographical coverage of the nutritional surveillance, and to improve the detection of nutrition emergencies in southern Sudan.	Nutritional emergencies persist in southern Sudan and malnutrition still needs to be addressed. Consequently there is still a strong need to continue to track and detect nutritional emergencies while maintaining the capacity to treat malnutrition through	Community health surveyors/educators, potential indigenous partner CSOs/CBOs, field staff working for various agencies interested in nutrition surveillance	85	33%	Old Fa Upper Nile	2001 and ongoing	UNICEF, OFDA, ECHO	Community leaders, community nutrition committees (CNC), health surveyors, nutrition surveyors and rapid assessment teams, OLS/EP&R, Mercy Corps, NESSI, SRRC
ACROSS (Association of Christian Resource Organizations Serving Sudan)	Teacher Training and other training to strengthen local school systems	Ruth Wall, Education Advisor	Office:020-569-685, 569-688; Mobile: 0722-791-384 Email: rwall@across-sudan.org	Education	To improve southern Sudanese education systems through teacher training and building capacity of other education structures	ACROSS has been working in Sudan since the 1970s. Their program has evolved from sending expatriate teachers to today where they are focused on building local capacity, and training teachers.	Teachers in ACROSS schools and other individuals and institutions involved in school management	250	7%	Mayiandit, Pibor, Yei and Rumbek counties	varies	Member churches overseas and others	ACROSS considers themselves more of a Sudanese NGO, because they work so closely with the local community
ACROSS (Association of Christian Resource Organizations Serving Sudan)	Community Health Workers (CHWs) Training HH food security promotion Adult Literacy Church Empowerment training programs Child and youth empowerment training programs Theological training by extension	Greg Dehaan, Project Director	P.O. Box 21033 - 00500, Ngong Rd. Nairobi Tel: + 254 20 569588/85 E-mail: gdehaan@across-sudan.org	Health, Economic Recovery, Education	To achieve the ACROSS vision for Sudan: Building the capacity of the people	Same as above	The church, community, teachers, health workers	Hundreds	Target 50%		Since 1999 – ongoing	Stromy Foundation, CFI – (German Org.), Tear Fund, other individual donors	Churches and CBOs
Aktion Afrika Hilfe	Community based health workers, maternal child health, nurses training school, training auxiliary nurses (midwives), community support mobilisers, training supervisors for mid-level management tasks	Snafkish Desta, Consultant (former field officer)	Phone number: 571978/9 Address: Brightwood Apt. # 3 Behind Yaya Centre	Health	To improve capacity of Sudanese so that they can manage on their own and become self-reliant	To improve the health conditions among the targeted populations	Men, women (high school graduates for all posts except midwives).	280	Low %, all MHCWs & midwives are women	Western Equatoria: Meridi, Yei, Mvolo and Munduri.		German Church groups and the EU	The community and the County Health Department. The implementation has a very high community participation level (for accountability and sustainability of the projects). This is an area of targeted need for future capacity building - to help communities m
American Refugee Committee	various	Josephine Masikini, Program Manager	Office: (256) 41-349091/4 Email: josephine.masikini@arc.co.ug	Health, Governance, Economic Recovery	To support training components of emergency relief efforts	ARC always trains the communities working on their programs. Communities and individuals working on the projects need basic skills.	Depends on the program		TBAs are all women	Kajo Keji and Nimule Corridor (Magwi)		USAID	Sudan Health Association (SUHA), and Equatoria Civic Fund.
AMREF	Clinical Officers Training	Dr. Peter Ngatia, Director of Programs	P.O. Box 00506 – 27691, Nairobi Tel: + 254 20 605220/605334/605292/605321 E-mail: petern@amerefhq.org	Health, Education	To train clinical officers	The civil war has retarded the health personnel development in south Sudan	Competent individuals, candidates sent by NGOs, government recommended candidates	57	Target 50% women	All over southern Sudan			SOH: Health Personnel council
Bahr -el - Ghazal Women Development Centre (BWDC)	Human rights, gender, leadership, organizational management	Adel Maker, Chairperson		Governance, Education	To be a focal point for women's issues and capacity building in BEG region.	To bring women together to dialogue and come up with solutions to problems women face in the New Sudan.	Women of BEG region.		100%	22 counties of Bahr-el-Ghazal		Christian Aid, Save the Children Sweden, Skills for Southern Sudan, UNICEF	
BYDA (Bahr-El-Ghazal Youth Development Agency)	Training of Trainers for Civic Education	Athian Majak, Program Officer	Nairobi: office: 576-487; cell: 0722-310-750; byda@swiftkenya.com PO Box 66598-00800, Nairobi. Isaac Gathanju Rd, off James Gichuru	Governance	To train people to conduct civic education training among communities, e.g. facilitation skills, around issues of civic education (TOTs)	Situation in Bahr-El-Ghazal is more desperate than elsewhere in Sudan because it does not border other countries. BYDA wanted to instill a culture of change among their members and spread this out to the rest of the communities. Create awareness	Smaller local NGOs	200	20%	Bahr-El-Ghazal	2000 to date	Christian Aid, USAID, NCA, Intermon, Trocaire, Unicef	
BYDA (Bahr-El-Ghazal Youth Development Agency)	Microfinance for Women	Athian Majak, Program Officer	Nairobi: office: 576-487; cell: 0722-310-750; byda@swiftkenya.com PO Box 66598-00800, Nairobi. Isaac Gathanju Rd, off James Gichuru	Economic Recovery	To empower women economically and thereby empower the community, to improve living conditions, to develop small business skills	When men received loans, they simply got more wives. Women would use the money they made more wisely	Women at the Payam level. Selected women with ability to manage small business and repay loans.	183	100%	Bahr-El-Ghazal	From 2001 to date. Will continue if more funds received.	Christian Aid, USAID STAR program	
BYDA (Bahr-El-Ghazal Youth Development Agency)	Training of Peace Committees	Athian Majak, Program Officer	Nairobi: office: 576-487; cell: 0722-310-750; byda@swiftkenya.com PO Box 66598-00800, Nairobi. Isaac Gathanju Rd, off James Gichuru	Governance, Peace Process	To train communities on conflict resolution and peace-building.	At the Wunlit Peace Talks (2000?), BYDA partnered with NSC and government agencies. They then decided to expand this work to others in the community.	Prominent people, like chiefs, intellectual leaders, church leaders	120	30%	Bahr-El-Ghazal	2002-2004	CORDAID, British High Commission, USAID	NSCC, PACT

BYDA (Bahr-El-Ghazal Youth Development Agency)	Training of Peace Committees	Athian Majak, Program Officer	Nairobi: office: 576-487; cell: 0722-310-750; byda@swiftkenya.com PO Box 66598-00800, Nairobi. Isaac Gathanju Rd, off James Gichuru	Governance, Peace Process	To train communities on conflict resolution and peace-building.	At the Wunlit Peace Talks (2000?), BYDA partnered with NSC and government agencies. They then decided to expand this work to others in the community.	Prominent people, like chiefs, intellectual leaders, church leaders	120	30%	Bahr-El-Ghazal	2002-2004	CORDAID, British High Commission, USAID	NSCC, PACT
CARE	Sudan Basic Education Program (SBEP)	Jeff Seed, Chief of Party; Cathy Beacham, Program Manager	Office: 020-272-5571, 020-271-0069, Cathy mobile: 0733-579-455 Email: cathy@care.co.ke	Education	To improve education systems in southern Sudan through improved teacher education, increase quality and capacity of primary and secondary schools, and improve non-formal education	CARE responded to USAID's RFP	Current teachers, headmasters, school committees, PTAs, NGO trainers	ALP 1223, English 15 instructors, 304 women, NGO staff 249.	ALP 25%. No figures available for others.	RTTIs in each region & national institute in Maridi, Western Equatoria		USAID	Numerous indigenous organizations, plus the Secretariat of Education since June 2004
Chemonics	Sudan Agricultural Enterprise Finance Program Financial Literacy Training	Lief Doerring, Chief of Party (Note: departing October 2004)	Office: 020-421-2245 or 2272; cell: 0733-410-089 Email: ldoerring@sudanfinance.org	Economic Recovery	To make clients "loan-worthy" through training on basic information on running a small business, repayment schedule, rates, making group agreements.	To begin addressing the financing constraints on economic recovery	Existing entrepreneurs-75% traders, 20% service provision, 5% productio, and Sudanese employees of NGOs.	1300	32%		September 2003 to date	USAID	SUMI and SSARP
Christian Aid	Peace Education, Women's Empowerment, Governance	Patrick Simale, Asst. Administrator	Phone : 4443242/3580 E-mail:info@christianaid-nairobi.org Box 14205-00800 Nairobi	Peace, Governance	To work through children and sports to bring about peace To build the institutional capacity of local women's organizations	In response to the return of child soldiers. The project through sports, bring ex-child soldiers and other children together. Through sports new friends are made and new rules are established. For women's empowerment, the project has facilitated the wome	Women and children in difficult circumstances South Sudan Law Society members and members of the judiciary		100% women in the women's project	22 counties in Bahr-el-Ghazal, Nuba Mt. and Upper Nile		USAID, DFID	Bahr-el-Ghazal Women Development Centre, Supraid and other Sudanese NGOs.
Christian Women Empowerment Program – (CWEP)	Adult literacy program Nursery teachers training Mentoring, leadership and counseling training Vocational/practical skills training for Income Generating Activities Health (Hygiene, STDs, HIV/AIDS awareness and care, Prevention of infect	Rev. AnnGrace Asha Taban, National Coordinator	P.O. Box 1012 Arua, Uganda, Tel: +8821651117768 E-mail: anngrace_asha@rcs-communication.com	Education, Health, Economic Recovery, Peace, Governance	To produce a cadre of women leaders who can serve and contribute positively to the national development and economy.	The war extinguished all services, infrastructure and manpower in the intensive years of battle confrontation and the situation of women was desolate. We had to do something to keep going and revitalize hope for women especially those that are left to tak	Women groups, congregations, CBOs, and individuals with a particular focus on youth.	1000+	Women's project	Yei, Western Equatoria	Since 1998 ongoing	Small donations/grants from sympathizers (mainly World Share, Open Doors and ALARM)	Women groups, congregations, CBOs and individual beneficiaries
Commission for Local Government	Awareness creation on the role of the local government	Daniel Awet, Commissioner	Rumbek	Governance	To involve the people in the planning process for the establishment of a new local government commission	This is a government's ministry charged to develop structures and procedures for effective and efficient performance of government at the local levels.	Civil authority leaders and workers, the general public, and traditional leaders			Rumbek		UNDP	Civil authorities of the New Sudan
Commission for Peace and Reconciliation	None at this time	Cdr. James Kok		Peace	To coordinate and advise on peace activities or projects in the New Sudan	An order from the head of the SPLM	Women, SUWEP.			All of the New Sudan			N/A
Concern Worldwide	Food Security, Water and Sanitation, Organizational Capacity Building	Mary O'Neill, Director	Office: 020-3755051/2/3/4	Health, Economic Recovery, Agriculture, Governance	To enable Sudanese NGOs and CBOs to function efficiently and effectively by building the human resources that manage them.	Building the capacity of Sudanese to be self-sufficient was identified and Concern's philosophy matched those ideas.	Local partner NGOs, CBOs and the community	Many		Aweil, Awerial and Yirol			BYDA, MASS.
County Development Committees (CDC) Yei	Micro-finance management training Human and natural resource mobilization and management training Organizational skills and management training HIV/AIDS awareness and Care	Aggrey Cyrus, Former CDC focal point person in Yei and current County Executive Director	E-mail: sckanyik@yahoo.com	Economic Recovery, Health (HIV/AIDS), Governance	To stimulate economic development, to impart good governance skills to the local communities, to strengthen the links between local communities and local authorities, & to create a joint effort in the march towards development	After so many years of war and militarism the SPLM today recognized and encourages peace through development	CSOs, CBOs, Women and Youth organizations, civil authorities and traders	222	25% & women-specific trainings	CDCs are localized to the county level. All 18 operate locally.	June 2000 to Aug 2004	Mainly through CRS and Concern Worldwide	
Crops Training Center - (CTC)	Various	David Balla – Principal C/O Secretariat of Agriculure	E-mail: ctcyei@yahoo.com	Economic Recovery	To improve capacity of producers and entrepreneurs in production and business skills, attitudes and knowledge	To identify and address the production constraints in agriculture and business	Extension agents, farmers and NGOs	60	20%	Whole of southern Sudan	October – December 2004	USAID/CRS: $ 100,000 per FY	SSARP – Joseph Mwangangi
CRS – Agriculture	Agriculture extension/farmers training	Lawrence Otika, Agriculture Unit Manager	Tel: 0722 456412, P.O. Box 48932 00100 – GPO E-mail: lotika@crssudan.org	Economic Recovery	To enable families to regain ability to produce own food, acquire improved practices/technology, increase access to planting materials of preferred new varieties, strengthen capacity to make use of market	To respond to the need of IDPs and resident communities in Eastern Equatoria and south Bor	SRRC county Agriculture department and local NGOs	100	15%	Eastern Equatoria 80% and South Bor 20%	April/May/July 2004	USAID	SAAR, SRRC, Church – Diocese of Torit
CRS/Economic Rehabilitation Program (ECREP)	Various	Margaret Njoroge, Grant Manager	P.O. Box 48932, Nairobi Office: 3748022/3, 374457 mnjoroge@crssudan.org	Economic Recovery		Continuation of the USAID STAR program comprising the second phase incorporating a new component on education. Phase one was the Grant Making Capacity Building Program (GMCB) which mainly supported business.	Cty Dev Comtes (CDCs), business projects, transport associations, wholesale shop initiatives, grinding mills for women group, CRS Sudanese field staff.		Grinding mill targets women, 25% of all others	17 counties in three regions: Equatoria, BEG and Upper Nile?	Since GMCB – 1998 to 2004	USAID + CRS private funding – $ 3.5m	CDCs, DATT, County Secretariats

DFID	Police Training	Matthew Baugh, First Secretary (Aid)	Khartoum: (249) 1-83777105, cell: 0912364018, Matthew.Baugh@fco.gov.uk Cell in Nairobi: 072-206-296	Security and Access to Justice	To develop a civilian police force in the north and south: the north, the focus on reform of the police & the south, the focus on creating a police force	Because DFID can do this kind of work (unlike other donors like the USG), and they have experience in it. They recognized the gap in this area.	It depends on political agreements.			North and South		DFID only	Putting it out to tender
DFID	Debt Management Training	Matthew Baugh, First Secretary (Aid)	Khartoum: (249) 1-83777105, cell: 0912364018, Matthew.Baugh@fco.gov.uk Cell in Nairobi: 072-206-296	Governance	To train parties in the north and south on their technical understanding of debt issues and how to negotiate debt. Trying to bring both sides together to address this shared issues. Southerners have minimal exposure to debt issues and although they do not	DFID has worked on this issue in other countries, and saw a gap in Sudan.	The External Debt Unit, and senior players from both sides.	20 (10 N & 10 S)	Minister of Finance is a woman	London, representatives from North and South	Early 2004, but there may be more, depending on funding	DFID only	Debt Relief International
Education Development Center, Inc	Training for stringers	Mike Kuenzli, Chief of Party	Office: 020-570-960/572-269; mobile: 0733-326-523 mkuenzli@edc.org	Peace process	To train journalists in the field on basic journalism skills, including radio journalism	This is what EDC does. Journalists and technicians have a real need for improved skills: even those that have received training have little experience. EDC needs more partners to work with, so they are unable to implement all the programs they would like.	Stringers, i.e. freelance journalists who sell their stories	30	25%	From all over southern Sudan	June 2003 (3 weeks)	USAID	Sudan Mirror
Education Development Center, Inc (EDC)	Training for EDC journalists	Mike Kuenzli, Chief of Party	Office: 020-570-960/572-269; mobile: 0733-326-523 mkuenzli@edc.org	Peace process	To build the skills of EDC journalists through introductory journalism course and on-the-job training	This is what EDC does. Journalists and technicians have a real need for improved skills: even those that have received training have little experience.	EDC journalists plus a few stringers	20	40%	From all over southern Sudan	December 2003	USAID	
Episcopal Church of Sudan (ESC) – Diosese of Yei	Vocational Training College	Billy Smith – Coordinator	P.O. Box 633 Arua Uganda E-mail: billysmyth@cmsireland.org	Economic Recovery	To give skills in carpentry, building, driving/mechanics, women crafts and business through microfinance.	To enable young people to contribute to the re-building of the New Sudan by providing them with technical skills.	Demobilized child soldiers& young people who did not manage to get proper education	40 – 50 FT, 25 PT per year	30 %	Yei Town and neighboring Counties		CMS Ireland together with Trinity Church New York	The church parishes and structures in Yei and surrounding counties
Forestry Training Center (FTC)	Agribusiness forestry technology	Nelson Kinyara, Principal; James Mindo, Director	E-mail: kagulu@hotmail.com, jomindo2002@yahoo.co.uk C/O CRS or SSARP	Economic Recovery	To impart business skills, to educate timber dealers on quality furniture production, to educate community on sustainable use of forest and forest produce	To rehabilitate agribusiness after its collapse in south Sudan due to the war and improve the livelihood of the communities involved as well as improve and update the skils of forestry staff	Timber dealers, furniture producer and the local communities, forestry staff	Targeting 250.	Targeting 30%	Whole of south Sudan including Nuba Mt. and SBN	Planned for Oct 2004 and continues after	USAID/CRS/SSARP	SSARP/Winrock International
Foundation of Cross-Cultural Education (FCE)	Teacher Training	Mr. Neels Oe Jager	P.O. Box 126, Wocseley. 6830. South Africa Tel: + 27 23231208 E-mail: info@fce.org.za	Education	To help communities support themselves through training and education	To fill in the gap between demand and available teachers in the communities of South Sudan	Existing interested teachers who meet the minimum requirements to receive advanced courses	38 students, target 130 to 160 teachers	20%	Goli, Yei county but students from all of South Sudan	2004 – 2007	Own support - looking for donors	Open Doors, Equatoria Presbytarian Church
Health Personnel Council	Health personnel development	Dr. Monywiir Arop, Director of Human Resources Development	Cell: 0722-558-747 monywiir@nshpc.com	Health	To streamline training of health personnel, to track of the utilization of new skills, & develop and standardize curriculum for the training of health personnel	In the early 90s when health services in the SPLM controlled areas were emerging, the shortage of health personnel was significant. The few that existed had no background on the rural development component and this was a great fallback as they were operat	Various cadres of health workers	1967		All of southern Sudan			ACROSS, IRC, CMA, Samaritan Purse, MEDAIR, AAH, AMEREF, NPA, MSF-CH, SUHA.
Institute for Corporate Governance Uganda	Training for Directors and Senior Managers	Vincent Kaheeru, Chief Executive Officer	Office: (256) 41-256-467/342-818 (Uganda). Mobile: (077) 424-999 vkaheeru@perds.go.ug	Governance	To help southern Sudanese directors and senior managers to better direct and manage their organizations	Requested to carry out training. A consultant saw their work in Uganda, saw a need for it in southern Sudan, and recommended ICG to USAID.	Management and board members, senior staff from fisheries, forestry, wildlife, etc units	49	30%		2004	USAID	CRS Consortium
Institute of Development, Environment, Agriculture and Statistics (IDEAS)	Distant Teacher Education Unit	Isaac Alier Mashinkok	mmacuor2002@yahoo.co.uk	Education	To promote good standards of teaching	To meet the needs of a shortage of teachers in the South Sudan	Secondary school graduates who apply and want to teach in primary schools.	120	2%	Bahr-el-Ghazal		UNICEF	
International Medical Corps (IMC)	Health Training	Eva Cabatingan, BSN, Program Coordinator	P.O. Box 67513, Nairobi Tel: + 254 574386/88/89 E-mail: ecabatingan@hotmail.com	Health	To build capacity of CHDs through hands-off approach towards eradication of guinea warm and OV	To respond to the high prevalence of these endemic diseases (OV and GW)	County and payam supervisors, village volunteers			Ezo/tambura, Yambio (W. Equatoria)	1994 to present	Carter Center	Non other than the local structures mentioned

IRC	Training schools and refresher courses for health workers, scholarships for selected Government candidates, peer educators/counselors (VCT) training for HIV/AIDS, and youth skills training Program	Kellie C Leeson, Deputy Director	P.O. Box 10389 – 00100, Nairobi Tel: + 245 20 272731/2719241/2717761 Mob: 0733 – 616598 E-mail: kelliel@theirc.org	Health, Governance	To create a force of skilled human resource for the delivery of quality health services in south Sudan and to build the capacity of Sudanese to be able to plan, implement and manage programs successfully by creating positive interactions between local com	To respond to the needs of health services and the shortage of skilled health personnel, and in recognition of the weakness of civil society and acknowledgement of sustainable peace and good governance as prerequisites for development IRC is striving to s	Individual health workers, civil society groups, county health department, interested youth for skills, and military – especially for the HIV/AIDS activities	130	Targeting 30%	Rumbek East, Mvolo, Aweil East/West/North and Panyijar county.		OFDA, SV, DFID, USAID, FHI, REDSO, UNICEF, ECHO – $3.5m	Tear Fund ARC, Concern, Malteser, Diakonie, CCM, Unicef. Sudanese organizations: SOH – County Health Department and SRRC
Jesuit Refugee Services (JRS)	•Teachers training for primary and Secondary Schools •Advocacy and Support for Refugees' Education, peaceful coexistence and self reliance •Adult Literacy •Peace Education	Aden Raj, Country Director Uganda, Ronin Lumago, Project Director Sudan (Yei)	Tel: + 254 – 41 – 266264	Education, Peace	To support community initiatives in reconstruction and rehabilitation of existing schools.	The displaced Sudanese including both refugees in Uganda and IDPs were greatly disadvantaged in accessing assistance for quality education. Some areas in the refugee settlements and inside Sudan do not have NGOs – thus, JRS stepped in to fill in the gaps.	Teachers and school children: refugees, IDPs, returnees and the host communities	174 teachers, targeted 7,000 heads	5%	Uganda, Nimule, Loboni and Kajokeji in East & Yei, West Equatoria.	Since 1993 on going	UNHCR for Refugee programs and Jesuit Society Rome	Catholic Church in Sudan, UNHCR, SRRC, Secretariat of Education, County Education Office
John Snow International – Sudan Health Transformation Project	Community Health Worker Training	Dan Wendo, Chief of Party	Office:020-272-4093/96. Cell: 0733-975-317 Email: dwendo@jsisudan.com	Health	To Increase primary health care services in 20 counties in southern Sudan, renovate and rehabilitate five regional training centers, and conduct community health worker training	Great need for improved health care in southern Sudan	Community Health Workers	2000	Targeting 40%	Mvolo, Tonj South, Mundri, Tambura, Panyagor, and Panyijar		USAID	Many local and international NGOs – whoever applies for funds.
John Snow International – Sudan Health Transformation Project	Strengthening the Secretariat of Health	Dan Wendo, Chief of Party	Office:020-272-4093/96. Cell: 0733-975-317 Email: dwendo@jsisudan.com	Health	To strengthen the skills of the Secretariat of Health (SOH) in logistics, strategic planning, technical skills, and organizational capacity and development.	Because of obvious need	Secretariat of Health, County Medical Officers					USAID	Secretariat of Health
Kisii Training Center	Labour-Based Training Program	Jacob Marial, Director of Roads and Transport, SPLM Secretariat of Physical Infrastructure	Email: jacobmarial@yahoo.com Sat phone: 88-2164-333-0673	Economic Recovery	To train individuals on road construction and management	As a pilot program for the Secretariat of Physical Infrastructure and to assist county-level maintenance along roads repaved under WFP Emergency Roads Program	Secondary or primary school leavers between the ages of 18 and 40, army servicemen	28	3%	15 counties		ILO, USAID	Sudan (Southern Sector) Secretariat for Physical Infrastructure and Housing
MSF-Suisse	Upgrading Nursing Aids to Hospital Auxiliary Nurses (HANS)	Michael Mutuku, Nurse Trainer	Tel: 580-744, 580-814, 581-116 mutukuf@yahoo.com	Health	To build capacity of nurses in southern Sudan by upgrading nurse aids to auxiliary nurses	There is a great need for trained medical personnel in southern Sudan	Individuals in hospitals	45	Mariel: 0% Kajokeji: 40%	Bahr-El-Ghazal and Western Equatoria	2002-2003		
MSF-Suisse	Upgrading Hospital Auxiliary Nurses to Hospital Enrolled Nurses (HENS)	Michael Mutuku, Nurse Trainer	Tel: 580-744, 580-814, 581-116 mutukuf@yahoo.com	Health	To build capacity of medical staff in southern Sudan by upgrading hospital auxiliary nurses to hospital enrolled nurses, increasing their skills and knowledge through more in-depth medical training	Great need for trained medical staff in southern Sudan	HANS program graduates	20	40%	Kajokeji, Western Equatoria	May 2003-May 2004		
MSF-Suisse	Midwifery Training	Michael Mutuku, Nurse Trainer	Tel: 580-744, 580-814, 581-116 mutukuf@yahoo.com	Health	To increase the number of trained midwives in southern Sudan	There are very few midwives available to work in southern Sudan	HENS program graduates on staff	7	100%	Kajokeji (W. Equatoria)	2001-2002	MSF	
MSF-Suisse	Health Training for Nomads	Michael Mutuku, Nurse Trainer	Tel: 580-744, 580-814, 581-116 mutukuf@yahoo.com	Health	To train nomads on basic health care skills (for water and graving land)	Nomadic communities were attached to primary health care projects, but when they traveled they were not able to use them. Members of the herder communities were trained in primary health care, dispensing drugs, common diseases, simple diagnosis.	Individuals chosen by the communities	25		Marial (Bahr-El-Ghazal)	2002	MSF	
Mugo Community Development Forum (MCDF)	1.Farmers training 2.Health educators training 3.Vocational/practical skills training 4.Community Teachers training 5.Community mobilization	John Lunguli – Chairman Menu Eluzai – Liaison Office – Yei CDC – Yei Natalino Lasuba.	P.O. Box 29, Koboko, Uganda	Education, Health, Economic Recovery	To enable farmers to produce sufficient food for consumption and surplus for cash To rehabilitate primary school education in all villages of Mugo Boma and strive for reduction of illiteracy To create hygienic knowledge and practices, promote prevention	There was no legitimate government to offer services due to the war and people's living conditions were miserable	Farmers and the community at large	112	Target 40%	Mugo Boma	Since 2000 and ongoing	MS Uganda – grants of 5M Ugandan Shillings per year	MS Uganda
National Democratic Institute (NDI)	Training for Women	Alexious Butler, Senior Program Officer	Nairobi: 577-051; cell: 0733-637-830, abutler@ndi.org	Governance	To prepare northern and southern women better for life in post-war Sudan, looking at issues where women can have an easy entry point (reconciliation, rehabilitation and civic education)	NDI and IRI carried out an assessment in 2002, and they found that the best way to get involved with Sudan was through these groups because they are ignored by the Government of Sudan. Women and youth are most heavily hit by the war.	Women movers and shakers and leaders in their communities.	73	100%		January-September 2004	National Endowment for Democracy	NCA, SWAN, SIPA
National Democratic Institute	Training for Youth	Alexious Butler, Senior Program Officer	Nairobi: 577-051; cell: 0733-637-830, abutler@ndi.org	Governance	To prepare youth better for life in post-war Sudan, helping them to identify entry points, e.g. advocacy and activism.	NDI and IRI carried out an assessment in 2002, and they found that the best way to get involved with Sudan was through these groups because they are ignored by the Government of Sudan. Women and youth are most heavily hit by the war.	Refugees, IDPs & youth	76			January-September 2004	National Endowment for Democracy	NCA, SWAN, SIPA

National Democratic Institute	Moderator Training for Focus Groups	Alexious Butler, Senior Program Officer	Nairobi: 577-051; cell: 0733-637-830, abutler@ndi.org	Governance, Peace Process	To prepare moderators to lead focus groups and to help them to achieve NDI's goals to prepare civil society for transition to peace	It's standard practice at NDI to train moderators for focus groups, but it was especially needed in South Sudan.	Teachers selected rom each community	35		3 regions of southern Sudan, one group in Nuba	Mid-August 2004 to date	USAID and National Endowment for Democracy	New Sudan Center for Statistics and Evaluation; NCA, NSCC, and NGOs operational at target sites
New Sudan Council of Churches (NSCC)	Church management, Children's education, People to people peace projects, Women's empowerment, Conflict resolution	Dr. Harun Ruun, Executive Director	Phone: 024448141	Education, Peace	To give greater access to education for children from Sudan who are living in Kenya. To mobilize and facilitate communities to use traditional peace and reconciliation tools to resolve conflicts and to forgive each other	Many Sudanese children in Kenya did not have access to schools because of the cost. The churches wanted to help them and this was facilitated by the NSCC. The mandate of the church as a vehicle of peace and the fact that they were always with the people	All persons living in the New Sudan.			All regions of the South Sudan.		Church bodies - worldwide, UNIFEM.	Churches
Norwegian Church Aid	Teacher Education Scholarships for girls Women empowerment project	Bridgett, Rachael	0722582663	Education	To build the capacities of the Sudanese population through education and training	The need to assist national to acquire knowledge and skills for good governance and economic self-reliance was identified many years ago. The projects were a response to these needs.	School age children, high school graduates, and teachers for training			Northern Bahr-el-Ghazal and Equatoria			NSCC
NPA – Food Security	Short term, low level courses for Sudanese agriculture staff and counterparts – (SAAR) Sponsoring agriculture students for two-year certificate and diploma level courses in training colleges outside Sudan (East Africa – Uganda, Kenya and Tanzania).	Peter Avenell, Program Manager	Office: 020271-8005/8154 pavenell@npaid.org	Agriculture	To build local capacity of Sudanese counter parts and staff to be able to manage and run food security independently	To respond to and address the root causes of the food insecurity situation experienced in Sudan and the capacity gaps related to its management.	Individuals and counterparts – on a low level.					USAID, OFDA, NORAD	The training colleges in East Africa: Uganda Management Institute (UMI), PREMESI and IIRR in Kenya, and MSC in Arusha, Tanzania.
PACT	Peace building and conflict management	Hannah Kamau, Project Officer	Office: 578271/3/4 PO Box 76390 – 00508 Nairobi	Peace, Governance	To assist communities in conflict resolution and peace building through a variety of methods.	Part of USAID's response to create an enabling environment of sustainable peace that would enhance the peace process.	Citizens (men and women), local leaders (chiefs, local government)			All regions - mainly Equatoria		USAID	NSCC
SAAR – Animal Resource and Fisheries	Livestock Training Center	Dr. Makuei Makual Kaang, Director	Mobile Kenya: 0721314809 E-mail: makweim@yahoo.com	Economic Recovery	To train cadres that will deliver livestock health services to the community	To have cadres that would provide veterinary services after the collapse due to the war	Vet supervisors for community animal health workers and stockpersons – county vet coordinators		20%	Upper Nile, BEG, Equatoria, Nuba Mt. and Blue Nile Regions	Since 1996 and ongoing	Through VSF-Belgium and other International NGOs working in South Sudan	VSF- Belgium and SSARP – Dr. John Kanisio, Marial Low Livestock Training Center and SSARP – Dr. Samuel Maruiki
SAAR Commission	Agricultural Institutional Capacity Building	Bandindi Pascal, Commissioner	Mob: +246 77 422803 (Uganda); + 254 733 667381 (Kenya) Sat: + 88 216 433 30789 E-mail: bpascal2001@yahoo.com	Economic Recovery	To support the multi-facet agriculture industry, through institutional capacity building, in line with the emerging institutional framework envisaged for the New Sudan strategic interventions, which has been designed based on the decentralized levels of g	To revitalize the agriculture sector after the collapse due to the war and to meet the institutionalization prerequisites and establishment of intervention strategies for the emerging government structures of the New Sudan.	Agriculture personnel of various cadres and levels, civil administration structures and community organs			Whole of South Sudan – SPLM controlled areas		USAID SSARP: $22.5 M. EU: Sudan Production Capacity Program (in the pipeline): $50M. Agencies: FAO, NPA, CRS, IAS, and more	All agencies involved in agriculture
Save the Children Sweden	Teacher Training Youth Education Training	Kennedy Mabongo-Project Coordinator	Kenmabonga@swedsave-ke.org Rumbek	Education	To enhance local capacity for teachers to promote quality education for children affected by war and conflict.	To address the needs of education for children To equip children and youth with relevant skills for their own benefit and that of the community	Untrained teachers in the work force Youth who missed formal education	About 600 trainees per year	15%	Bahr-el-Ghazal and Upper Nile, Lakes (Akot), Northern Bhar-el-Ghazal (Maluakon), Upper Nile (Panagor and Lualdit)		SCS, SIDA. Funding level average.	WFP, UNICEF, ACWT (local CBO)
Save the Children UK	Various	Wendy Fenton, Programme Director	Office: 272-7193/4/5/6/7. Cell: 0733-628-454 Email: W.fenton@scfuk.or.ke	Education, Economic Recovery, Health (Wat/San)	To develop skills of SCF-UK staff, to build capacity development plans with NSCSE, to build capacity of the Poverty Eradication Unit (ex-WFP Technical Support Unit), & to develop capacity of the Secretariat of Education and the education system	Varies for each	Varies for each			All over southern Sudan		USAID and others	Varies
Save the Children US	Health Training Institute	Mulu Chekol, Program Director; Dr. Teklaeb Kedamo, Senior Health Advisor	Office: 374-0943; Mulu: 0722-236-033; Dr. Teklaeb: 0722-237-031 Email: ussave.spc@africaonline.co.ke	Health	To increase the number of trained personnel working in healthcare in the Nuba Mountains. The program will conduct trainings for nurses, lab technicians, etc. They will also use the center for in-service training for their staff	SCF-US was forced to hire health personnel from elsewhere in the region because they couldn't find qualified Sudanese in Nuba. They established the Health Training Institute to fill this gap.	Medical personnel	30		Nuba Mountains		UNICEF Quickstart	Working with SUHA (Sudan Health Association). Hoping to work with NRRDO (Nuba Relief, Rehabilitation and Development Organizations) but they are the strongest organization working in Nuba so they are over-stretched.

SEA-ARCA Associates Partnership Joint Venture	Yei Community Learning Center (CLC)	Flippie Odenal Point Person For SEA and Liaison between the partners	Sat:+ 882 165 1172 765 E-mail: flippie@rcs-communication.com	Multi-Sector	To build up the capacity of the communities in Yei (pilot area) and the surrounding areas by developing the skill necessary for build up of a capable/skilled workforce	To create space and opportunity for interested service providers to response to the education and information needs of the community in the various sectors in order to rebuild the new Sudan.	All who want to better their lives by active participation in learning	48	Targeting 50%	Yei community			ARCA Associates
Secretariat of Agriculture and Animal Resources (SAAR)	Agricultural Staff Training	Michael Roberto Kenyi, Deputy Under-Secretary and Director for Planning, SAAR	Mobile Uganda: + 256 77 320067 Mobile Kenya: + 254 721 341123	Economic Recovery	To strengthen and improve the quality of traditional agricultural practices and introduce modern skills and technology. To promote local capacity to link agriculture and market – agro business.	Initiated by NGOs on the ground to respond to the needs of farmers	Individual farmers and farmers groups/associations, women groups and cooperatives, agricultural entrepreneurs		5%	All regions in south Sudan		Through: NPA, AAH, OXFAM, Tear Fund, CRS, IAS	NPA, AAH, OXFAM, Tear Fund, CRS, IAS
Secretariat of Education	Teacher Education Curriculum Development Administration and Management	Coste Manibe: Commissioner , William Ater		Education	To provide skilled educators who will help to provide greater access to quality education. To rebuild structures and processes to achieve the above.	To provide education to a war torn nation.	Teachers, citizens, communities, educators, worker in the secretariat.			All areas are represented	2001 and ongoing	USAID	CARE
Secretariat of Health	Build human resources capacity of SoH	Hon. Dr. Achol Marial Deng, Health Commissioner	P.O. Box 10114 – 00100 G.P.O. Tel: + 254 020 562840 Mob: + 254 722 631765/ + 254 721 655958 E-mail: acholmarial@yahoo.com	Health	To establish an effective health administration system and expand primary and secondary health care & to increase access and utilization of quality health services by all communities in south Sudan	The quality of health services and practices has been severely retarded by the prolonged civil war and a lot of skilled human resource force has been lost or drained into the Diaspora in the search for safety and better living conditions. The SoH strives	Health facilities, Sudanese health personnel, Sudanese health service consumers			All of southern Sudan – SPLM controlled areas		USAID (SHTP/JSI), DFID, EU + ECHO, CCM/COSV, MSF consortium, Carter Center, AMREF, CDC. South African government.	All health agencies, county health department, the church
SSARP Agribusiness Skills Component	Agribusiness Training	Joel Antal, Chief of Party, Joseph Mwangagi, Agribusiness Specialist;; Sean White, NRM Specialist; Elias Leonardo; George Lejou, Agriculture Education Specialist	P.O.Box 48932 – 00100, G.P.O. Office: 020-374-1454 E-mail: jmwangangi@crssudan.org; jantal@crssudan.org; swhite@winrock.org. Sean White cell: 0721-383-585	Economic Recovery	To increase access to agribusinees skills and technology	Revitalize agriculture through training and market linkages	Farmers, entrepreneurs, government agricultural departments, NGO staff		Target 50%	Training centers for all SPLM controlled areas		USAID $11.5 million	SSARP consortium (CRS, Winrock, VSF-Belgium) and SAAR (Tongun), Ministry of Commerce and supply (Akuei Deng)
Sudan Micro-finance Institute (SUMI) (with Chemonics)	Loan Orientation	Lokule Edward, Managing Director	P.O. Box 520 Arua Uganda E-mail: loponi2002@yahoo.com	Economic Recovery	To orient clients on how to handle loans and utilize them profitably	To eliminate the dependency syndrome and orient communities towards active participation in economic growth for self reliance	IDPs, Returnees, and all entrepreneurs involved or interested in micro-finance	1088	43%	Yei, Yambio and Maridi	Weekly since July 2003	USAID	Chemonics
Sudan Relief and Development Agency (SURDA)	Adult English and Mathematics training Civic education Community girl schools (in future)	Dr. Pauline Riak	Surdayirol@yahoo.com	Education, Governance	To raise living standards of families and give access to quality education for women and children.	Needs identified by the community. Project started to meet the prioritized needs expressed by the community. SURDA is owned, run and managed by the local communities.	All persons in the communities and the local government.	320	90%	Yirol and Awerial counties.	November 2004- October 2005.	Trocaire, MCC, UNIFEM, DFID, UNICEF.	Communities
Sudanese Women's Association in Nairobi (SWAN)	1. Entrepreneurship 2. Literacy 3.Conflict management 4.Trauma control 5.Financial management, organizational management 6.Advocacy 7.Lobbying 8.Marketable skills	June Malet, Dr. Pauline Riak	Office: 254-2-571726 E-mail: swan@swiftkenya.com Address: P.O.Box 21765,00505 Ngong Road, Nairobi	Health, Education, Governance, Economic Recovery	To provide sustainable economic skills and attitudes to move women out if the subsistence economy.	To cope with poverty and poor marketing skills in a foreign land, while retaining Sudanese positive culture and values for the families.	Members and their households. Women's organizations inside Sudan.	600+	100%	All areas of the New Sudan, 6 districts of Kenya & Nairobi	1992 to date	UNIFEM, Trocaire, MCC, RNE, Global Fund for Women, Cordaid, WUS.	Members
Sudanese Young Women Empowerment Network (SYWEN)	Civil Society Strengthening Women and youth training on civil, legal and cultural promotion, craft and technical skills, organizational skills, conflict mitigation and peace building, psychosocial skills	Francess Philippa, Coordinator	Tel: + 256 77 421174 – Uganda E-mail: sywen98@yahoo.com	Multi-sectoral	To stimulate citizen action through empowerment of women and youth and creating positive linkages between women/youth organization with the local authorities. To increase the effectiveness of women/youth initiatives by creating positive linkages and supp	Promote sense of ownership about civil matters in women and youth by recognizing them as major components of the overall civil energy to boost an active civil society that can utilize effectively and advocate for positive delivery system and quality of se	Women and youth individual and groups			Yei county & refugee settlements in Uganda		Self sustained on contributions from founding members	Women and youth organization
Trocaire	Advocacy. Education. Capacity Building	Melissa McDonald		Governance Education	To advocate on behalf of Sudanese to enable a peaceful settlement of the protracted civil war. To give access to education for children who have been affected by war and conflict.		Irish and other Europeans for advocacy Children and the vulnerable populations for education Men, women and local governments for governance issues			Bahr-el-Ghazal		The Irish government and the EU	Various Sudanese national organizations
UNICEF	Child protection	Firew K. Mekonnen, Project Officer.	Phone number: +8821651129660 E-mail: fmekonnen@unicef.org Address: Rumbek, Beg Unicef Sub-Office, South Sudan	Child protection, participation, & rights, Sustainable returns	To raise awareness, build capacity, & advocate for the communities and the government on issues related to the rights of the child.	Due to observable gaps, needs and commitment to upholding international standards for children everywhere.	Counterparts, e.g. SWGCW partners, international and national NGOs, communities		Targeting 60%	Nyal, Yambio, Rumbek, Malualkon		UN	IRC, WVI, NCDS

UNICEF Health	Support training of community based health workers	Bridget Toure, Project Officer – Health and Nutrition Jane Maina, Assistant Project Officer-Health and Nutrition	P.O. Box 44145 – 00100, Nairobi Tel: 622765 E-mail: btoure@unicef.org and jmaina@unicef.org	Health	To increase number and skills of the human resource force to deliver health services	Respond to the gaps created over the war	County Health Departments, Individuals from other NGOs		Targeting 50%	Rumbek, Yambio, Aweil West, Nyal/Ganyiel/Panyajir, Shiluk Kingdom and Nuba Mt.			Coordinating all health implementing agencies in collaboration with SOH
UNICEF/ Quick Start	Quick Start CIP workshop for CBOs	Edward Engels – Project Officer	P.O. Box 44145, Nairobi, Kenya Tel: 0733 733793, 020 622870 E-mail: eengels@unicef.org	Multi-sectoral	To improve the capacity of civil society, SRRC, county and regional offices to implement Quick Start community improvement projects	Quick impact projects to bring services to satisfy the basic needs as well as support reconstruction and development with communities in anticipation of signing of a comprehensive peace agreement.	Quick Start approved projects for funding (CBOs, SINGOS, INGOs)	90	15%	All of Southern Sudan including Nuba Mt. and South Blue Nile	27th- 28th May, 20th April	USAID: $ 4.6m and Norway: $2.4m	See List of 100 funded projects
VSF-Belgium	Livestock training center	Allan Duncan, Regional Program Manager	Mob: 0733 871473 E-mail: Aduncan@vsfb.or.ke	Economic Recovery	To provide a cadre of staff who are able to provide community based animal health services & to develop business skills in this sector	Livestock is an essential part of the Sudanese communities. The war caused a collapse in all veterinary services. The program is intended to set up community based vet services and business.	Local communities and business groups/NGOs	100s+		All parts of south Sudan	Since 1995 and is ongoing	EU, ECHO, DFID, USAID, Belgian Government, Private Donors. Funding level is 3.5M Euro	VSF-Germany, Naath Community Development Society (NCDS)
World Health Organization	Health Sector Recovery Strategy	Isabel Soares, Program Officer – Strategies Dr. Mickey Richer, Program Officer – Communicable Diseases	Soares: isabelmoz@hotmail.com. Cell: 0721-393-242 Richer: richer.mickey@whosom.unon.org. Cell: 0733-955-595	Health	To develop a performing, coherent health sector in southern Sudan through strengthening the health care network, restructuring the workforce, and building management systems.	The need in Sudan is great. There are very few highly skilled medical personnel, with a very bottom-heavy system. There is a great need for middle and upper-level care providers including doctors, nurses, clinical officers, and midwives. There are too man	Individuals within the SoH are appointed as counterparts to a WHO specialist on a particular disease.			All over		UN	SoH

APPENDIX F
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APPENDIX G
REGISTER OF AVAILABLE SOUTH SUDAN PROFESSIONALS

Compiled by Skills for New Sudan
JULY 2004

This register is compiled from registration form completed by Southern Sudanese in Kenya and indicates their training and employment needs. The majority of them are ready for work placement in professional capacity. In the following summary of responses, an individual's qualification has usually been obtained relatively recently from a university unless otherwise stated, the work record relates to jobs held in the Sudan before coming to East Africa.

Different areas have been grouped together as follows; AGR (Agriculture, Science, Forestry, VETS); ECON (Economics & Finance); EDU (Education); ENG (Engineering, building, architecture); Law (Law, politics & International politics and international relations); MED (Medical & Health) Jour (Media); MGNT (Management & Administration); COM (Community development); SOC (Social & Administrative); TRAV (Air operations).

S/No	Area	Education	Work Record	Aims
1	AGRI	B.Sc. Agriculture	Agriculture coordinator	Employment
2	AGRI	Bsc in Animal Science, Bachelor of Divinity	Trainer, Farm Manager	Employment
3	AGRI	Dip. in Gen. Agriculture	Field Administrator, Extension Officer	Employment
4	AGRI	Dip. in tropical agriculture	Supervisor	Employment
5	AGRI	Bsc in Geology	Teacher	Employment
6	AGRI	Dip in Agricultural Eng.	Agricultural trainer	Employment
7	AGRI	Dip in Horticulture	Manager	Employment
8	AGRI	Mphil. in Wildlife Conservation	Instructor on Wildlife, Warden	Employment
9	AGRI	Bsc. Environmental Studies	Manager/Teacher	Employment
10	AGRI	Msc. Environmental management	Teacher	Employment
11	AGRI	Ad. Certificate in Agriculture	Librarian, clerk	Employment
12	AGRI	Dip. Fisheries	Director of Fisheries Dept.	Employment
13	AGRI	Diploma in General Forestry	Project officer, Relief Coordinator, Forest officer	Employment

14	AGRI	Dip. Animal health	Livestock officer	Employment
15	AGRI	Bachelor degree in veterinary medical science	Veterinary Doctor, field veterinarian	Employment
16	AGRI	Cert. in vet medicine	Lab technician	Employment
17	AGRI	Bsc. Degree	Volunteer hydrologist, Geological engineer	Employment
18	AGRI	Bsc in Agricultural sciences	Agricultural coordinator, Asst. inspector of Agriculture	Employment
19	AGRI	Bsc. in Agriculture	Extension officer, field supervisor	Employment
20	AGRI	Bsc in Agronomy	Agriculture officer, Teacher	Employment
21	AGRI	Msc in Tropical Animal Production	Senior Livestock Extension Officer, Warden	Employment
22	AGRI	Agriculture degree	Seeds & tools asst., Family life officer	Employment
23	AGRI	Dip. in tropical agriculture	Secretary, Nutritionist	Employment
24	AGRI	B.Sc. in Crop Science, Natural Resources and Environmental Studies	Assistant Project Officer/ Casual Field Work	Employment
25	AGRI	Dip. in Environmental Science and Certificate in Micro-finance	Public Health Assistant	Employment
26	AGRI	B.Sc. Agriculture	Supervisor, Field Advisory	Employment
27	AGRI	Certificate in General Agriculture	None	Employment
28	AGRI	Dip. General Agriculture	Assistant Extension Agricultural Officer, Asst. Livestock Officer	Employment
29	AGRI	B.Sc. Agriculture (Animal Production)	Assistant Field Coordinator, Laboratory Technician,	Employment
30	AGRI	Ph.D. Forestry, MSc. Forest Resource Management, B.Sc. Natural Resources and Environmental science	Deputy Sawmill manager, Lecturer, Forestry Planning Officer	Employment
31	AGRI	Dip. in General Tropical Forest	Head Trainer, Head Women Affairs, Trainer, Extension Officer	Employment
32	AGRI	B.Sc. Agriculture Engineering	Private Guard, Mechanic & Driver, Electrical maintenance and Purchasing Officer	Employment
33	AGRI	B.Sc. Agriculture, Postgraduate Dip. in Agriculture	Assistant Agricultural Inspector, Assistant, Project Manager	Employment
34	AGRI	Bsc Natural resources	None	Employment
35	AGRI	Bsc in crop science	-	Employment
36	AGRI	Bsc Agriculture Economics, Msc Agriculture Economics	Agricultural co-ordinator	Employment
37	AGRI	Diploma in Horticulture	-	Employment
38	AGRI	Bachelor of Veterinary Science	Field veterinary officer, Veterinary officer	Employment

39	AGRI	Bsc in Agricultural Science	Community Health Promoter	Employment
40	AGRI	Bsc Agriculture	Assistant Manager	Employment
41	AGRI	Bsc Natural Resources	Agriculture Co-coordinator	Employment
42	AGRI	MSC Mineral Exploitation	Geologist, store keeper	Employment
43	AGRI	Bsc Natural Resources	Center Supervisor	Employment
44	AGRI	Bsc Environmental studies	Field monitor	Employment
45	AGRI	Msc in Animal Production	Livestock Officer	Employment
46	AGRI	Bsc in Agriculture	Project manager	Employment
47	AGRI	Diploma in Environmental management	Field assistant	Employment
48	AGRI	Bsc Agriculture	Agriculture Co-coordinator	Employment
49	AGRI	Bsc Agriculture	Production Manager, Program Manager	Employment
50	AGRI	Diploma in Veterinary Medicine	Field Program Manager	Employment
51	AGRI	Bsc Agriculture	Asst extension officer, Teacher	Employment
52	AGRI	Bachelor degree in Crop Science, Diploma in Computer Science	-	Employment
53	AGRI	Diploma in Agriculture and Veterinary	Catechist	Employment
54	AGRI	Bsc in Agriculture	Teacher, student leader	Employment
55	AGRI	Degree in Environmental Mgt	Teacher	Employment
56	ECON	MA, BA Economics	Teacher, Supervisor	Employment
57	ECON	BA Econ. Dip Personnel Management	Field Coordinator, Teacher	Employment
58	ECON	B.com. in Accounting	Voluntary team manager	Employment
59	ECON	B Commerce	Auditor	Employment
60	ECON	B.Com.	Manager/. Personnel Officer, Registrar	Employment
61	ECON	BSc in Accounting	Manager, banking	Employment
62	ECON	BA. Business Administration, Certificate in Project Planning	Finance & Administration, Assistant purchasing officer, Relief Coordinator, Logistics	Employment
63	ECON	BA Business Admin.	Research Asst., Programme Officer	Employment
64	ECON	Accounts	Store keeper, Night guard	Employment
65	ECON	Diploma in Accounting	Administrative manager	Employment

66	ECON	Diploma in Accounting	Senior Accountant	Employment
67	ECON	B.Com	-	Employment
68	ECON	Dip. Bus. Admin & Management, Dip. Computer Studies, Cert. Management & Stock Control	Field Logistics Officer, Camp Manager, Librarian	Employment
69	ECON	Dip. Accounts	Food Distributor	Employment
70	ECON	Bsc Economics	Accountant/Relief Supervisor	Employment
71	ECON	BA in Commerce	Receptionist	Employment
72	ECON	Dip. Tech. Accounting & Public Finance Control	Storekeeper, Accountant, Cashier, Book/keeper	Employment
73	ECON	Dip/Cert. - Accounting	Food Monitor, Inspector of Accounts, Accountant	Employment
74	ECON	Dip in Workers Studies	Teacher, Auditor, Accountant	Employment
75	ECON	Diploma in Economics	Field officer	Employment
76	ECON	Dip/Clearing, Forwarding & Shipping management	Food Monitor & Distributor, Store-Keeper, Social Worker	Employment
77	ECON	Cert. in Accounting	Teacher, Guard	Employment
78	ECON	BBA Accounting option	Support Manager	Employment
79	ECON	B.A Building Economics	Senior quantity surveyor, untrained teacher	Employment
80	ECON	B.A – Accounting & Finance	Regional bursar, Internal Audit	Employment
81	ECON	Bachelor of Commerce (Business Administration and Management)	Treasury / Assistant Supply Officer	Employment
82	ECON	B.Com. (Business Administration)	Assistant Researcher, Assistant Accountant	Employment
83	ECON	Bachelor of Commerce	Accountant, Field Assistant	Employment
84	ECON	BA. Business Administration, Certificate in Accountancy	Treasurer, Accountant,	Employment
85	ECON	BA Business Administration and Management	Community Organizer, Storekeeper	Employment
86	ECON	Business Administration	Water supervisor, Logistics and Clearance, Food monitor	Employment
87	ECON	Dip. in Accounting	Coordinator, Controller of Accounts, Inspector of Accts	Employment
88	ECON	Bachelor of Commerce	Assistant Community Development, Food monitor	Employment
89	ECON	Diploma in Marketing & Economics	Accountant	Employment
90	ECON	Business Administration	Administrator	Employment
91	ECON	Bachelor of Commerce	Social worker, Driver	Employment
92	ECON	Bachelor of Commerce	Administrator, store manager	Employment

93	ECON	Degree in Accounting	Trainer, Revenue Collector	Employment
94	ECON	Bsc in Finance & Accounting	Cashier	Employment
95	ECON	BA in International Development & Economics	Financial & Budgetary Officer	Employment
96	ECON	MA in Accounting	Auditor, Finance Controller	Employment
97	ECON	BBA Accounting	Accountant	Employment
98	ECON	Bachelors in Business Administration and Management	Accountant	Employment
99	ECON	Diploma in Economices & Mgt	Accountant	Employment
100	EDU	B. of Education	Teacher	Employment
101	EDU	B.Sc. in Education - Biology	Teacher	Employment
102	EDU	BA in Geography	Logistics officer	Employment
103	EDU	Bachelor of Education	Teacher	Employment
104	EDU	B.Education	Education Counsellor Programme Manager, Teacher	Employment
105	EDU	BSc in Education	H/Master, Teacher, Food Coordinator	Employment
106	EDU	Dip. in Education	Teacher	Employment
107	EDU	Dip. Teaching, Cert. Adult Methodology	Store Keeper, Teacher	Employment
108	EDU	Dip. Teaching	Headmaster, Bi-Weekly English tutor	Employment
109	EDU	B.A	Lecturer, Teacher	Employment
110	EDU	M. Philosophy	Teacher, volunteer, Supervisor	Employment
111	EDU	Under graduate	Teacher, community facilitator	Employment
112	EDU	Dip. in translation	Translator, Teacher	Employment
113	EDU	Certificate in Teaching	Teacher	Employment
114	EDU	Bsc in Biochemistry	Production manager, consultant, General Manager	Employment
115	EDU	Diploma in Education	Deputy Director of School, field supervisor	Employment
116	EDU	B.A	Camp Manager	Employment
117	EDU	BA (Geography & English	Teacher	Employment
118	EDU	BA. in Literature and Language	Program Officer, Tutor	Employment
119	EDU	BA Education	Custodian and Office Errand	Employment
120	EDU	BA. Education	Editor, School master, Assistant food monitor	Employment
121	EDU	Dip. in French Literature and English, BA Human	Deputy secretary general, Director, Reporter	Employment

		Rights		
122	EDU	Bachelor of Education, Dip. in Administration	Assistant Manager & Security Officer,	Employment
123	EDU	Education	Emergency Field Assistant, Project Officer	Employment
124	EDU	B. Arts	Teacher, purchasing supplier	Employment
125	EDU	BA in philosophy	None	Employment
126	EDU	Diploma in Adult Education & Training	Laboratory Technician, Co-operative Officer	Employment
127	EDU	B. Education (Science)	-	Employment
128	EDU	M.A in Education	Programme Manager, Education Co-coordinator	Employment
129	EDU	Diploma in teaching	Teacher	Employment
130	EDU	M. Education	Education Co-coordinator	Employment
131	EDU	Bsc in Philosophy	Tutor, Director	Employment
132	EDU	Bachelor of Arts	Relief monitor, Community Development Officer	Employment
133	EDU	Bsc in Education	Co-coordinator	Employment
134	EDU	B. Education	Teacher, Editor	Employment
135	EDU	Dip in Primary Education	Director	Employment
136	EDU	Bsc (yet to attained)	Tutor	Employment
137	EDU	Bachelor of Education	Teacher	Employment
138	EDU	Bachelor of Education	Student	Employment
139	EDU	Diploma in Industrial Teachers training	Nursing aid	Employment
140	EDU	Bachelor of education, Diploma in computer Applications	Teacher	Employment
141	EDU	Diploma in Education	Teacher	Employment
142	EDU	Cert in Educational Management & Administration	Teacher	Employment
143	EDU	MA in Development Studies	Coordinator	Employment
144	EDU	Diploma in Primary Education	Teacher	Employment
145	EDU	Masters of Education	Class Representative	Employment
146	EDU	Diploma in professional Arabic	Manager	Employment
147	EDU	BA Education	Teacher	Employment
148	EDU	BA Social Sciences	Data Clerk	Employment

149	EDU	Bachelor of Education	Teacher	Employment
150	EDU	Bachelor of Arts in Women Studies	Customer Service	Employment
151	EDU	Bachelor of Education	Teacher	Employment
152	EDU	MA in Arts and Social Science	Acting PRO	Employment
153	EDU	Bachelors of Development studies	Programme officer	Employment
154	EDU	Diploma in Education	Teacher	Employment
155	ENG	Dip in Electronics	Teacher, Manager, Technician	Employment
156	ENG	Diploma in Building Construction	Teacher	Employment
157	ENG	Dip in automotive technology	None	Employment
158	ENG	Bsc in Civil Engineering	Resident engineer, project manager	Employment
159	ENG	B.Sc. and Technology	Fuel Salesman and puncture repairer	Employment
160	ENG	Bsc	None	Employment
161	ENG	Dip. in Advanced Ground Resource Management, BSc. in Geology	Consultant Hydro-geologist, Logistics Officer	Employment
162	ENG	Dip. in Building and Civil Engineering	Site supervisor & Purchasing Officer	Employment
163	ENG	Dip. in Computer Science	Coordinator, Human Rights activist	Employment
164	ENG	Dip. in Civil Engineering	Surveyor	Employment
165	ENG	In flight operations	Flight navigator	Employment
166	ENG	Diploma in Water Resources	Water& Sanitation Supervisor	Employment
167	ENG	Certificate in Water Technology	Water technician	Employment
168	ENG	Bsc Civil Engineering	Site supervisor	Employment
169	ENG	Diploma in General Mechanics	Instructor, Teacher	Employment
170	ENG	Diploma in Mechanical Engineering	Manager, Logistics, Mechanical Supervisor	Employment
171	ENG	Msc in Mineral Exploration	Storekeeper, Geologist	Employment
172	ENG	Certificate in Automotive Engineering	Volunteer	Employment
173	ENG	Bsc in Industrial Chemistry	-	Employment
174	ENG	Bachelor of Engineering	Database Consultant	Employment
175	ENG	Bsc Computer Engineering	Computer teacher	Employment
176	ENG	Diploma in Computer Engineering	-	Employment

177	ENG	BSc in Technology (general automotive mechanics technician and computer programmer)	Store keeper	Employment
178	ENG	Bachelor of Technology in Electrical & communication technology	Consultant, Technical Manager	Employment
179	LAW	LLB (Bachelor of Law)	Translator & Executive Secretary, Accountant	Employment
180	LAW	B.Sc. Political Science	Coordinator/Officer, Inspector of Finance, foreman	Employment
181	LAW	Public & International Relations	Teacher, Magazine editor	Employment
182	LAW	Dip in Police law	Liaison Officer, Logistics, Admin	Employment
183	LAW	B.A and Social Sciences	Library attendant, Teacher, Casual lecturer	Employment
184	LAW	Dip. in Police Law	Camp Administrator	Employment
185	LAW	LLB (Bachelor of Law), Dip. in Educational Agriculture	Crop Science expert, NGOs Coordinator, Legal advisor	Employment
186	LAW	MA in political science	Translator, Statistics	Employment
187	LAW	Law	Workshop facilitator	Employment
188	LAW	BA in International Relations	Volunteer, Consultant	Employment
189	MED	Cert. in Community Nutrition	Nutritionist	Employment
190	MED	Diploma in Pharmacy	Dispenser, wholesaler	Employment
191	MED	Dip. in Surgery	-	Employment
192	MED	Cert. Nursing	Nutrition Supervisor, EPI Supervisor.	Employment
193	MED	Diploma in Education, Nutritional course	Medical assistant, medical coordinator	Employment
194	MED	B.Pharmacy	Relief medical supplies officer	Employment
195	MED	Dip. in Health	N/A	Employment
196	MED	Advance Diploma	Health Assistant supervisor, Hospital in charge, Medical director	Employment
197	MED	Clinical Medicine	Anesthetist, Administrator and clinician, O.P.D clinician.	Employment
198	MED	B.Sc. Surgery	Medical Officer, Expatriate Doctor, House Officer	Employment
199	MED	Dip. in Community Health	Asst Feeding Center, Community Nurse	Employment
200	MED	Dip. in Curative and preventive Medicine	Clinical Officer	Employment
201	MED	Certificate in Nursing	Head prefect, Red Cross member	Employment

202	MED	Certificate in Nursing	Monitoring of Drugs, Trainer	Employment
203	MED	Certificate in Laboratory	Laboratory Superintendent, Bible Translator	Employment
204	MED	Diploma in medical Laboratory Science	Medical Laboratory Asst.	Employment
205	MED	Cert in Public Health Care	Medical Co-coordinator	Employment
206	MED	Bachelor of medicine & surgery	Senior medical Officer	Employment
207	MED	Diploma in Lab Technology	Laboratory technician	Employment
208	MED	Bsc in Family Sciences	Nutritionist	Employment
209	MED	Bsc in Medicine	Medical officer	Employment
210	MED	Diploma in Curative & preventive medicine	Senior field monitor, Partnership support officer	Employment
211	MED	Diploma in Preventive & Curative Medicine	Clinical officer	Employment
212	MED	Bsc in Nursing	Teacher	Employment
213	MED	Diploma in Theatre Attendant	Theatre attendant	Employment
214	MED	Diploma in Medicine	Medical Assistant	Employment
215	MED	Diploma in Pharmacy	-	Employment
216	MED	Diploma in Medical Entomology	Medical Personnel	Employment
217	MED	Cert in Mental Health	Trainer, Health worker	Employment
218	MED	Diploma in Medical entomology & parasitology	Medical personnel	Employment
219	MED	Diploma in Public Health	Supervisor	Employment
220	MED	Bsc Medicine & Surgery	Medical Officer	Employment
221	MED	Diploma in Health Care Management	Counselor, Programme Co-coordinator	Employment
222	JOUR	Dip in Journalism	Freelance journalist	Employment
223	JOUR	Dip. in Journalism	Comm. Coordinator, Liaison Officer	Employment
224	JOUR	Dip in Photography	Translator & Teacher	Employment
225	JOUR	Certificate in Video	Video covering meetings	Employment
226	JOUR	Advanced Diploma in Journalism	-	Employment
227	JOUR	Bsc in Mass Communication	Co-coordinator, Lecturer	Employment

228	JOUR	Diploma in Journalism	Project Coordinator	Employment
229	JOUR	Diploma in Mass Communication	Communication officer	Employment
230	MGNT	MBA Administration	Financial analyst, management	Employment
231	MGNT	Bsc Management, Cert. in Electronic Eng., Cert. in Stress Management	Coordinator	Employment
232	MGNT	Dip. in Business Management	Administrator, Logistics Coordinator	Employment
233	MGNT	Bsc (Business Administration	Programme Coordinator	Employment
234	MGNT	Dip Clearing & Forward.	Data Collector	Employment
235	MGNT	BA, Dip in Management	Teacher, Administrative	Employment
236	MGNT	BA, Psychology, Admin, Gender & Soc.	Teacher Trainer, Head Teacher, co-author	Employment
237	MGNT	Dip. in Philosophy, B.A in Sacred Theology, Cert in Community Dev &Management	Pastoral Ass, Physics Teacher	Employment
238	MGNT	BSc. Air Traffic control, Communications	Senior Air Traffic Controller	Employment
239	MGNT	Diploma in Management & Development	Food Monitor	Employment
240	MGNT	Dip. in Administration	Admin. Officer, Teacher Supervisor	Employment
241	MGNT	Advanced Dip. in Bus Admin & Management, Cert in Accounts	Ass. Treasurer/Cashier, Data Collector	Employment
242	MGNT	Dip in Business studies	Accounts assistant, cashier, Business advisor	Employment
243	MGNT	Dip Bus. Administration	Administration, Store keeping.	Employment
244	MGNT	Dip. Bus. Administration	Administrator, Water Sanitation Officer	Employment
245	MGNT	Dip. Bus. Administration	Logistician, Co-coordinator, transport Officer	Employment
246	MGNT	Dip. Public Administration	Ass. Field Camp Manager, Teacher, Surveyor (MICS)	Employment
247	MGNT	Dip. in Computer Science	Deacon, waiter, Relief worker	Employment
248	MGNT	Diploma in Business Administration & Management	Co-coordinator, Secretary	
249	MGNT	Dip in Secretarial	Administrative Sec.	Employment
250	MGNT	Secretarial Certificate	Clerk, Inspector, Teacher, Director	Employment
251	MGNT	Secretarial Certificate	Secretarial	Employment

252	MGNT	Master of arts	Deputy General Secretary	Employment
253	MGNT	B.A in Business management	Storekeeper, filing operator	Employment
254	MGNT	Bachelor of Commerce	Researcher	Employment
255	MGNT	Dip in business management & administration	-	Employment
256	MGNT	Dip. in management	Logistics assistant	Employment
257	MGNT	B.Sc. Public Admin. And Management	Controller of Account, Senior accountant	Employment
258	MGNT	Dip. in Export & Import and Management	Logistician	Employment
259	MGNT	Dip. in Management and Accounting	Medical personnel	Employment
260	MGNT	Dip. in Business Administration	Office Manager	Employment
261	MGNT	Dip. in Professional Management, BA in Theology, Dip. in Philosophy	Survey interviewer (MICS), Literacy project worker, Needs assessment Officer	Employment
262	MGNT	Dip. in Business Administration	Teacher, Storekeeper, Surveyor (MICS)	Employment
263	MGNT	Degree in Business Administration	Financial Manager, Administrative Accountant	Employment
264	MGNT	Certificate Administrative Management	Assistant Humanitarian Officer, Clerical Office work	Employment
265	MGNT	Bsc in Public Administration and management	Journalist reporter, English teacher	Employment
266	MGNT	Diploma in public relations	Tutor, consultancy	Employment
267	MGNT	Dip. in Business Administration	Data collector, Storekeeper, Teacher	Employment
268	MGNT	Diploma in stores management & stock control	Logistician, Food monitor	Employment
269	MGNT	Comprehensive Computer Course	English Teacher	Employment
270	MGNT	Diploma in Planning & Management	Project manager, Teacher trainer	Employment
271	MGNT	Advanced Diploma in Business Administration	Cashier, Field Officer	Employment
272	MGNT	Msc in Development studies	Teacher	Employment
273	MGNT	Bsc Business Administration	Clerk, Receptionist	Employment
274	MGNT	Diploma in Business Administration	Internal Auditor	Employment
275	MGNT	Bsc Business Administration	Trainer, Supervisor	Employment
276	MGNT	Diploma in Human Resource Management	Programme Officer	Employment
277	MGNT	Msc in Resource Management	Project Officer	Employment
278	MGNT	Business Admin/Management	Administrator, Secretary	Employment
279	MGNT	MA Poverty, Conflict & Reconstruction	Community Development Officer	Employment

280	MGNT	Bachelor of Administration	Asst Relief Coordinator	Employment
281	MGNT	B. Com – Business Administration	Camp manager	Employment
282	MGNT	Diploma in Secretarial Administration	Instructor	Employment
283	MGNT	Diploma in Computer Science	Field Data Collector, Nurse	Employment
284	MGNT	Bsc in Computer Science	Asst Computer Science, Asst Librarian	Employment
285	MGNT	Diploma in Human Resource Development	Manager, Supervisor	Employment
286	MGNT	B. in Business Administration, Advanced Dip in Peace and Development Studies	Purchasing officer, Part time Instructor	Employment
287	MGNT	B. Administration and Management	Treasurer and Language translator	Employment
288	MGNT	Diploma in Management	Teacher	Employment
289	MGNT	Diploma in Management	Administrator	Employment
290	MGNT	Advanced Certificate in Business management	Supervisor	Employment
291	MGNT	Diploma in Management	Class Representatives	Employment
292	MGNT	Advanced Diploma in Business Administration and management	Project co-coordinator	Employment
293	MGNT	Diploma in Project management	Project officer, Programme Co-coordinator	Employment
294	MGNT	Bsc in Public Administration and Management	Sanitation manager	Employment
295	MGNT	Bsc Public Administration & Management	Teacher, County Education Officer	Employment
296	MGNT	BA in Business Administration	Volunteer	Employment
297	MGNT	Diploma in Project Planning & Management	Teacher	Employment
298	MGNT	Diploma in Social Work, project planning and community Devpt	Teacher	Employment
299	MGNT	Bsc in Organizational Management	Project Co-coordinator	Employment
300	MGNT	Diploma in Business Management	County Administrator	Employment
301	MGNT	High Diploma in Information systems and Technology	Teacher, Youth Advisor	Employment
302	MGNT	Diploma in Information	Computer Consultant	Employment
303	MGNT	Diploma in Business Administration	-	Employment
304	MGNT	Diploma in Public Relations	Co-ordinator	Employment
305	COM	Dip. Theology & certificate in Com. Development	Field Coordinator / School Administrator	Employment
306	COM	B.A Community Development	Counselor, Teacher	Employment

307	COM	BA. Community Dev. and Business Administration and Management	Assistant Project Administrator, Teacher	Employment
308	COM	Dip. in Community Development	Trainer of Trainees, Nurse school teacher	Employment
309	COM	Dip. in Community based Development	None	Employment
310	COM	BA. Community Dev. and Dip. in Primary Health Care	Health Education Coordinator, Team leader	Employment
311	COM	Diploma in Community Development	Voluntary Youth Secretary General	Employment
312	COM	Dip. Community Dev/ Dip. Adult Education	Clerk, Social worker	Employment
313	COM	Dip. in Social Work and Social Administration	Teacher	Employment
314	COM	Dip. in Community Development, BA. in Sociology, Dip. in Public Administration	Assistant field Officer, Teacher	Employment
315	COM	Diploma in Community Devpt	Food monitor	Employment
316	COM	Diploma in Community Based project planning and management	Volunteer	Employment
317	COM	Dip. in Community Development	Supervisor, Project Assistant	Employment
318	COM	Diploma in Community Based Project	Trainer, Log/storekeeper	Employment
319	COM	Degree in Community Development	Social worker	Employment
320	COM	Msc in Development training and education	Editor, translator	Employment
321	COM	Msc in Rural Development	Asst Project Manager, Asst Field Coordinator	Employment
322	COM	Postgraduate Diploma in Planning and Management of Projects	Programme Co-coordinator, Project Officer	Employment
323	COM	Diploma in Community Development	Field Officer, Emergency Relief Officer	Employment
324	COM	Diploma in Community Development	-	Employment
325	COM	BA in Community Development	Gender Advisor, Co-coordinator	Employment
326	COM	Diploma in Community Development	Field Officer, Community mobilizer	Employment
327	COM	Diploma in Community Devpt	Youth Co-coordinator	Employment
328	COM	Diploma in Community Development and Management	Administrator, Planning Officer	Employment
329	COM	Diploma in Community Health	Community Health worker	Employment
330	COM	Diploma in Community Devpt	Field co-coordinator, Trainer	Employment
331	COM	Dip in Community Devpt	Tie & Die Coordinator	Employment

332	COM	BA in Community Devpt	-	Employment
333	COM	BA Community Development	Logistician	Employment
334	COM	Diploma in Community Studies	Assistant Co-coordinator	Employment
335	COM	Diploma in Community Devpt	Community Health Worker	Employment
336	COM	BA in Community Devpt	Teacher	Employment
337	COM	BA Community Development & Minor in Peace and Reconciliation	School teacher	Employment
338	COM	Diploma in Commerce	Act Deputy Director of supply	Employment
339	COM	Diploma in Community Devpt	Chapel Chairman	Employment
340	COM	Bachelor of Arts in Community Devpt	Volunteer teacher	Employment
341	COM	Diploma in Poverty, Relief and Sustainable Development	Administrator, Logistician	Employment
342	COM	Diploma in Community development	Social worker	Employment
343	COM	Diploma in Community Development	Social worker	Employment
344	COM	Diploma in Community Development	Social Worker	Employment
345	SOC	Dip. in Social Development/ work	Nutritionist, Facilitator, Social worker, Counselor	Employment
346	SOC	Diploma in Community Heath	Supervisor	Employment
347	SOC	BA Social Sciences (Sociology) & Dip. in philosophy	H/Master, Teacher, Food monitor/ Field Officer	Employment
348	SOC	BA Sociology	Logistician	Employment
349	SOC	BA Sociology	Teacher, Food Monitor	Employment
350	SOC	BA Social Sciences	Project Field Coordinator	Employment
351	SOC	PhD in Arts & Social Sciences	Facilitator, Clerk and Teacher	Employment
352	SOC	MA. Philosophy, BA. Social Science, Dip. Philosophy	Bible translator, Liaison Officer, Project Coordinator	Employment
353	SOC	Dip. in Philosophy	NONE	Employment
354	SOC	BA Economics & Political Science/MA Social Science	Relief Work	Employment
355	SOC	BA – Geography, Tailoring course	Clerk, Advisor & Volunteer	Employment
356	SOC	BA Social Sciences	Social Work	Employment

357	SOC	Dip. Arts & Sciences	Field Officer, Youth Leader, Translator, Office Secretary	Employment
358	SOC	Degree in Social Science	Field Officer, Stores manager, Social worker	Employment
359	SOC	Dip. in public relation & management	Language consultant	Employment
360	SOC	Dip. in social work	Translator	Employment
361	SOC	BA. in Social Science	Social Work Practice, Manager/Trainer, Principle Signal and Instructor	Employment
362	SOC	BA in Social Science and Social Anthropology	Personnel Protective Equipment Warehouse man	Employment
363	SOC	Degree in Social Science	Logistics Officer	Employment
364	SOC	Diploma in Social work & welfare	Information officer	Employment
365	SOC	Diploma in Social work	-	Employment
366	SOC	MA in Economics and Social Studies	Programme Assistant	Employment
367	SOC	BA in Social Work	Stores supervisor	Employment
368	SOC	BA in Social Work	Adult Education Teacher	Employment
369	SOC	BA Arts (Social Sciences)	Field Coordinator, Principal	Employment
370	SOC	Diploma in Social Work	Social Affairs Officer	Employment
371	SOC	Diploma in social work and social Administration	Field Supervisor	Employment
372	SOC	Diploma in Social Work	Teacher	Employment
373	SOC	Diploma in Social Work	Capacity Building Officer	Employment
374	SOC	BA in Social Work and Social Administration	Interpreter, Asst Counsellor	Employment
375	SOC	Diploma in Social Work, project planning and community Devpt	Teacher	Employment
376	SOC	BA in Social Sciences	Asst Community Devpt Officer, Community Liason Officer	Employment
377	SOC	Diploma in Social Development	Volunteer	Employment
378	SOC	BA in Social Sciences	Teacher	Employment
379	SOC	Degree in Social Science	Administrator	Employment
380	SOC	Degree in Science & in (BST)	Technologist	Employment
381	TRAV	Dip, IATA/UFTAA	Trainer with Airways	Employment
382	TRAV	Dip in Travel Operations	Secretarial	Employment

383	THEOLOGY	Diploma in Theology	Teacher, Assistant pastor	Employment
384	THEOLOGY	BA in Divinity	Cashier, Controller of Accounts	Employment
385	THEOLOGY	Diploma in Bible Correspondence	None	Employment
386	THEOLOGY	Diploma in Theology	Assistant accountant	Employment
387	THEOLOGY	Diploma in Theology	Peace organizer	Employment
388	THEOLOGY	Diploma in Theology	Facilitator	Employment
389	THEOLOGY	Diploma in Theology	Headmaster, Chairman	Employment
390	THEOLOGY	Diploma in Theology	Logistician	Employment
391	THEOLOGY	Diploma in Theology	Field Logistician, Food monitor	Employment
392	THEOLOGY	Diploma in Theology	Librarian, Teacher	Employment
393	THEOLOGY	BA in Theology, Community Devpt	Field Co-coordinator	Employment
394	THEOLOGY	Diploma in Theology	Counselor	Employment
395	THEOLOGY	BA in Theology	Bookkeeper & Auditor	Employment
396	THEOLOGY	Master Div in Theology	Instructor	Employment
397	THEOLOGY	BA in Theology	Storekeeper, Accountant	Employment
398	THEOLOGY	Master of arts in Theology	Teacher, Pastor	Employment
399	THEOLOGY	Master of Religious Studies	Teacher	Employment
400	THEOLOGY	Diploma in Philosophy and Religious Studies	Office Administrator, Project Officer, Head teacher	Employment
401	THEOLOGY	Diploma in Theology	Teacher	Employment

APPENDIX H
LIST OF SKILLS IN THE SUDANESE DIASPORA

USAID Participant Training Actitives - Trainees From Sudan									
Last Name	First Name	Birth	G	Start	End Date	TP_FOSNM	Type	Contractor	University
GUBARA	MUHAMMED KHALIL		M	6/23/67	6/22/70	GENERAL GEOGRAPHY	PH.D.		
HAMOUR	MUKHTAR		M	7/1/67	6/30/69	GENERAL ECONOMICS	PH.D.		
ALI	ABDEL RAHMAN		M	7/1/67	7/31/70	COMMERCE	PH.D.		
EL JACK	AHMED HASSEN		M	7/1/67	6/30/68	COMMERCE	PH.D.		
WIDATALLA	AHMED		M	7/1/67	6/30/70	COMMERCE	PH.D.		
SAAED	OSMAN HASSAN		M	7/1/67	6/30/69	COMMERCE	PH.D.		
EL DIN	IBRAHIM ALAM		M	7/1/67	6/30/68	GENERAL GEOGRAPHY	PH.D.		
YAHIA	ABDEL MAZEED		M	9/9/68	10/10/68	Unknown	TECHNICAL		
SALIH	FAGIR SALIH		M	9/12/71	11/6/71	INDUSTRIAL TRAINING	TECHNICAL		
AHMED	AHMED EL HILLALI		M	6/2/72	9/29/72	PUBLIC SAFETY	TECHNICAL		
MISBAH	EL FATIH EL GELILI		M	6/2/72	9/29/72	PUBLIC SAFETY	TECHNICAL		
HAMID	BEDREDIN YOUSIF		M	6/2/72	9/29/72	PUBLIC SAFETY	TECHNICAL		
ISMAIL	MOHAMMED YOUSIF		M	4/12/73	5/25/73	PUBLIC SAFETY	TECHNICAL		
ALI	ABDEL SALAM AHMED		M	4/12/73	5/25/73	PUBLIC SAFETY	TECHNICAL		
ABU-RAS	IBRAHIM	1/1/46	M	1/9/74	6/15/79	AGRICULTURAL EDUCATION	PH.D.		
MEDANI	FAWZI		M	2/16/74	7/7/74	PUBLIC SAFETY	TECHNICAL		
MOHAMED	RASHIDI		M	2/16/74	7/7/74	PUBLIC SAFETY	TECHNICAL		
ZUBAIR	MOHAMED		M	2/16/74	7/7/74	PUBLIC SAFETY	TECHNICAL		
HAMO	MUAWIA		M	2/16/74	7/7/74	PUBLIC SAFETY	TECHNICAL		
HAMID	SALAH EL DIN		M	4/2/74	6/30/77	GENERAL HORTICULTURE	PH.D.		
EL AWAD	SALMAN HASSAN		M	5/17/74	12/30/80	CROP SCIENCE	PH.D.		
ABDEL RAHMAN E ALI TAHA			F	5/23/74	7/8/74	LABOR UNION ADMINISTRATION	TECHNICAL		
EL HAG	MAHGOUB GAAFAR	3/4/47	M	5/26/74	2/28/79	GENERAL ANIMAL HUSBANDRY	PH.D.		
MALIK	MOHAMED EL MOIZ	9/18/43	M	6/13/74	1/31/80	GENERAL PUBLIC ADMINISTRATIO	PH.D.		
EL DIN	MOHAMED GALLA		M	6/27/74	8/17/74	FAMILY PLANNING	TECHNICAL		
AHMED	ABDULLA AHMED	1/10/80	M	8/27/74	8/31/79	GENERAL GEOGRAPHY	PH.D.		
JAFFAR	MOHAMED EL HASSAN AHMAD		M	9/7/74	12/20/74	PUBLIC SAFETY	TECHNICAL		
KARRAR	ABDUL EL RAHMAN EL SAYED		M	9/7/74	12/20/74	PUBLIC SAFETY	TECHNICAL		
MOUSA	AHMED MOHAMED		M	9/7/74	12/20/74	PUBLIC SAFETY	TECHNICAL		
MALIK	MOHAMED EL FATIH ABDEL		M	9/7/74	12/20/74	PUBLIC SAFETY	TECHNICAL		
MOHAMED	ABDEL RAZIG EL BASHIR	1/1/42	M	9/10/74	12/31/79	AGRICULTURAL ECONOMICS	PH.D.		
ZAKI	EL SAYED ALI AHMED	1/1/44	M	9/10/74	2/29/80	GENERAL ECONOMICS	PH.D.		
ABDELRAHMAN	HAYDER	12/14/47	M	1/13/75	12/31/80	AGRICULTURAL ENGINEERING	PH.D.		
OMER	BAHA EL DIN SAYED		M	3/9/75	5/1/75	GENERAL EDUCATION	TECHNICAL		
RUSHWAN HAMID			M	6/8/75	7/18/75	FAMILY PLANNING	TECHNICAL		
GOREISH	SID AHMED		M	7/7/75	8/11/75	GENERAL EDUCATION	TECHNICAL		
FATTAH	KAMAL ABDEL MOWAFI	4/27/43	F	7/17/75	5/31/79	ENTOMOLOGY	PH.D.		
WASFI	IBRAHIM A RAHMAN	11/5/46	M	8/1/75	1/31/80	PHARMACY	PH.D.		
NUREIN	FADUL MOHAMED	1/1/42	M	8/18/75	5/30/81	GENERAL ECONOMICS	MASTER		

FADL ALI M			M	8/23/75	10/27/75	FAMILY PLANNING	TECHNICAL		
FARAG	MOHAMED AHMED	4/17/47	M	8/27/75	10/30/77	COMMERCE	PH.D.		
EL MANSOUR	OMER		M	9/26/75	11/1/75	FAMILY PLANNING	TECHNICAL		
KILLA	FATMA		M	4/1/76	9/15/76	FOODS & NUTRITION	TECHNICAL		
RAMZY	MAGDY		M	5/2/76	5/29/76	FAMILY PLANNING	TECHNICAL		
ABDEL-MAGID	HAGO MOHAMED	1/1/47	M	6/21/76	8/31/80	GENERAL AGRICULTURE	PH.D.		
EL HASSAN	SIDDIG MOHAMED	1/1/49	M	7/1/76	1/31/81	FOODS & NUTRITION	PH.D.		
EL HASSAN	SIDDIG		M	7/1/76	1/31/81	PLANT PATHOLOGY (AGRI CROPS)	MASTER		
HUMMEIDA	MUSTAFA ABDEL MAGEED	3/3/44	M	8/15/76	12/30/80	AGRICULTURAL ENGINEERING	PH.D.		
KAMBAL	MOHAMED OSMAN	3/27/40	M	8/16/76	5/31/80	LINGUISTICS	PH.D.		
EL TAHER	FAROUK HASSAN		M	8/24/76	8/31/80	GENERAL HORTICULTURE	PH.D.		
MOHAMMED	GAAFAR BASHIR	6/21/50	M	8/31/76	1/31/81	GENERAL AGRICULTURE	PH.D.		
AHMED	AHMED HUMEIDA	1/1/45	M	8/31/76	6/30/80	AGRICULTURAL ECONOMICS	PH.D.		
EL HASSAN ISEIA			M	9/20/76	9/30/80	URBAN DEVELOPMENT & PLANNIN	PH.D.		
EL BIET	ROGHAYA			9/22/76	2/9/77	FAMILY PLANNING	TECHNICAL		
ABDALLA	NAFISA			9/22/76	2/9/77	FAMILY PLANNING	TECHNICAL		
LUTFI	MOHGA		M	9/22/76	2/9/77	FAMILY PLANNING	TECHNICAL		
WAHBI HUSSAN A			M	11/14/76	12/12/76	FAMILY PLANNING	TECHNICAL		
OMER	MOHAMED		M	11/20/76	1/25/77	POPULATION STUDIES	TECHNICAL		
MEDIAN AHMED KHALIFA A			M	1/3/77	1/29/77	FAMILY PLANNING	TECHNICAL		
SHAHATA MOHAMED A			M	1/3/77	1/29/77	FAMILY PLANNING	TECHNICAL		
BADAWI	ASMA AMIN	1/1/45	M	1/11/77	3/26/77	NURSING	TECHNICAL		
FADUL	SAKINA OBDEL		M	1/11/77	3/26/77	NURSING	TECHNICAL		
KHIDIR	FATMA FALEH		M	1/11/77	3/26/77	NURSING	TECHNICAL		
BURHAN	NAEIMA OSMAN		M	1/11/77	3/26/77	NURSING	TECHNICAL		
ALI	HUFNA AFAFHA		M	1/11/77	3/26/77	NURSING	TECHNICAL		
ALI	HAYAT EL-HAG MOHMUD		M	1/11/77	3/26/77	NURSING	TECHNICAL		
ELGONI	HUSSEIN		M	1/14/77	1/31/78	INSURANCE	MASTER		
DIRDIRG	SAYDA EL		M	3/5/77	4/3/77	FAMILY PLANNING	TECHNICAL		
HASSANEIN	OSMAN MAHMOUD		M	3/5/77	4/3/77	FAMILY PLANNING	TECHNICAL		
AZIZ	FAROUK A.		M	3/7/77	4/1/77	FAMILY PLANNING	TECHNICAL		
MADAWI	OSWAN		M	3/24/77	5/2/77	FAMILY PLANNING	TECHNICAL		
AZIZ	FAROUK MOHAMMED A.		M	4/1/77	5/30/77	POPULATION STUDIES	TECHNICAL		
AHMED	AWAD MOHAMED		M	4/4/77	4/30/77	FAMILY PLANNING	TECHNICAL		
HASSABO	SOAD MOHAMMED		M	4/4/77	4/30/77	FAMILY PLANNING	TECHNICAL		
AHMED	AWAD MOHAMED		M	4/4/77	4/30/77	FAMILY PLANNING	TECHNICAL		
EL NAYAL	ZEIN M.		M	6/5/77	7/2/77	FAMILY PLANNING	TECHNICAL		
AOAUDA	EL HAGMEKKI		M	6/12/77	6/14/77	SOIL SCIENCE	TECHNICAL		
DARRAG	ALI		M	6/12/77	6/27/77	SOIL SCIENCE	TECHNICAL		

YOUSIF	ALI MOHAMED		M	6/21/77	9/3/77	FAMILY PLANNING	TECHNICAL		
SULAYMAN	NIMIR		M	6/21/77	9/3/77	FAMILY PLANNING	TECHNICAL		
TAG EL SEED	MERGHANI		M	7/23/77	9/28/77	ECOLOGY	TECHNICAL		
TAHER	FARID BASHIR		M	8/1/77	5/31/86	AGRICULTURAL ECONOMICS	PH.D.	USDA	NORTH CAROLINA N
ABBOUDA	EL KHATIM KHALAFALLA	11/13/47	M	8/11/77	6/14/84	AGRICULTURAL ENGINEERING	PH.D.		
IBRAHIM	EL AMIN EL B.		M	8/13/77	6/15/79	AGRICULTURAL EDUCATION	MASTER		
GHALY	MAGDI YOUSIF		M	8/22/77	10/24/80	GENERAL ANIMAL HUSBANDRY	MASTER		
IDRIS	TAG EL SIR	1/1/44	M	8/22/77	8/21/80	GENERAL ANIMAL HUSBANDRY	MASTER		
ALI	MOHAMED AHMED	1/12/16	M	8/24/77	12/30/80	ARCHITECTURAL ENGINEERING	MASTER	SOLIDARITY CENTER	Unknown
FARAH EL DOR	SHEIKH ELDIN		M	8/28/77	3/31/79	AGRICULTURAL EDUCATION	MASTER		
IBRAHIM	HASSAN SHEIKH IDIRIS	11/15/49	M	9/2/77	4/30/83	GENERAL ECONOMICS	PH.D.		
SULIMAN	SAEED MOHAMED		M	9/5/77	3/31/80	PLANT PHYSIOLOGY (AGRI CROPS)	MASTER		
MALIK	AZIA M.		M	9/5/77	9/30/77	FAMILY PLANNING	TECHNICAL		
BEDRI	OSMAN ABDEL KARIM		M	9/7/77	9/30/79	GENERAL ECONOMICS	MASTER		
GASIM	ALI EL		M	9/8/77	10/29/77	FAMILY PLANNING	TECHNICAL		
SAYEGH	OMER SID AHMED EL		M	9/12/77	10/10/77	LABOR UNION ADMINISTRATION	TECHNICAL		
DOLEIB	EL IMAM M.		M	9/17/77	10/12/77	FAMILY PLANNING	TECHNICAL		
SAMAAN	JANET		F	9/25/77	10/10/77	FAMILY PLANNING	TECHNICAL		
MHAMEAD	ASMA		M	9/25/77	2/13/78	FAMILY PLANNING	TECHNICAL		
ADEEB	ALI MOHAMED		M	9/27/77	2/26/81	AGRICULTURAL ENGINEERING	MASTER		
ALI	MOHAMED SID AHMED		M	10/10/77	11/10/77	LABOR UNION ADMINISTRATION	TECHNICAL		
SALIH	MOHAMED AWADALLA	1/1/37	M	10/19/77	12/2/77	FAMILY PLANNING	TECHNICAL		
ALI	HARITH H.		M	10/19/77	12/2/77	FAMILY PLANNING	TECHNICAL		
GINAWI	ABDULLA N.		M	11/20/77	12/21/77	GENERAL ECONOMICS	TECHNICAL		
EL DAHAB	OSMAN SWAR		M	11/22/77	12/22/77	FAMILY PLANNING	TECHNICAL		
MOHAMED ABDEL MONEIM E.			M	1/2/78	1/22/80	AGRICULTURAL ENGINEERING	MASTER		
SUBAEI	ABDEL BAGI MOHAMED		M	1/4/78	6/29/80	AGRICULTURAL ECONOMICS	MASTER		
AMIN	ZAM ZAM		M	1/6/78	3/10/78	NURSING	TECHNICAL		
GIDEON	ALICE SIDROX		F	1/6/78	3/10/78	NURSING	TECHNICAL		
SADUL	AMINA AHMED		F	1/6/78	3/10/78	NURSING	TECHNICAL		
BUSHARO	SAHARA		M	1/6/78	3/10/78	NURSING	TECHNICAL		
GADIR	BUTHAYA A BDEL		M	1/6/78	3/10/78	NURSING	TECHNICAL		
ABDALOA	NUR		M	1/6/78	3/10/78	NURSING	TECHNICAL		
MAHGOUB	ABDALLA HIBEISHI	1/1/49	M	2/15/78	3/1/81	GENERAL ECONOMICS	MASTER		
AHMED	BUTHAINA MOHAMED		F	2/15/78	12/26/81	GENERAL HOME ECONOMICS	MASTER		
AHMED	BUTHAINA MOHAMED		F	2/15/78	2/14/79	FOODS & NUTRITION	MASTER		
MODAWI	OSMAN B	1/1/26	M	3/25/78	4/29/78	CLINICAL MEDICINE	TECHNICAL		
SHASALI	HAFIZ EL		M	4/3/78	4/29/78	FAMILY PLANNING	TECHNICAL		
MALIK	EL HAG MOHAMED	3/3/37	M	4/8/78	5/27/78	FAMILY PLANNING	TECHNICAL		
GHAWDOR	OSMAN S.		M	4/8/78	5/27/78	FAMILY PLANNING	TECHNICAL		

EL SEED	ABDEL M.		M	4/20/78	6/28/78	GENERAL PUBLIC HEALTH	TECHNICAL		
EL SEED	ABDEL MONEIM		M	4/23/78	6/28/78	GENERAL PUBLIC HEALTH	TECHNICAL		
BALDO	MOHAMED H.		M	5/1/78	5/20/78	FAMILY PLANNING	TECHNICAL		
ALI	KALTOUM		M	5/1/78	7/7/78	FAMILY PLANNING	TECHNICAL		
EL DEEB	TEWFIK B.		M	5/1/78	5/20/78	FAMILY PLANNING	TECHNICAL		
ABDALLA	MOHAMAD A.		M	5/1/78	5/20/78	FAMILY PLANNING	TECHNICAL		
SAEED	ABDUL BASSIT MOHAMED	1/1/47	M	5/10/78	3/5/82	GENERAL SOCIAL SCIENCE	PH.D.		
SALIH	IBRAHIM OSMAN		M	5/18/78	8/4/78	CROP SCIENCE	TECHNICAL		
EL BASHIR	HASSABEL RASOUL ABBAS	12/17/49	M	5/29/78	12/30/85	GENERAL PUBLIC ADMINISTRATIO	PH.D.	Unknown	INDIANA UNIV
RAMZY	MAGDI	9/20/46	F	5/30/78	6/24/78	FAMILY PLANNING	TECHNICAL		
ISMAIL	HIKMAT TALIB	3/23/42	M	5/30/78	6/24/78	FAMILY PLANNING	TECHNICAL		
MUKHTAR	OSMAN OSMAN	1/1/36	M	5/30/78	7/1/78	FAMILY PLANNING	TECHNICAL		
MOHAMED	SIDDIG ABDIN	1/1/44	M	6/1/78	12/1/78	SOIL SCIENCE	TECHNICAL		
NUR	ZAHEIR ALI		M	6/2/78	6/24/78	FAMILY PLANNING	TECHNICAL		
MOHAMMED	AWADIA		M	6/7/78	7/7/78	FOODS & NUTRITION	TECHNICAL		
ABDO	KAMAL MOHAMED	11/3/36	M	6/10/78	9/1/78	IRRIGATION ENGINEERING/TECH	TECHNICAL		
LATEEF EL FADIL S			M	6/11/78	6/30/78	FAMILY PLANNING	TECHNICAL		
ABBO ABBO H			M	6/11/78	6/30/78	FAMILY PLANNING	TECHNICAL		
EL RAYAH	MOHAMED SAID	1/7/35	M	6/11/78	6/30/78	FAMILY PLANNING	TECHNICAL		
DOUKA	ABBAS	3/21/46	M	6/17/78	12/17/78	GEOLOGY	TECHNICAL		
ABDALLA	YAGOUB		M	6/17/78	7/6/78	GEOLOGY	TECHNICAL		
BUSHARA	YAHIA I	1/1/34	M	6/17/78	12/17/78	GEOLOGY	TECHNICAL		
ABU SINN	MOHAMED		M	6/17/78	7/6/78	GEOLOGY	TECHNICAL		
SHADUL	SHADUL AHMED	1/1/37	M	6/17/78	12/17/78	GEOLOGY	TECHNICAL		
GOZOLI	SHAHWA		M	7/7/78	8/14/78	FOODS & NUTRITION	TECHNICAL		
A KHEIR	AHMED YOUSIF	1/15/53	M	7/10/78	7/8/84	GENERAL ECONOMICS	PH.D.		
OSMAN	ALI KARRAR	1/1/39	M	7/17/78	8/14/78	FOODS & NUTRITION	TECHNICAL		
SEIF EL NASR	YOUSIF EL TIGANI	12/12/49	M	8/7/78	9/2/84	ENTOMOLOGY	PH.D.		
NOUR	ABDEL LATEFF I.M.		M	8/10/78	5/21/80	PUBLIC SAFETY	MASTER		
EL TAYEB	ALI EL SHEIKH		M	8/13/78	9/11/82	GENERAL ANIMAL HUSBANDRY	MASTER		
OMER	ASHA MOHAMMED	1/1/48	F	8/14/78	11/30/81	HOME ECONOMICS EDUCATION	MASTER		
SIDAHMED ANMA			F	8/25/78	10/21/78	FAMILY PLANNING	TECHNICAL		
IGBAL ABBAS			F	8/25/78	10/21/78	FAMILY PLANNING	TECHNICAL		
EL SHIEKH	MOHAMED AHMED ALI	1/1/47	M	9/1/78	9/30/78	FAMILY PLANNING	TECHNICAL		
IBRAHIM IBRAHIM EL BAGHIR			M	9/11/78	3/30/81	AGRICULTURAL ECONOMICS	MASTER		
A MUSTAFA MUTASIM			M	10/2/78	10/28/78	FAMILY PLANNING	TECHNICAL		
HADDAD O KAROUM			M	10/2/78	10/28/78	FAMILY PLANNING	TECHNICAL		
EL HAG	EL SADIG EL AMIN	1/1/36	M	10/7/78	10/28/79	FAMILY PLANNING	TECHNICAL		
MOBASHER	HAYAT EL		F	10/20/78	1/26/79	FAMILY PLANNING	TECHNICAL		
ALI	LEILA ADAM	11/22/48	F	10/20/78	1/26/79	FAMILY PLANNING	TECHNICAL		

GABBANI	MOHAMED AHMED	7/1/28	M	11/4/78	12/2/78	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
FADLELMULA HASSANEIN			M	11/4/78	12/2/78	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
BAKR SALAH			M	11/5/78	12/2/78	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
ELMUBASHER ABDULLAHI			M	11/7/78	12/2/78	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
FATHIA A A MAHMOUD			F	11/12/78	12/2/78	FAMILY PLANNING	TECHNICAL		
ALI	MAHMOUD ADAM	1/1/29	M	12/26/78	4/7/79	AGRICULTURAL EDUCATION	TECHNICAL		
YOMBEK WANI	EZBONI		M	1/1/79	1/10/82	GENERAL FORESTRY	MASTER		
MOHAMED	ABDELILAH BEDAWI		M	1/1/79	10/31/83	ENTOMOLOGY	MASTER		
ABDEL LATIF	EISA MOHAMED	12/17/52	M	1/8/79	6/30/85	GENERAL ANIMAL HUSBANDRY	MASTER	AFRICAN AMERICAN I	UNIV OF KANSAS
KARRER	ZEIN EL ABDIN A RAHIM	1/1/47	M	2/5/79	3/3/79	FAMILY PLANNING	TECHNICAL		
ALI	EL H. HAMAD		M	2/5/79	3/3/79	FAMILY PLANNING	TECHNICAL		
ABDALLA	ZAHIA EL DOMA	5/10/53	F	2/19/79	7/9/79	NUTRITION	TECHNICAL		
ABDALLA	AYSHA A	1/1/41	F	3/1/79	3/31/79	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
MANGONY	MICHAEL MAKER	3/1/79	M	3/1/79	3/31/79	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
ADAM	HAWA		F	3/2/79	4/28/79	FAMILY PLANNING	TECHNICAL		
AYED	BABIKER ABDALLA	11/18/36	M	3/19/79	7/30/79	GEOLOGY	TECHNICAL		
MOHAMED H HUSSEIN			M	4/16/79	4/28/79	FAMILY PLANNING	TECHNICAL		
AHMED	EL SHEIKH		M	4/16/79	4/28/79	FAMILY PLANNING	TECHNICAL		
AWAD MOHAMMES FATH	F		M	5/9/79	5/14/79	OTHER SPECIAL TRAINING	TECHNICAL		
IBRAHIM	MAGOUB AHMED	1/1/39	M	6/3/79	7/1/79	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
KARRAR	TAG EL SIR FATHI	1/1/43	M	6/3/79	7/1/79	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
EL SAEED	SALAH ELDIN		M	6/3/79	7/1/79	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
GAILANI	MOHAMED BAKHIET	1/1/52	M	6/4/79	2/28/85	FOODS & NUTRITION	PH.D.	AFRICAN AMERICAN I	KANSAS STATE UNIV
DAWOOD	KHALIL SHERIF	1/1/35	M	6/6/79	7/28/79	MISC MEDICINE	TECHNICAL		
AHMED	FAROUK HASSAN	4/26/39	M	6/10/79	6/24/79	Unknown	TECHNICAL		
AMIR	ALI TAHA	7/15/30	M	7/21/79	8/10/79	Unknown	TECHNICAL		
ABDELHALEEM	FATHI M.	1/1/42	M	7/30/79	9/15/79	GENERAL AGRICULTURE	TECHNICAL		
LOYOLALA	CAESAR BAYEH	4/20/48	M	8/13/79	12/30/81	GENERAL HORTICULTURE	MASTER		
IBRAHIM	KAMIL ELSHEIKH	1/1/50	M	8/20/79	12/31/84	INDUSTRIAL ENGINEERING	PH.D.	Unknown	COLORADO SCH OF
MUSHARAF	NURELDIN AHMED	7/18/43	M	8/30/79	12/30/83	POULTRY	PH.D.		
BANNAGA	OSMAN MOHAYED	1/1/52	M	9/5/79	5/2/81	Unknown	MASTER		
ABDEL SAYED	ZAHIR YACOUB	10/19/43	M	9/12/79	11/16/79	GENERAL ATMOS/ EARTH SCIENCE	MASTER		
EL HASSAN	MOHAMED		M	10/1/79	10/13/79	HEALTH EDUCATION	TECHNICAL		
AHMED	MAHMOUD FADL	1/1/53	M	10/1/79	8/30/83	CROP SCIENCE	PH.D.		
AMIN	ISAM ELDIN	7/5/53	M	10/26/79	8/31/85	GENERAL ENGINEERING	PH.D.	Unknown	UNIV OF OKLAHOMA
MOHAMED	I		M	1/1/80	8/31/84	CROP SCIENCE	PH.D.		
SALIH	FATHI ABDEL GADIR	8/18/42	M	1/4/80	12/31/86	GENERAL EDUCATION	PH.D.	AFRICAN AMERICAN I	UNIV OF IOWA
LUMORI	MIKAYA LASUBA DELFSU	6/18/45	M	1/10/80	12/31/89	MECHANICAL ENGINEERING	PH.D.	AFRICAN AMERICAN I	UNIV OF ARIZONA
ABASAEED	AHMED		M	4/12/80	7/26/80	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
EL HAKEEM	NASRELDIN		M	4/12/80	7/26/80	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		

HAMAD	AWATIF H EL SAYED	6/22/48	F	4/26/80	8/9/80	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
OMER	HUSSEIN ADAM	1/1/40	M	5/3/80	8/28/80	GENERAL AGRICULTURE	TECHNICAL		
WAGIALLA	HEIMAT ABDEL R		F	5/3/80	8/28/80	GENERAL AGRICULTURE	TECHNICAL		
MOHAMMED	ZEIN EL ABDIN E H	1/1/41	M	5/3/80	8/28/80	URBAN DEVELOPMENT & PLANNIN	TECHNICAL		
FARAG	ALAWIA MAHOUD	1/1/57	M	5/4/80	6/6/80	FAMILY PLANNING	TECHNICAL		
MUBARAK N ALIA			F	5/30/80	6/27/80	HEALTH EDUCATION	TECHNICAL		
KHEIR	ALLA KAMAL HUSSEIN		F	5/31/80	6/27/80	HEALTH EDUCATION	TECHNICAL		
EL NAIEM	EL TAYEB A RAHMAN	1/1/45	M	6/1/80	6/28/80	FAMILY PLANNING	TECHNICAL		
HABASHI WADIE			M	6/4/80	6/21/80	GENERAL AGRICULTURE	TECHNICAL		
HASSABALLA	OMAR HASSABALLA	8/6/53	M	6/12/80	6/20/82	GENERAL ANTHROPOLOGY	MASTER		
ZAYED	GAMAL E	9/6/55	M	7/17/80	4/30/85	GENERAL ECONOMICS	MASTER	Unknown	INDIANA UNIV
MORGAN	ALAA EL DIN	7/10/47	M	8/18/80	9/6/82	FAMILY PLANNING	MASTER		
KAZMIRO ROBERT SELIM			M	8/21/80	9/13/82	GENERAL HORTICULTURE	MASTER		
MOHAMED	ABDALLA IBRAHIM		M	8/24/80	8/26/82	CROP SCIENCE	MASTER		
BAKHEIT	AHMED HUSSEIN	3/21/49	M	8/24/80	6/1/83	AGRICULTURAL ECONOMICS	MASTER		
AWAD	TALAAT ISSA	1/1/53	M	8/28/80	9/30/83	GENERAL AGRICULTURE	MASTER		
ELOWAD	H		M	9/1/80	12/31/84	CROP SCIENCE	PH.D.	MICHIGAN STATE UN	MICHIGAN STATE UN
ABDALLA	KAMAL EL DEEN MOHAMED	7/22/45	M	9/5/80	12/30/80	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
MOHAMMED	AHMED		M	9/5/80	12/30/80	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
ABDELWAHAB	DAW ELBEIT ABDALLA	1/1/44	M	9/6/80	5/30/84	CROP SCIENCE	MASTER		
SALIH	MOHAMED		M	9/7/80	9/19/80	FAMILY PLANNING	TECHNICAL		
BAROUDI	MOHAMED		M	9/21/80	10/31/80	FAMILY PLANNING	TECHNICAL		
GHANDOUR	OSMAN SALMAN	12/13/33	M	9/21/80	10/3/80	FAMILY PLANNING	TECHNICAL	JOHNS HOPKINS UNI	JOHNS HOPKINS UN
AZIZ	FAROUK		M	9/22/80	10/31/80	FAMILY PLANNING	TECHNICAL		
LATEEF	FADIL		M	9/22/80	10/3/80	FAMILY PLANNING	TECHNICAL		
ROWE	CLOAN		F	9/28/80	10/18/80	FAMILY PLANNING	TECHNICAL		
ALIM	KAMAL HAMID	5/8/45	M	9/29/80	10/19/80	ACCOUNTING	TECHNICAL		
TABIA	CORNELIUS WARAN	12/27/52	M	1/1/81	7/1/81	LABOR UNION ADMINISTRATION	TECHNICAL		
BALLA	MOHAMED EL MAHIA		M	1/3/81	1/11/82	GENERAL PUBLIC HEALTH	MASTER		
MUSBAH	MOHAMED ABDEL R		M	1/3/81	1/11/82	GENERAL PUBLIC HEALTH	MASTER		
MURAA	ROSE MARGARET	5/24/54	F	1/6/81	12/31/82	GENERAL SOCIAL WORK	MASTER		
AL HALIM	SOHAIR		F	2/6/81	5/22/81	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
SULIMAN	SAIFELDAWALA		M	2/6/81	5/22/81	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
MANSOUR	MOHAMMED		M	2/6/81	5/22/81	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
SALIH	IBRAHIM ALI MOHAMED	1/1/47	M	2/7/81	3/27/81	GEODESY	TECHNICAL		
FARAH	MAHASIN SAEED	2/19/53	F	2/25/81	5/2/81	FAMILY PLANNING	TECHNICAL		
IBRAHIM	FATHIA		M	2/25/81	5/2/81	FAMILY PLANNING	TECHNICAL		
FADUL	ASMA MOHAMED ALI		F	3/1/81	5/2/81	NURSING	TECHNICAL		
EL KHALIFA	FATHI MOHAMED	1/1/49	M	3/5/81	8/11/81	CROP SCIENCE	TECHNICAL		
ALI	ABDEL KARIM ABDEL RAHMAN		M	3/6/81	3/27/81	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		

ELDIN	MOHAMED GALAL		M	3/7/81	5/10/81	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
EL SAYID	ABDEL		M	3/21/81	5/22/81	GENERAL PUBLIC HEALTH	TECHNICAL		
ABDUL	RHAMAN AMIN		M	3/21/81	5/22/81	GENERAL PUBLIC HEALTH	TECHNICAL		
BIELY	ALI ISMAIL	9/7/38	M	3/21/81	5/31/81	GENERAL PUBLIC HEALTH	TECHNICAL		
ABU BAKR	EISA MOHAMED	1/1/37	M	3/21/81	5/22/81	GENERAL PUBLIC HEALTH	TECHNICAL		
KHALIFA	FAREED MOHAMED A	5/12/38	M	3/21/81	5/22/81	GENERAL PUBLIC HEALTH	TECHNICAL		
KINTIBAI	ABDUL RAHMAN		M	3/21/81	5/22/81	GENERAL PUBLIC HEALTH	TECHNICAL		
KLEIDA	MUSTAFA HAMAD		M	4/2/81	5/2/81	MISC MEDICINE	TECHNICAL		
MODAWI	OSMAN		M	4/4/81	5/2/81	MISC MEDICINE	TECHNICAL		
ZOUMANA	BAMBA		M	4/5/81	4/25/81	Unknown	TECHNICAL		
MURTADA	YOUSIF MOHAMED	1/1/52	M	4/29/81	4/30/83	COMMERCE	MASTER		
RUSHWAN	HAMID		M	5/20/81	5/21/81	FAMILY PLANNING	TECHNICAL		
KHOGALI	MAGZOUB MUBARAK	5/26/53	M	5/20/81	9/9/81	AERONAUTICAL TECHNOLOGY	TECHNICAL		
HASSAN	HASSAN SHAKIR	9/5/43	M	5/29/81	1/5/85	GENERAL AGRICULTURE	PH.D.	USDA	UNIV OF MARYLAND
DAMOUS	HASSAN MOHAMED	6/1/51	M	6/4/81	7/15/86	AGRICULTURAL ECONOMICS	PH.D.	AFRICAN AMERICAN I	WASHINGTON STATI
EL FWAL	MIRGHANI AHMED	1/1/46	M	6/4/81	8/1/81	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
EL HADI	FAROUK MOHAMED	8/3/51	M	6/14/81	8/31/87	GENERAL FORESTRY	PH.D.	WASHINGTON STATE	WASHINGTON STATI
EL HADI	FAROUK MOHAMED	8/3/51	M	6/14/81	8/31/87	GENERAL FORESTRY	PH.D.	USDA	OREGON STATE UNI
OMER	MEKKI ABDEL LATIF	1/1/53	M	6/14/81	6/30/87	AGRICULTURAL ECONOMICS	PH.D.	WASHINGTON STATE	WASHINGTON STATI
EL AMIN	EL TIGHANI MIRGHANI	1/1/54	M	6/14/81	6/30/86	AGRICULTURAL ECONOMICS	PH.D.	WASHINGTON STATE	WASHINGTON STATI
BAKR EL DIN	FATMA MOHAMED	1/1/43	F	6/21/81	8/15/81	FAMILY PLANNING	TECHNICAL		
OBAIDA	ABU		M	6/23/81	8/15/81	FAMILY PLANNING	TECHNICAL		
HASSAN	GAETANO SABU		M	6/23/81	10/4/81	GENERAL AGRICULTURE	TECHNICAL		
ALI AHMED	EL HAG		M	6/23/81	8/15/81	FAMILY PLANNING	TECHNICAL		
HUSSIEN	ABBAS BESHIR	2/1/44	M	7/10/81	8/1/81	GENERAL PUBLIC HEALTH	TECHNICAL		
SULEUMAN	MIRGHANI ARSHEEN	1/1/42	M	7/10/81	8/1/81	GENERAL PUBLIC HEALTH	TECHNICAL		
BUSHARA	RAWBA MOHAMED	1/1/42	M	8/2/81	8/30/81	LABOR UNION ADMINISTRATION	TECHNICAL		
MAHMOUD	AHMED MUDATHIR	8/11/44	M	8/4/81	8/9/83	AGRICULTURAL ENGINEERING	MASTER		
EL HASSAN	AHMED EL ZEIN	7/9/51	M	8/7/81	12/31/83	CHEMICAL ENGINEERING	MASTER		
IDRIS	SAADIA		F	8/7/81	8/29/81	FAMILY PLANNING	TECHNICAL		
AHMED	TAHA MOHAMED SID		M	8/16/81	9/18/81	POPULATION STUDIES	TECHNICAL		
BASHIR	AWATIF BASHIR	1/1/44	F	8/16/81	9/19/81	POPULATION STUDIES	TECHNICAL		
SIDDIG	FAWGIA SIR EL KHATIN	2/1/54	M	8/17/81	12/30/83	Unknown	MASTER		
WONGO	LAWRENCE EL HAG	1/1/52	M	8/24/81	5/30/86	CROP SCIENCE	PH.D.	AFRICAN AMERICAN I	SOUTH DAKOTA STA
ABDELRAHMAN	MOHAMED ELKEIR	1/1/50	M	8/24/81	7/14/85	CROP SCIENCE	PH.D.	AFRICAN AMERICAN I	UNIV OF NEBRASKA
MUTWALY	SAFAA		F	8/31/81	12/12/81	NUCLEAR ENERGY	TECHNICAL		
AHMED	EGBAL MOHAMED		F	8/31/81	12/12/81	NUCLEAR ENERGY	TECHNICAL		
YOKWE	ELUZAI MOGA	5/15/46	M	8/31/81	6/30/86	LINGUISTICS	PH.D.	Unknown	UNIV OF ILLINOIS
WANI	EMMANUEL LO LODA	11/27/50	M	9/1/81	9/5/83	GENERAL ANIMAL HUSBANDRY	MASTER		
ELAMIN	GAAFAR FAKI ALI		M	9/13/81	11/14/81	NUCLEAR ENERGY	TECHNICAL		

MOHAMED	OMER ELFAROUK	1/1/57	M	9/22/81	5/31/84	MECHANICAL ENGINEERING	MASTER		
MEKKI	MOHAMED ELHASSAN		M	9/24/81	11/14/81	NUCLEAR ENERGY	TECHNICAL		
BAKHEIT	MAHI ELDIEN		M	10/12/81	11/9/81	LABOR UNION ADMINISTRATION	TECHNICAL		
EL TAY	OMAR		M	10/17/81	10/31/81	POPULATION STUDIES	TECHNICAL		
MUTWALI	SEIF EL DIN NOURI		M	10/17/81	10/31/81	POPULATION STUDIES	TECHNICAL		
TEWOLDE	H		M	1/1/82	5/31/84	CROP SCIENCE	MASTER		
BASHIR	ISHAG ADAM	1/1/51	M	1/2/82	1/7/84	GENERAL ATMOS/EARTH SCIENCE	MASTER		
HAFEEZ	ABBAS ABDEL	1/1/41	M	1/9/82	6/15/82	IRRIGATION ENGINEERING/TECH	TECHNICAL		
ABDELGADIR	ISMAIL	4/1/54	M	1/9/82	1/30/84	GENERAL ANIMAL HUSBANDRY	MASTER		
KHALIL	SAAD EL DIN MOHAMED	1/1/54	M	1/13/82	8/31/86	GENERAL SOCIAL WORK	PH.D.	EXPERIENCE INC	UNIV OF CALIFORNI
KHALIL	SAAD EL DIN MOHAMED	1/1/54	M	1/13/82	8/31/86	GENERAL SOCIAL WORK	PH.D.	USDA	UNIV OF COLORADO
IBRAHIM	HAMDI ABBAS	9/9/47	M	1/15/82	5/31/84	AGRICULTURAL ECONOMICS	MASTER		
BABIKER	MOHAMED EL BASHIR	1/1/33	M	2/14/82	3/13/82	LABOR UNION ADMINISTRATION	TECHNICAL		
HASSAN	HYAT MUSTAFA		M	2/19/82	4/30/82	FAMILY PLANNING	TECHNICAL		
MOHAMED	MASSAAD ABDALLA	1/1/51	M	2/20/82	6/4/82	NUCLEAR ENERGY	TECHNICAL		
HAMED	SOAD SIDDIG		M	2/21/82	6/7/82	NUCLEAR ENERGY	TECHNICAL		
ADAM	FATIN ALI		F	2/21/82	6/7/82	NUCLEAR ENERGY	TECHNICAL		
MUSA	MARIAM AHMED	1/1/57	M	2/21/82	6/7/82	NUCLEAR ENERGY	TECHNICAL		
ELGIZOULI	ISMAIL		M	3/13/82	5/6/82	NUCLEAR ENERGY	TECHNICAL		
ABDELGADIR	MOHAMED ALI	1/1/52	M	3/13/82	5/6/82	NUCLEAR ENERGY	TECHNICAL		
EL TAHIR	ABDEL HALEEM		M	3/21/82	5/22/82	HEALTH EDUCATION	TECHNICAL		
OSMAN AWAD	YOUSEF		M	3/21/82	5/22/82	HEALTH EDUCATION	TECHNICAL		
ARABI	MOHAMED		M	3/21/82	5/22/82	HEALTH EDUCATION	TECHNICAL		
AHMED	KAMAL		M	3/21/82	5/29/82	HEALTH EDUCATION	TECHNICAL		
SALIM	ISMAEL		M	3/21/82	5/22/82	HEALTH EDUCATION	TECHNICAL		
MEKKI	OMER		M	3/21/82	5/22/82	HEALTH EDUCATION	TECHNICAL		
ZIADA	HASHIM MOHAMED ALI		M	3/21/82	5/22/82	HEALTH EDUCATION	TECHNICAL		
MAGANA	IVO DANILO		M	3/26/82	6/4/82	GEODESY	TECHNICAL		
AHMED	MAHA MOHMED	1/1/59	F	4/2/82	5/1/84	GENERAL ATMOS/EARTH SCIENCE	MASTER		
SHAWICH	ALI ABDALLA	1/1/38	M	4/4/82	5/3/82	LABOR UNION ADMINISTRATION	TECHNICAL		
NAFISA	OMER MUSTAFA	7/10/43	F	5/8/82	6/5/82	MISC MEDICINE	TECHNICAL		
MANDESON	EDWARD BUKUL		M	5/27/82	12/31/84	LINGUISTICS	BACHELOR	Unknown	INDIANA UNIV
EL TIGANI	AFAF AHMED	2/24/54	F	5/28/82	6/26/82	GENERAL PUBLIC HEALTH	TECHNICAL		
MAGZOUB	ALI MANSOUR	1/1/42	M	5/29/82	6/28/82	GENERAL PUBLIC HEALTH	TECHNICAL		
BASHIR	OSMAN		M	5/29/82	6/28/82	GENERAL PUBLIC HEALTH	TECHNICAL		
HARIDI	ABDEL AZIZ M		M	6/5/82	7/11/82	GENERAL PUBLIC HEALTH	TECHNICAL		
OSMAN	AMAL ABO BAKR	1/1/49	M	6/20/82	8/16/82	FAMILY PLANNING	TECHNICAL		
MICHAEL	NABIL AZIZ	7/20/44	M	6/26/82	7/27/82	GENERAL PUBLIC HEALTH	TECHNICAL		
EL MUZAMIL	EL TAYEB GAREBALLA	12/13/34	M	6/26/82	7/27/82	GENERAL PUBLIC HEALTH	TECHNICAL		
ABDALLA	ALI SAIED	7/15/38	M	7/1/82	8/29/82	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL		

EL GADDAL	A A	2/9/31	M	7/2/82	8/14/82	MISC MEDICINE	TECHNICAL	PARTNERS FOR INTL	AID/W/OIT
TAMBOURA	WILLIAM REMZI	1/1/38	M	7/4/82	7/24/82	FAMILY PLANNING	TECHNICAL		
BOL	ANYUAT ANGUI	12/24/43	M	7/4/82	7/24/82	FAMILY PLANNING	TECHNICAL		
HIDAJ	AWAD EL	1/1/31	M	7/10/82	8/7/82	LABOR UNION ADMINISTRATION	TECHNICAL		
ABBAS	MOHAMED ABDALLA	1/1/46	M	7/19/82	3/1/85	CROP SCIENCE	MASTER	EXPERIENCE INC	AGRI DEPT OF
EL AMIN	NIEMAT MOHAMED	2/15/55	F	8/6/82	8/20/84	GENERAL ATMOS/EARTH SCIENCE	MASTER		
EL HASSAN	AHMED EL ZEIN	7/9/51	M	8/9/82	1/9/84	CHEMICAL ENGINEERING	MASTER		
ELAMIN	GAAFAR FAKI ALI	1/1/46	M	8/15/82	12/17/82	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL		
OSMAN	ABDALLA A	11/19/52	M	8/18/82	12/10/82	NUCLEAR ENERGY	TECHNICAL		
IDRIS	NOUR A	8/26/54	F	8/18/82	12/10/82	NUCLEAR ENERGY	TECHNICAL		
BASSAN	FRANCIS K	1/1/51	M	8/18/82	8/31/84	GENERAL AGRICULTURE	MASTER		
MOHAMED	KAWTHER	4/21/56	F	8/18/82	12/10/82	NUCLEAR ENERGY	TECHNICAL		
SOWAR	MOHAMMED A E	8/20/38	M	8/20/82	12/10/82	NUCLEAR ENERGY	TECHNICAL		
ELSAUDI	ADLAN MOHAMED	10/24/51	M	8/21/82	12/31/85	GENERAL ECONOMICS	PH.D.	EXPERIENCE INC	UNIV OF COLORADO
MAHMOUD	MOHAMED ALI MANSOUR	7/23/35	M	8/22/82	12/10/82	NUCLEAR ENERGY	TECHNICAL		
EL SHIBLY	MEKKI MEDANI	9/17/50	M	8/23/82	6/30/83	INTERNATIONAL TAXES/ROYALTIE	MASTER		
ALI	EL SADIG EL ZUBIER M	1/1/56	M	8/29/82	7/15/83	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL		
ALI	EL HARITH HAMAD EHH	1/28/28	M	8/29/82	10/1/82	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
SAILH	MAHGOUBAM		F	8/29/82	9/25/82	LABOR UNION ADMINISTRATION	TECHNICAL		
ANIS	FATIMA IBRAHIM MOHAMED	10/29/56	M	8/31/82	5/4/83	GENERAL ATMOS/EARTH SCIENCE	MASTER		
MUSTAFA	FATHI ABU EL GASSIM	1/1/53	M	9/1/82	12/18/82	FARM MANAGEMENT	TECHNICAL		
GAAFAR	YOUSIF EL TOM		M	9/2/82	3/30/83	GENERAL AGRICULTURE	TECHNICAL		
ABDALLA	MUSTAFA	1/1/56	M	9/13/82	12/31/84	GENERAL ECONOMICS	PH.D.	AFRICAN AMERICAN I	CORNELL UNIV
OSMAN	ABDEL BAGI	1/11/46	M	9/18/82	11/14/82	NUCLEAR ENERGY	TECHNICAL		
KABBASHI	JOHN DAVID	3/13/39	M	9/18/82	11/14/82	NUCLEAR ENERGY	TECHNICAL		
EL WAKEEL	MOHAMED AZIZ AHMED	1/1/50	M	9/19/82	9/30/85	FARM MANAGEMENT	PH.D.	WASHINGTON STATE	UTAH ST UNIV. AGR
MALOU	JOB D		M	9/30/82	5/30/83	LINGUISTICS	MASTER		
ADNAN	AMAL MOHAMED	5/26/45	F	10/1/82	12/4/82	FAMILY PLANNING	TECHNICAL		
ODUMA	AQUILINO		M	10/10/82	8/11/83	POPULATION STUDIES	TECHNICAL		
EL NAIM	EL DAW		M	11/14/82	12/8/82	COMMERCE	TECHNICAL		
ALI	HASSAN MOHAMED		M	11/17/82	12/8/82	COMMERCE	TECHNICAL		
ABU KHEIR	OSMAN HAGA		M	11/17/82	12/8/82	COMMERCE	TECHNICAL		
AMARA	AHMED OSMAN	1/1/40	M	11/28/82	12/19/82	GENERAL PUBLIC HEALTH	TECHNICAL		
RUSHWAN	HAMID		M	11/29/82	12/29/82	FAMILY PLANNING	TECHNICAL		
EL IMAM	MOHAMED I		M	11/29/82	12/16/82	GENERAL PUBLIC HEALTH	TECHNICAL		
DOW EL MADINA	IBRAHIM MOHAMED	1/1/53	M	1/1/83	1/1/86	BOTANY	MASTER	WASHINGTON STATE	UNIV OF CALIFORNI
EL HUSSEIN	IBRAHIM OBEID ALLA	1/1/37	M	1/16/83	2/12/83	LABOR UNION ADMINISTRATION	TECHNICAL		
RAHMA	AMNA AHMED	1/1/50	F	1/21/83	3/31/85	GENERAL EDUCATION	MASTER	PARTNERS FOR INTL	UNIV OF PITTSBURG
IBRAHIM	MOHAMED AHMED SALIH	1/1/56	M	1/24/83	5/31/85	SOIL SCIENCE	MASTER	USDA	UNIV OF FLORIDA
LOGGALE	LAKO BASUK	1/1/54	M	1/24/83	5/22/85	CROP SCIENCE	MASTER	USDA	UNIV OF FLORIDA

IBRAHIM	BABIKER ABDALLA	1/1/58	M	1/29/83	12/31/85	SOIL SCIENCE	MASTER	WASHINGTON STATE	WASHINGTON STATE
OSMAN	HAYATI HAMAD		M	1/30/83	1/30/84	GENERAL AGRICULTURE	TECHNICAL		
EL MADINA	E		M	2/1/83	8/31/85	CROP SCIENCE	MASTER	MICHIGAN STATE UN	MICHIGAN STATE UN
SHUMO	FAROUK IBRAHIM HASSAN		M	2/1/83	2/1/84	GENERAL AGRICULTURE	TECHNICAL		
MANGOK	DONGRIN MABOK	1/1/41	M	2/6/83	6/30/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
ABDEL RAZIG	ABDEL MONEIM	4/29/54	M	2/6/83	6/30/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
SULEIMAN	BULGIS ALGADIR SILIEMAN	5/8/55	F	2/6/83	6/30/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
EL FAKI	MAHA ALI	4/4/58	F	2/6/83	6/30/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
EL SHEIKH	KAWTHER ABDEL GADIR	4/1/54	F	2/6/83	6/30/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
HAMED	BAKRI OSMAN	1/1/55	M	2/6/83	6/30/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
MOBRUK	MOHAMMAD YOUSSIF	6/11/51	M	2/7/83	2/25/83	FARM MANAGEMENT	TECHNICAL		
FARAH	AWAD SAMIL	10/15/52	M	2/7/83	2/25/83	FARM MANAGEMENT	TECHNICAL	EXPERIENCE INC	UNIV OF ARIZONA
ADAM	BURAIE HAMZA	1/1/49	M	3/13/83	4/3/83	INDUSTRIAL TRAINING	TECHNICAL		
ELHANAN	MOHAMED MAHMOUD	4/29/49	M	3/13/83	4/3/83	INDUSTRIAL TRAINING	TECHNICAL		
MUKHTAR	MOHAMED EL AMIN		M	3/14/83	3/21/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
HAMID	YAHIA HASSAN		M	3/14/83	3/21/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
HASANEIN	SAYED MOHAMED	1/1/46	M	3/21/83	4/13/83	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
ISMAIL	HAMAD HAMID	1/1/47	M	3/21/83	4/13/83	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL		
DAFALLA	GAAFAR AHMED	9/23/50	M	3/27/83	5/17/85	STATISTICS	MASTER	INSTITUTE OF INTER	UNIV OF PITTSBURG
SULIMAN	SAIF EL DAWLA H	6/22/46	M	3/27/83	3/26/85	GENERAL ENGINEERING	MASTER	INSTITUTE OF INTER	UNIV OF PITTSBURG
YOL	MASHIK MADOL	1/1/47	M	4/4/83	7/1/83	MASS COMMUNICATIONS	TECHNICAL		
ZEINELABDIN	MOHAMED HAMZA	1/1/48	M	4/5/83	12/31/87	ECOLOGY	PH.D.	AFRICAN AMERICAN I	UNIV OF CALIFORNIA
ABDALLA	AZHARI A GADIR	9/26/56	M	4/10/83	8/27/83	PETROLEUM/ COAL/ GAS ENGINEER	TECHNICAL		
YOUSIF ELBASHIR	HAYAT EL HAG	1/5/56	M	4/12/83	8/27/83	PETROLEUM/ COAL/ GAS ENGINEER	TECHNICAL		
MUSTAFA	FADL OSMAN	1/1/49	M	4/12/83	8/27/83	PETROLEUM/ COAL/ GAS ENGINEER	TECHNICAL		
IDRIS	ABDEL MALIK MONIEM EL SHI	1/1/55	M	4/14/83	8/27/83	PETROLEUM/ COAL/ GAS ENGINEER	TECHNICAL		
SHAMBATI	ABDEL AZIM ABU ZEID IBRAH	1/1/51	M	4/14/83	8/27/83	PETROLEUM/ COAL/ GAS ENGINEER	TECHNICAL		
BUSHARA	MOHAMED NUREIN	1/2/56	M	4/14/83	8/27/83	PETROLEUM/ COAL/ GAS ENGINEER	TECHNICAL		
MAGZOUB	ALI MANSOUR	1/1/42	M	4/16/83	4/30/83	FAMILY PLANNING	TECHNICAL		
SHAWISH	ALI ABDULLA	1/1/38	M	4/23/83	5/1/83	LABOR UNION ADMINISTRATION	TECHNICAL		
HABIYAREMYE	GABRIEL		M	4/23/83	5/1/83	LABOR UNION ADMINISTRATION	TECHNICAL		
MOHAMED	FADLALLA AHMED	1/1/50	M	4/23/83	5/1/83	LABOR UNION ADMINISTRATION	TECHNICAL		
FARAH	FARAH A MAGID	1/1/52	M	4/24/83	6/4/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
MUSTAFA	HASSAN MOHAMED	1/1/45	M	4/24/83	6/4/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
GABR	YOUSRI MOHAMED	1/1/45	M	5/9/83	7/3/83	COMMERCE	TECHNICAL		
BASHIR	ILHAM ABDALLA		F	5/9/83	6/15/83	POPULATION STUDIES	TECHNICAL		
ELSADIG	ALI M		M	5/11/83	6/4/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL		
MEKKI	OMAR MOHAMED AHMED	1/1/48	M	5/16/83	8/5/83	GENERAL PUBLIC HEALTH	TECHNICAL		
EL FAKKI	OMER ABDALLAH	1/1/36	M	5/16/83	8/10/83	GENERAL PUBLIC HEALTH	TECHNICAL		
ABBAS	BASHIR HASSEIN BESHIR	1/1/44	M	5/16/83	8/5/83	GENERAL PUBLIC HEALTH	TECHNICAL		

AKOCH	FUDEKE MAJOK	1/1/53	M	5/23/83	8/19/83	AGRICULTURAL ECONOMICS	TECHNICAL			
AKASHA	FAROUK GIBRIL	1/1/47	M	5/28/83	7/30/83	FISHERIES-FRESH WATER	TECHNICAL			
ABBAS	ABDEL BASIT N HASSANEIN	1/1/39	M	5/31/83	6/24/83	MISC MEDICINE	TECHNICAL			
KUCH	PRICILLA JOSEPH	1/1/53	F	5/31/83	6/24/83	FAMILY PLANNING	TECHNICAL			
FARAH	AWAD SAMIL	10/15/52	M	6/1/83	12/30/85	AGRICULTURAL ECONOMICS	MASTER	EXPERIENCE INC	UNIV OF ARIZONA	
ABDALLA	SIDDIG ABDEL AZIZ	1/1/43	M	6/14/83	8/14/83	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL			
ABDEL MAGID	AMAL KHALID	1/1/44	F	6/16/83	10/16/83	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL			
MEKKI	MAHMOUD AWAD	1/15/57	M	6/19/83	3/18/86	URBAN DEVELOPMENT & PLANNIN	MASTER	WASHINGTON STATE	UNIV OF MISSOURI	
AGEEB	ABDELGADIR AHMED	1/1/56	M	6/19/83	2/15/86	GENERAL ANIMAL HUSBANDRY	MASTER	WASHINGTON STATE	WASHINGTON STATE UNIVERSITY	
MEKKI	MAHMOUD AWAD	1/15/57	M	6/19/83	3/18/86	URBAN DEVELOPMENT & PLANNIN	MASTER	USDA	UNIV OF MISSOURI	
GEBRIL	ABDEL RAHMAN AHMED	1/1/58	M	6/20/83	12/15/84	METALLURGY	TECHNICAL			
SHERIF	MAHMOUD M	11/11/46	M	6/25/83	7/23/83	GENERAL ENGINEERING	TECHNICAL			
EL AWAD	MOHAMED YOUSIF	7/2/32	M	6/29/83	7/30/83	GENERAL PUBLIC HEALTH	TECHNICAL			
EL AWAD	HASSAN OSMAN	5/7/49	M	7/1/83	8/31/85	CROP SCIENCE	MASTER	WASHINGTON STATE	UNIV OF CALIFORNIA RIVERSIDE	
MADIBO	GADELAKARIM MOHAMMED	1/1/45	M	7/1/83	12/31/85	SOIL SCIENCE	PH.D.	WASHINGTON STATE	UNIV OF CALIFORNIA RIVERSIDE	
MAYATO	CLEMENT L		M	7/3/83	7/23/83	FAMILY PLANNING	TECHNICAL			
MUSTAFA	MURAD ABBAS	1/1/42	M	7/4/83	8/12/83	LABOR UNION ADMINISTRATION	TECHNICAL			
MOHAMED	AWATIF ABDULLA	11/21/59	F	7/5/83	12/30/85	GENERAL ANIMAL HUSBANDRY	BACHELOR	EXPERIENCE INC	UNIV OF MINNESOTA MINNEAPOL	
MOHAMED ADAM	MOHAMED YOUSIF	1/1/54	M	7/5/83	10/7/85	GENERAL AGRICULTURE	MASTER	EXPERIENCE INC	UNIV OF MINNESOTA MINNEAPOL	
MOHAMED	ABDEL BADEI BADAWI	10/21/58	M	7/5/83	8/6/83	ENTOMOLOGY	TECHNICAL			
OSMAN	AHMED MOHAMED	10/10/56	M	7/5/83	11/12/83	GENERAL AGRICULTURE	TECHNICAL			
ADAM	MOHAMMED		M	7/6/83	7/30/83	MASS COMMUNICATIONS	TECHNICAL			
DAFALLA	BABO FADLALLA	1/1/45	M	7/10/83	8/20/83	CROP SCIENCE	TECHNICAL			
ALI	MOHAMED OMER	1/1/37	M	7/20/83	9/18/83	ELECTRICAL ENGINEERING	TECHNICAL			
ALI	IBRAHIM IDRIS	1/1/43	M	7/20/83	9/18/83	ELECTRICAL ENGINEERING	TECHNICAL			
EL NAEIM	HATIM EL TAHIR	1/1/40	M	7/20/83	9/18/83	ELECTRICAL ENGINEERING	TECHNICAL			
BASSIOUNI	DAVID SULIMAN	1/5/38	M	7/29/83	8/30/84	GENERAL PUBLIC ADMINISTRATIO	MASTER			
ABDUELGASIM	ELHAG HASSAN	1/1/45	M	8/3/83	8/29/83	GENERAL AGRICULTURE	TECHNICAL			
LURO KUJJO	GEORGE FESZ	11/23/53	M	8/3/83	6/30/90	GENERAL ANIMAL HUSBANDRY	PH.D.	AFRICAN AMERICAN I	UNIV OF KENTUCKY	
YASSIN	MUNA AHMED	1/1/58	F	8/3/83	7/16/85	GENERAL LAW	MASTER	INSTITUTE OF INTER	UNIV OF UTAH	
IBRAHIM	AHMED EL BASHIR		M	8/4/83	9/11/83	CROP SCIENCE	TECHNICAL			
EL HASSAN	IBRAHIM ABDALLA	1/1/46	M	8/9/83	8/1/84	GENERAL PUBLIC HEALTH	MASTER			
ABD EL NOUR	HASSAN OSMAN	1/1/44	M	8/10/83	9/5/83	GENERAL FORESTRY	TECHNICAL			
SAAD	ZAKARIA ABDALLA	1/1/41	M	8/12/83	5/31/84	GENERAL FORESTRY	TECHNICAL			
HUSSEIN	IBRAHIM ADAM		M	8/14/83	12/21/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
EL NASRI	ALI IBRAHIM	1/1/45	M	8/14/83	12/10/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
OSMAN	MARDIA IBRAHIM	6/2/54	M	8/16/83	12/10/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
SALIH	MOHAMED KHEIR EL HASSAN	1/1/48	M	8/16/83	12/10/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
ALI	EL SADIG EL ZUBEIR MOHAME	1/1/56	M	8/17/83	9/30/85	GENERAL PUBLIC ADMINISTRATIO	MASTER	PARTNERS FOR INTL	GEORGE WASHINGTON UNIV	
MAGZOUB	ELSHEIKH		M	8/25/83	12/10/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			

RAHMAN	MOHAMED ABDEL	1/1/57	M	8/30/83	8/15/84	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL			
AHMED	ZAIDAN SID	1/20/46	M	8/30/83	12/31/84	STATISTICS	MASTER	Unknown	COMMERCE DEPT OF	
MUSTAFA	FADUL		M	8/31/83	8/31/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL	INSTITUTE OF INTER	PROF TRNG RESOURCES INTL	
ABDELMAGID	HAGO M		M	9/1/83	12/31/83	BACTERIOLOGY	TECHNICAL			
EISA	EL TAYEB IDRIS	11/12/53	M	9/4/83	10/11/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL	GEORGIA INST OF TE	TRANSCENTURY FOUND	
EISA	EL TAYEB IDRIS	11/12/53	M	9/4/83	10/11/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL	ASSOC IN RURAL DEV	ASSOC IN RURAL DEV	
BINYASON	SAMPSON A KOI		M	9/5/83	9/16/83	FARM MANAGEMENT	TECHNICAL			
EL HAKEEM	MOHMOUD RASHAD	5/28/56	M	9/5/83	12/23/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
BABIKER	ABDEL WAHAB EL KHIDAR	1/1/45	M	9/6/83	10/1/83	GENERAL PUBLIC HEALTH	TECHNICAL			
AHMED	AHMED ZAKARIA	5/19/55	M	9/11/83	12/31/85	GEOPHYSICS/ SEISMOLOGY	TECHNICAL	PARTNERS FOR INTL	UNIV OF UTAH	
GAAFAR	ALI GEILI	5/31/42	M	9/11/83	9/24/83	FAMILY PLANNING	TECHNICAL			
SIDDGI	KHALAFALLA ABBAS	1/1/50	M	9/11/83	10/21/83	LABOR UNION ADMINISTRATION	TECHNICAL			
AHMED	AHMED ZAKARIA	5/19/55	M	9/11/83	12/31/85	GEOPHYSICS/ SEISMOLOGY	TECHNICAL	INSTITUTE OF INTER	UNIV OF UTAH	
KHALIL	AHMED AHMED	1/1/33	M	9/12/83	12/31/83	ELECTRICAL ENGINEERING	TECHNICAL			
UGALI	MARIO PETER	1/1/48	M	9/12/83	12/8/83	ELECTRICAL ENGINEERING	TECHNICAL			
DAFALLA	BABO FADLLALLA M	1/1/45	M	9/19/83	10/8/83	CROP SCIENCE	TECHNICAL			
MADAWI	MOHAMED ELFATIH EL SAYED	7/25/51	M	9/20/83	11/15/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
ELSHAFEI	ISMAIL		M	9/20/83	11/15/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
ABDELSALAAM	ABDELSALAAM AHMED		M	9/20/83	11/15/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
MARHOUM	ABDEL AZIZ GASIM		M	9/20/83	11/15/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			
BITEIK	SID AHMED HASSAN	1/25/57	M	9/25/83	12/31/85	AGRICULTURAL ECONOMICS	MASTER	WASHINGTON STATE	WASHINGTON STATE UNIVERSITY	
YESEPELE	RICHARD ROMANO	1/1/48	M	9/29/83	10/31/83	URBAN DEVELOPMENT & PLANNIN	TECHNICAL			
FADLALLA	ELFATIH ABD ELKARIM		M	10/1/83	12/15/83	GENERAL BIOLOGY	TECHNICAL			
ELSID	ABDALLA YASSIN FADL		M	10/1/83	12/15/83	GENERAL BIOLOGY	TECHNICAL			
EL WIDAA	IHSAN AHMED		F	10/1/83	9/30/84	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL			
ELDIN	IGBAL MOHY		F	10/1/83	12/15/83	GENERAL BIOLOGY	TECHNICAL			
IDRIS	IDRIS GIZO	1/14/41	M	10/6/83	4/15/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL			
ZIKI	JACINTO LEE	1/1/44	M	10/15/83	4/16/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL			
FARAH	MOHAMED SALIH	1/1/54	M	10/22/83	12/20/85	GENERAL ATMOS/ EARTH SCIENCE	MASTER	PARTNERS FOR INTL	ECON DEV INST	
OSMAN	ALI A	9/26/54	M	10/22/83	1/4/86	GENERAL ATMOS/ EARTH SCIENCE	MASTER	INSTITUTE OF INTER	POLYTECHNIC UNIV	
ABDALLA HAMEED	ALI A KARIM	10/21/51	M	10/22/83	1/23/86	GENERAL ATMOS/ EARTH SCIENCE	MASTER	INSTITUTE OF INTER	POLYTECHNIC UNIV	
FARAH	MOHAMED SALIH	1/1/54	M	10/22/83	12/20/85	GENERAL ATMOS/ EARTH SCIENCE	MASTER	INSTITUTE OF INTER	POLYTECHNIC UNIV	
MOHAMMED	ABU ABDEL HAYDAR		M	10/23/83	12/15/83	GENERAL PUBLIC HEALTH	TECHNICAL			
EL AZREG	ABDULLA HEMED	1/1/55	M	10/27/83	10/26/85	GENERAL ATMOS/ EARTH SCIENCE	MASTER	INSTITUTE OF INTER	POLYTECHNIC UNIV	
EL SHEIKH	MEDANI HUMAIDA	1/1/34	M	11/13/83	12/10/83	PUBLIC SAFETY	TECHNICAL			
FADLALLA	BRIDADAIR IDRIS MOHAMED	1/1/43	M	11/13/83	12/10/83	PUBLIC SAFETY	TECHNICAL			
HASSAN	HASSAN WARDI	7/26/45	M	11/27/83	12/11/83	CURRICULUM PLANNING	TECHNICAL			
HAMID	YAHIA HASSAN	12/19/36	M	11/27/83	12/11/83	CURRICULUM PLANNING	TECHNICAL			
ALI	HARITH HAMAD		M	12/1/83	12/3/83	Unknown	TECHNICAL			
EL SAYED EL DIN	SHADIA NASR	3/3/53	M	12/4/83	12/12/83	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL			

EL DIN	SHOMMO SHA A	1/1/46	M	12/4/83	12/12/83	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	
EL BEILY	HASSAN ABDEL RAHMAN HAMED		M	12/4/83	12/17/83	GENERAL LAW	TECHNICAL	
OSMAN	ABDEL MOHAMED MUTAAL	8/8/51	M	12/25/83	2/20/86	INDUSTRIAL ENGINEERING	MASTER	INSTITUTE OF I
DORO	ALBERT EDWARD	12/11/52	M	12/31/83	12/31/85	INTERNATIONAL ORGANIZATIONS	MASTER	Unknown
FADLALLA	ADAM	7/23/58	M	1/9/84	6/30/92	GENERAL PUBLIC ADMINISTRATIO	PH.D.	AFRICAN AMERI
SHOMMO	MAHASIN IBRAHIM	1/1/56	F	1/13/84	5/31/86	GENERAL HOME ECONOMICS	MASTER	AFRICAN AMERI
ABDALLA	YAHIA ALI	1/1/39	M	1/14/84	2/10/84	LABOR UNION ADMINISTRATION	TECHNICAL	
ALI	MAGDA MOHAMED	7/25/49	F	1/16/84	1/27/84	GENERAL PUBLIC HEALTH	TECHNICAL	AMERICAN-MIDE
SULIMAN	HASSAN SAEED	2/22/38	M	1/17/84	2/25/84	INDUSTRIAL TRAINING	TECHNICAL	
GALLA	JAMES HAKIM		M	2/1/84	2/7/84	GENERAL AGRICULTURE	TECHNICAL	
ABDEL SALAAM	AHMED	5/21/51	M	2/9/84	5/25/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	
MOHAMED NOUR	SALAH ELDIN ALI	4/8/54	M	2/9/84	5/25/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	
OSMAN	OMER MUSA	4/16/38	M	2/10/84	5/25/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	
MOHAMED ALI	MOHAMED FAWZ	6/12/52	M	2/10/84	5/25/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	PARTNERS FOR
MIRI	ISMAIL EL RAHIL	1/1/55	M	2/11/84	8/31/84	URBAN DEVELOPMENT & PLANNIN	TECHNICAL	
MARHOUM	ABDEL AZIZ GESIM	1/1/50	M	3/31/84	5/12/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	
MOHAMED	ABD EL MOEEN SATTI	1/1/48	M	4/2/84	5/12/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	
ABDALLA	IMAM ZEINELABIDEIN	1/1/39	M	4/5/84	5/21/84	INTERNATIONAL TAXES/ROYALTIE	TECHNICAL	
AL RASHEED	ABDEL RAHMAN	7/20/40	M	4/10/84	5/11/84	PHARMACY	TECHNICAL	
EL TIGANI	EL TIGANI EL TAHIR	7/13/54	M	4/14/84	5/25/84	POPULATION STUDIES	TECHNICAL	
ADUOL	MATTHEW ATEM	1/1/44	M	4/15/84	4/27/84	FAMILY PLANNING	TECHNICAL	
OSMAN	ABBASHER MAHDI	5/2/43	M	4/22/84	5/19/84	LABOR UNION ADMINISTRATION	TECHNICAL	
YOUSIF	AHMED AMIR	1/1/51	M	4/22/84	9/30/84	CHEMICAL ENGINEERING	TECHNICAL	
MOHMED	HASHIM		M	4/22/84	9/14/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	
ABDELBAGI	SAMI T	9/10/55	M	4/22/84	9/30/84	CHEMICAL ENGINEERING	TECHNICAL	
MOHAMED	ALDULLA YAGOUB	1/1/52	M	4/22/84	9/30/84	CHEMICAL ENGINEERING	TECHNICAL	
MURSI	HUSSEIN M	3/3/52	M	4/22/84	9/30/84	CHEMICAL ENGINEERING	TECHNICAL	
MUSTAFA	AZHARI ALI	1/1/56	M	4/22/84	9/30/84	CHEMICAL ENGINEERING	TECHNICAL	
ISHAG	SITTANA HASSAN	4/29/43	F	4/29/84	6/14/84	HEALTH EDUCATION	TECHNICAL	
MOHAMED	RASHIDA IBRAHIM	6/3/46	F	5/2/84	7/15/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	
OUF	MOHAMED AHMED OSMAN ABN		M	5/10/84	10/21/85	STATISTICS	PH.D.	USDA
ABDALLA	MAHASIN MOHAMED HASSAN	3/29/48	F	5/13/84	6/18/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	
EL WASEILA	ABDALLA		M	5/13/84	6/8/84	COMMERCE	TECHNICAL	
FARAH	ABDALLA MOHAMMED	1/1/40	M	5/18/84	6/16/84	GENERAL SOCIAL WORK	TECHNICAL	
EL RUEFAY	EL KHATIM	1/1/32	M	5/20/84	6/16/84	GENERAL SOCIAL WORK	TECHNICAL	
YAHIA	NADIA AHMED	2/14/57	F	5/29/84	11/30/89	DENTISTRY	PH.D.	AFRICAN AMERI
BRUNO	RAPHAEL KUDE	1/1/48	M	6/1/84	7/13/84	LABOR UNION ADMINISTRATION	TECHNICAL	
OHAG	ABDALLA SHINGARI	7/14/50	M	6/4/84	7/28/84	AGRICULTURAL CREDIT	TECHNICAL	
OSMAN	ABDEL LATIF		M	6/4/84	6/29/84	LABOR UNION ADMINISTRATION	TECHNICAL	
EL SHEIKH	ABDEL MONEIM MOHAMED	1/1/36	M	6/5/84	7/8/84	GENERAL AGRICULTURE	TECHNICAL	

IMAM	EL TIGANI HAMID	1/1/55	M	6/7/84	8/13/84	IRRIGATION ENGINEERING/TECH	TECHNICAL			
HOOD	AHMED HASSAN	1/1/51	M	6/11/84	6/25/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL			
IBRAHIM	ISAM EL DIN MAHMOUD	5/11/52	M	6/12/84	12/31/86	AGRICULTURAL ECONOMICS	MASTER	USDA	UNIV OF ARIZONA	
EL FADIL	SAMIR ABDALLA MOHAMED	8/19/54	M	6/12/84	12/31/86	AGRICULTURAL ECONOMICS	MASTER	USDA	UNIV OF ARIZONA	
SHAMMET	KHALID MOHAMED	4/20/56	M	6/13/84	7/31/90	FOODS & NUTRITION	PH.D.	AFRICAN AMERICAN I	UTAH STATE UNIVERSITY	
MUBARAK	OSAMA	7/17/51	M	6/14/84	7/31/84	COMMERCE	TECHNICAL			
BABIKER	EL SIDDIG MOHAMED		M	6/15/84	9/20/84	BACTERIOLOGY	TECHNICAL			
EL YAMANI	IGBAL HASSAN	1/1/56	F	6/18/84	7/28/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL			
ADNAN	AMAL		F	6/20/84	6/23/84	Unknown	TECHNICAL			
KHALIFA	MONA		F	6/28/84	7/14/84	Unknown	TECHNICAL			
TAHA	TAHA EL TAHA	2/18/48	M	6/29/84	5/31/92	GENERAL PUBLIC HEALTH	PH.D.	AFRICAN AMERICAN I	SAN DIEGO STATE UNIV	
SID AHMED	MOHAMED OSMAN	6/2/45	M	7/2/84	7/27/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL			
MAHMOUD	FATHIA		F	7/3/84	7/4/84	Unknown	TECHNICAL			
MOHAMED	MOHAMED HUSSEIN		M	7/7/84	7/14/84	IRRIGATION ENGINEERING/TECH	TECHNICAL			
KHAIRALLA	KHAIRALLA MAHGOUB		M	7/7/84	7/14/84	IRRIGATION ENGINEERING/TECH	TECHNICAL			
IBRAHIM	OSMAN KHALIL		M	7/7/84	7/14/84	IRRIGATION ENGINEERING/TECH	TECHNICAL			
KHALAFALLA	OMER KHIDIR		M	7/7/84	7/14/84	IRRIGATION ENGINEERING/TECH	TECHNICAL			
KODAI	OSMAN ALI SALIH KODAI		M	7/7/84	7/14/84	IRRIGATION ENGINEERING/TECH	TECHNICAL			
SALIH	SALIH AWAD	4/25/36	M	7/14/84	8/27/84	COMMERCE	TECHNICAL			
SALIH	ISSA MOHAMED	10/15/53	M	7/21/84	8/18/84	LABOR UNION ADMINISTRATION	TECHNICAL			
EL DUKHERI	IBRAHIM ADAM	11/30/58	M	7/23/84	9/30/86	ADULT EDUCATION	MASTER	WASHINGTON STATE	WASHINGTON STATE UNIVERSITY	
NUGUD	MOHAMED OSMAN		M	7/25/84	8/6/84	PETROLEUM/COAL/GAS ENGINEEF	TECHNICAL			
AHMED	HYDER ABDEL RAHMAN MOHAME	9/2/46	M	8/1/84	6/10/85	GENERAL ECONOMICS	TECHNICAL	PARTNERS FOR INTL	DUKE UNIV	
BAKHIET	SHADIA YOUSIF	7/10/55	F	8/4/84	10/19/84	GENERAL COMPUTER SCIENCE/TE	TECHNICAL	PARTNERS FOR INTL	UNIV OF NORTH CAROLINA	
SALIH	FAISAL MOHAMED	5/1/50	M	8/4/84	10/19/84	GENERAL COMPUTER SCIENCE/TE	TECHNICAL	PARTNERS FOR INTL	UNIV OF NORTH CAROLINA	
EL DIN	ALAA		M	8/6/84	8/27/84	COMMERCE	TECHNICAL			
SINADA	NOUR AWAD	10/27/58	F	8/9/84	6/30/86	ENTOMOLOGY	MASTER	AFRICAN AMERICAN I	KANSAS STATE UNIV	
LEONARDO	ANNE ITTO	10/9/54	F	8/17/84	1/31/89	ENTOMOLOGY	PH.D.	AFRICAN AMERICAN I	KANSAS STATE UNIV	
GUVELE	CESAR AUGUSTUS	5/20/54	M	8/17/84	8/6/86	AGRICULTURAL ECONOMICS	MASTER	USDA	NEW MEXICO STATE UNIV	
MOSES	DEU MABIOR	1/1/53	M	8/18/84	9/30/84	GENERAL ECONOMICS	MASTER			
SIDDIG	EL FATIH ALI MOHAMED	7/4/51	M	8/18/84	9/30/84	GENERAL ECONOMICS	MASTER	PARTNERS FOR INTL	GEORGE WASHINGTON UNIV	
IBRAHIM	AHMED MOHAMED	9/12/49	M	8/19/84	11/30/84	PETROLEUM/COAL/GAS ENGINEEF	TECHNICAL	INSTITUTE OF INTERI	ARTHUR D LITTLE	
CHANG	GABRIEL CHANGSON	1/1/52	M	8/21/84	8/31/86	GENERAL ECONOMICS	MASTER	PARTNERS FOR INTL	DUKE UNIV	
AL AMIN	ABDEL ALIM	1/1/50	M	8/21/84	8/31/85	GENERAL ECONOMICS	TECHNICAL	PARTNERS FOR INTL	DUKE UNIV	
SALIH	MAHJOUBA MOHAMED	1/1/49	F	8/21/84	8/31/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL			
ABDALLA	AMAL EL TAYEB	6/11/57	F	8/21/84	8/31/87	GENERAL ECONOMICS	MASTER	PARTNERS FOR INTL	UNIV OF ILLINOIS	
MOHAMED	EL TAYEB EL BASHIR	1/1/58	M	8/24/84	9/12/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL			
AHMED	EL AMIN ABDALLA	1/1/45	M	8/26/84	9/23/84	GENERAL PUBLIC HEALTH	TECHNICAL			
NUR	IDRIS M	4/14/44	M	8/27/84	10/13/84	CROP SCIENCE	TECHNICAL	USDA	UNIV OF IDAHO	
EL NOUR	AWATIF MAHMOUD	7/11/55	F	8/28/84	9/12/84	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL			

OMER	ABDEL SALAM SALAH	10/8/52	M	9/1/84	9/30/84	GENERAL ECONOMICS	TECHNICAL			
EL HASSAN	KHALID MOHAMED	7/17/44	M	9/3/84	12/21/84	ELECTRICAL ENGINEERING	TECHNICAL	INSTITUTE OF INTERI	TENN VALLEY AUTHORITY	
ELAGIB	AFAF EL TAHIR HAG	6/5/53	F	9/4/84	8/4/85	POPULATION STUDIES	TECHNICAL	Unknown	COMMERCE DEPT OF	
EL BUSHRA	HASSAN ELMADDI	3/24/53	M	9/13/84	6/30/90	GENERAL PUBLIC HEALTH	MASTER	AFRICAN AMERICAN I	UNIV OF CALIFORNIA LOS ANGELE	
MAKKI	ABDEL WAHAB	1/1/46	M	9/13/84	5/21/89	GENERAL EDUCATION	PH.D.	AFRICAN AMERICAN I	UNIV OF TOLEDO	
RUSHWAN	HAMID		M	9/17/84	9/21/84	Unknown	TECHNICAL			
ZAKARIA	MOHAMMED		M	9/17/84	9/21/84	Unknown	TECHNICAL			
RAHMA	MOHAMED SAEED	1/1/58	M	9/18/84	12/17/84	GENERAL AGRICULTURE	TECHNICAL	EXPERIENCE INC	UNIV OF MINNESOTA MINNEAPOL	
AHMED	EL GASIM BASHIR OMER	3/3/57	M	9/18/84	10/29/84	AGRICULTURAL MECHANICS	TECHNICAL	EXPERIENCE INC	ALLIS CHALMERS MFG CO	
SHOMO	HASHIM AHMED	10/20/49	M	9/18/84	10/29/84	AGRICULTURAL MECHANICS	TECHNICAL	EXPERIENCE INC	ALLIS CHALMERS MFG CO	
DUANY	MICHAEL WAL	1/1/44	M	9/24/84	7/31/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	INDIANA UNIV	
AHMED	AHMED BABIKER MOHAMED	4/15/52	M	9/26/84	10/11/84	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	CTR FOR DISEASE CONTROL	
AHMED	AHMED BABIKER MOHAMED	4/15/52	M	9/26/84	10/11/84	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	AID/W/OIT	
DAFFALLA	ASIM ABDEL RAHMAN	1/16/46	M	9/26/84	10/11/84	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	AID/W/OIT	
HARIDI	ABDEL AZIZ MOHAMED	4/5/40	M	9/26/84	10/11/84	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	AID/W/OIT	
EL GADDAL	A A	2/9/31	M	9/26/84	10/11/84	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	AID/W/OIT	
ISMAIL	MOHAMED TAHA		M	9/30/84	10/3/84	PUBLIC SAFETY	TECHNICAL	Unknown	FIRE DEPT	
OMER	SALAH ABDEL SALAM	10/8/52	M	10/1/84	12/31/86	GENERAL ECONOMICS	MASTER	PARTNERS FOR INTL	UNIV OF WISCONSIN	
MURDA	ABU EL GASSIM ALI	1/1/46	M	10/1/84	10/31/84	HEALTH EDUCATION	TECHNICAL			
SIDDIG	EL FATIH ALI MOHAMED	7/4/51	M	10/1/84	6/20/86	GENERAL ECONOMICS	MASTER	PARTNERS FOR INTL	GEORGE WASHINGTON UNIV	
DORO	ALBERT	11/12/54	M	10/1/84	4/30/86	GENERAL PUBLIC ADMINISTRATIO	MASTER	PARTNERS FOR INTL	UNIV OF PITTSBURGH	
DEU	MOSES MAIOR	1/1/53	M	10/1/84	8/31/86	GENERAL ECONOMICS	MASTER	PARTNERS FOR INTL	UNIV OF PITTSBURGH	
WAZIRI	HUSSEIN ABD EL GADIR	1/1/36	M	10/1/84	10/31/84	HEALTH EDUCATION	TECHNICAL			
HARAZ	HASSAN AHMED ABDALLA ABU	1/1/41	M	10/6/84	12/1/84	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	EXPERIENCE INC	AID/W/OIT	
REESH	AHMED MOHAMED AHMED ABUL		M	10/15/84	11/9/84	LABOR UNION ADMINISTRATION	TECHNICAL	Unknown	LABOR DEPT OF	
DAFALLA	BABO FADLALLA M	1/1/45	M	11/11/84	11/14/84	CROP SCIENCE	TECHNICAL			
EL SHAFIE	A E		U	12/4/84	12/20/84	Unknown	TECHNICAL	UNIVERSITY OF HAW	UNIV OF HAWAII	
MANSOUR	SHOUHDI SHOUKRI	7/5/52	M	1/5/85	1/5/86	GENERAL AGRICULTURE	TECHNICAL			
ABDALLA	WADAD ABDEL RAHMAN	1/1/56	F	1/5/85	1/5/86	GENERAL AGRICULTURE	TECHNICAL			
EL HASSAN	NAGAT M	11/17/55	F	1/5/85	1/5/86	GENERAL AGRICULTURE	TECHNICAL			
MOURSI	ABDEL RAHMAN M	11/9/54	M	1/5/85	1/5/86	GENERAL AGRICULTURE	TECHNICAL			
EL OBEID	HASSAN ALI	1/1/58	M	1/5/85	1/5/86	GENERAL AGRICULTURE	TECHNICAL			
MOHAMED	HASSAN ABDALLA	5/13/58	M	1/8/85	8/10/85	GENERAL ATMOS/EARTH SCIENCE	MASTER	GEORGIA INST OF TE	UNIV OF NEW MEXICO	
SABER	HISHAM MOHYE EL DEEN	1/4/59	M	1/8/85	8/10/85	GENERAL ATMOS/EARTH SCIENCE	MASTER	GEORGIA INST OF TE	UNIV OF NEW MEXICO	
OMER	SIDDIG ADAM	1/1/58	M	1/8/85	8/10/85	GENERAL ATMOS/EARTH SCIENCE	MASTER	GEORGIA INST OF TE	UNIV OF NEW MEXICO	
EL ZEIN	IBRAHIM AHMED	2/1/57	M	1/8/85	8/10/85	GENERAL ATMOS/EARTH SCIENCE	MASTER	GEORGIA INST OF TE	UNIV OF NEW MEXICO	
ABDLGADIR	BULGIS SULIEMAN	8/5/55	M	1/8/85	7/31/85	GENERAL ATMOS/EARTH SCIENCE	MASTER	GEORGIA INST OF TE	UNIV OF NEW MEXICO	
HAMDOUK	ABDALLA ADAM	1/1/56	M	1/15/85	5/26/85	URBAN DEVELOPMENT & PLANNIN	TECHNICAL	PARTNERS FOR INTL	UNIV OF WISCONSIN	

EL SAFI	SALAH HASSAN	1/1/56	M	2/14/85	4/27/85	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	UNIV OF CALIFORNIA DAVIS	
AHMED	AHMED BABIKER MOHAMED	4/15/52	M	2/14/85	4/27/85	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	AID/W/OIT	
AHMED	AHMED BABIKER MOHAMED	4/15/52	M	2/14/85	4/27/85	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	CTR FOR DISEASE CONTROL	
EL HASSAN	AHMED AL ZEIN	7/9/51	M	2/25/85	3/1/85	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL			
EL SHELKH	ABDELGADIR RAHMAN		M	3/3/85	3/30/85	LABOR UNION ADMINISTRATION	TECHNICAL	Unknown	LABOR DEPT OF	
EL FAKI	GAAFAR ALI	4/4/46	M	3/7/85	4/22/85	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	NORTH CAROLINA STATE UNIV	
EL FAKI	GAAFAR ALI	4/4/46	M	3/7/85	4/22/85	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
EL FAKI	GAAFAR ALI	4/4/46	M	3/7/85	3/30/85	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	NORTH CAROLINA STATE UNIV	
EL FAKI	GAAFAR ALI	4/4/46	M	3/7/85	3/30/85	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
LAKI	SAM LEMISON	8/12/54	M	3/15/85	3/12/88	GENERAL ECONOMICS	PH.D.	USDA	MICHIGAN STATE UNIV	
SULIMAN	SOMAYA MOHAMED	9/1/59	F	3/28/85	4/24/85	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
HASSAN	WARDI HASSAN	1/1/45	M	3/28/85	4/29/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	GEORGIA INST OF TE	DENVER RESEARCH INST	
HASSABALLA	AHMED MOHAMED	1/1/60	M	4/7/85	5/7/85	GENERAL COMPUTER SCIENCE/TE	TECHNICAL			
ADAM	SAMIR MAHMOUD	11/10/59	M	4/7/85	5/7/85	GENERAL COMPUTER SCIENCE/TE	TECHNICAL			
OSMAN	SULEIMAN MOHAMED	1/1/59	M	4/7/85	5/7/85	GENERAL COMPUTER SCIENCE/TE	TECHNICAL			
SHARIF	HASHIM MOHAMED	2/21/59	M	4/7/85	5/7/85	GENERAL COMPUTER SCIENCE/TE	TECHNICAL			
OSMAN	ZUHAIR HUSSEIN	6/24/59	M	4/7/85	5/7/85	GENERAL COMPUTER SCIENCE/TE	TECHNICAL			
MOHAMED	HAMZA HAMOUDI	12/15/23	M	4/11/85	4/24/85	GENERAL FORESTRY	TECHNICAL	ASSOC IN RURAL DEV	UNIV OF ARIZONA	
MOHAMED	HAMZA HAMOUDI	12/15/23	M	4/11/85	4/24/85	GENERAL FORESTRY	TECHNICAL	TRANSCENTURY COR	UNIV OF ARIZONA	
EISA	EL TAYEB IDRIS	12/11/53	M	4/22/85	6/10/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	GEORGIA INST OF TE	TRANSCENTURY FOUND	
EISA	EL TAYEB IDRIS	12/11/53	M	4/22/85	6/10/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	ASSOC IN RURAL DEV	ASSOC IN RURAL DEV	
EL FADL	MOHAMED AHMED	6/1/55	M	4/23/85	7/15/85	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	TEXAS A AND I UNIV	
MOHAMMAD	OSMAN ABDALLAH	10/24/44	M	4/26/85	7/27/85	AGRIBUSINESS MANAGEMENT	TECHNICAL	WASHINGTON STATE	WASHINGTON STATE UNIVERSITY	
EL HABIB	SAMIRA MOHAMED	8/10/56	M	5/4/85	6/10/85	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTL	CTR FOR POP ACTIVITIES	
DEFALLA	DEFALLA A	1/1/36	M	5/4/85	7/6/85	AGRIBUSINESS MANAGEMENT	TECHNICAL	WASHINGTON STATE	WASHINGTON STATE UNIVERSITY	
ABDEL ATI	MOHAMED ABDEL ATI	1/1/32	M	5/10/85	6/24/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	MGMT SCI FOR HEALTH	
SAEED	FAROUK ISMAIL	1/1/39	M	5/10/85	6/24/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	MGMT SCI FOR HEALTH	
AWAD	ADIL EISA	5/15/54	M	5/10/85	8/12/89	CROP SCIENCE	PH.D.	UNIVERSITY OF NEBR	NORTH CAROLINA STATE UNIV	
ABUSAS	AHMED MOHAMED EL AWAD	1/1/57	M	5/21/85	7/27/85	FISHERIES-FRESH WATER	TECHNICAL	EXPERIENCE INC	AGRI DEPT OF FIELD OFFICE	
MAJOK	MICHAEL AGAR	8/7/48	M	5/23/85	7/20/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE	
ALI	AWADALLA ABDELGHAFAR	10/5/47	M	5/23/85	8/21/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	UNIV OF CONNECTICUT	
PASCAL	BANDINDI		M	5/23/85	7/20/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE	
DIING	GABRIEL GARANG	1/1/48	M	5/27/85	8/16/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	UNIV OF CONNECTICUT	
EL AMIN	AZMA AHMED	1/1/57	F	5/30/85	6/21/85	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
MAGZOUB	EL SHEIKH	1/1/50	M	5/30/85	6/22/85	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
EL EID	MEKKI MOHAMED	1/1/56	M	5/30/85	7/20/85	GENERAL LIBRARY SCIENCE	TECHNICAL	WASHINGTON STATE	WASHINGTON STATE UNIVERSITY	
EL DIN ABDO	ALAA MOHIE		M	6/1/85	6/30/85	INTERNATIONAL ORGANIZATIONS	TECHNICAL	Unknown	AFRO AMER PURCHASING CTR	
OSMAN	ABDEL GADIR AHMED	1/1/50	M	6/3/85	11/11/85	INTERNATIONAL TAXES/ROYALTIE	TECHNICAL	PARTNERS FOR INTL	HARVARD UNIV	
OSMAN	ABDEL GADIR AHMED	1/1/50	M	6/3/85	11/11/85	INTERNATIONAL TAXES/ROYALTIE	TECHNICAL	PARTNERS FOR INTL	UNIV OF SOUTHERN CALIFORNIA	
BAKR	AMAL ABU	4/12/49	F	6/6/85	7/4/85	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTL	COLUMBIA UNIV	
AHMED	FAROUK KHEIRE SID	1/1/44	M	6/7/85	7/23/85	INTERNATIONAL TAXES/ROYALTIE	TECHNICAL	PARTNERS FOR INTL	UNIV OF SOUTHERN CALIFORNIA	
MABROUK	MOHAMED YOUSIF	6/11/51	M	6/8/85	6/26/85	AGRICULTURAL ECONOMICS	TECHNICAL	EXPERIENCE INC	UNIV OF WISCONSIN	

AHMED	OMER EL AMIN	1/1/57	M	6/8/85	7/26/85	GENERAL ANIMAL HUSBANDRY	TECHNICAL	EXPERIENCE INC	CALIFORNIA STATE POLYTECH UNIV		
ALI	MAHMOUD AHMED MOHAMED	1/1/44	M	6/12/85	7/27/85	CROP SCIENCE	TECHNICAL	EXPERIENCE INC	AGRI DEPT OF		
KHADAM	MOHAMED ADAM	1/1/44	M	6/17/85	8/9/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE		
EL HAG	ABDALLA EL TAYEB	1/1/34	M	6/21/85	8/10/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	HARVARD INST FOR INTL DEVLP		
MUSSAAD	TALAT LUTFI		M	6/30/85	8/9/85	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE		
EL SAYED	SHADIA NASR EL DIN	3/3/53	F	7/5/85	7/22/85	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL	GEORGIA INST OF TE	Unknown		
IDRIS	EL NUR FARAH	1/1/45	M	7/12/85	8/24/85	INTERNATIONAL TAXES/ ROYALTIE	TECHNICAL	PARTNERS FOR INTL	INST FOR TAX ADMIN		
WANI GORE	PAUL	1/1/50	M	7/15/85	8/16/85	POPULATION STUDIES	TECHNICAL				
HAMAD	AHMED MOHAMED HAMAD	2/16/50	M	7/15/85	8/16/85	POPULATION STUDIES	TECHNICAL				
EL NASR	IBRAHIM ABBAS SEIF	1/1/48	M	7/19/85	8/9/85	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL	Unknown	COMMERCE DEPT OF		
EL BASHIR	OMER SIR EL KHATIM	2/25/48	M	7/27/85	8/17/85	POPULATION STUDIES	TECHNICAL	JOHNS HOPKINS HOS	JOHNS HOPKINS UNIV		
EL FAKI	ABDULLA MAGID ABBAS	11/21/43	M	7/27/85	8/17/85	POPULATION STUDIES	TECHNICAL	JOHNS HOPKINS HOS	JOHNS HOPKINS UNIV		
SATTI	AFAF MOHAMED O	12/28/45	F	7/27/85	5/31/87	CURRICULUM PLANNING	MASTER	PARTNERS FOR INTL	CLARK UNIV		
ALI	OMER TAMIM ELDAR		M	8/1/85	9/10/85	GENERAL PUBLIC HEALTH	TECHNICAL				
GULFAN	GUMMA IBRAHIM	1/1/59	M	8/4/85	8/30/85	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL	GEORGIA INST OF TE	STANFORD RES INST		
EL AHMER	MUAWIA EL AMIN	12/28/48	M	8/4/85	7/31/87	URBAN DEVELOPMENT & PLANNIN	MASTER	PARTNERS FOR INTL	UNIV OF WISCONSIN		
EL OBIED	EL HADIA ABDELATIF	1/1/51	M	8/10/85	9/22/85	AGRICULTURAL ENGINEERING	TECHNICAL	EXPERIENCE INC	Unknown		
IDRIS	NOUR A M		F	8/12/85	5/23/86	GENERAL ATMOS/ EARTH SCIENCE	MASTER	INSTITUTE OF INTER	UNIV OF PENNSYLVANIA		
TABAYI	JOHN S T		M	8/16/85	8/15/86	FAMILY PLANNING	MASTER	AFRICAN MEDICAL RE	TULANE UNIV		
DANIEL	JAMES OKUC	11/29/50	M	8/16/85	8/15/86	FAMILY PLANNING	MASTER	AFRICAN MEDICAL RE	TULANE UNIV		
HASHIM	ISAMELDIN BASHIR	12/10/53	M	8/26/85	5/31/87	FOODS & NUTRITION	MASTER	UNIVERSITY OF GEOF	ALABAMA A AND M UNIV		
KHALIL	ABDEL RAHMAN HASSAN	1/1/56	M	8/26/85	7/31/86	STATISTICS	TECHNICAL	Unknown	COMMERCE DEPT OF FIELD OFFICE		
AHMED	AHMED EL MURTADA	6/30/54	M	8/26/85	5/31/87	FOODS & NUTRITION	MASTER	UNIVERSITY OF GEOF	ALABAMA A AND M UNIV		
HUSSEIN	ABDEL GHANI AHMED	2/2/54	M	8/26/85	12/31/86	STATISTICS	TECHNICAL	Unknown	COMMERCE DEPT OF FIELD OFFICE		
ELSHIBLY	EL TAHIR MEDANI	10/17/49	M	8/29/85	8/28/86	MISC MEDICINE	MASTER	PARTNERS FOR INTL	HARVARD UNIV		
AHMED	FATMA BASHIER	6/16/53	F	9/7/85	11/15/85	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTL	MARGARET SANGER RESEARCH BUR.		
MUBARAK	NAYLA	5/6/48	F	9/8/85	11/3/85	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTL	UNIV OF CALIFORNIA SANTA CRUZ		
EL SHAFEI	ISMAIL	1/1/54	M	9/9/85	2/28/87	GENERAL ATMOS/ EARTH SCIENCE	MASTER	INSTITUTE OF INTER	UNIV OF PENNSYLVANIA		
FAWZ	MOHAMED	12/6/52	M	9/9/85	2/28/87	GENERAL ATMOS/ EARTH SCIENCE	MASTER	INSTITUTE OF INTER	UNIV OF PENNSYLVANIA		
NUGUD	ALI ABUL RAHIM		M	9/30/85	10/31/85	POPULATION STUDIES	TECHNICAL	RESEARCH TRIANGLE	GEORGETOWN HOTEL		
ABU BAKR	NUR EL HUDA		M	10/1/85	10/31/86	AGRICULTURAL ECONOMICS	PH.D.				
KHALIL	SAAD EL DIN MOHAMED		M	10/1/85	8/30/86	GENERAL AGRICULTURE	PH.D.	USDA	UNIV OF COLORADO		
MOHAMED	AWATIF ABDALLA		M	10/1/85	12/16/85	GENERAL AGRICULTURE	BACHELOR	USDA	UNIV OF MINNESOTA MINNEAPOLIS		
MOHAMED	ELSAUDI ADLAN		M	10/1/85	12/30/85	GENERAL ECONOMICS	PH.D.	USDA	COLORADO STATE UNIV		
FARRAH	AWAD SAMIL		M	10/1/85	12/31/85	AGRICULTURAL ECONOMICS	MASTER	USDA	UNIV OF ARIZONA		
KHALIL	SAAD EL DIN MOHAMED		M	10/1/85	8/30/86	GENERAL AGRICULTURE	PH.D.	EXPERIENCE INC	UNIV OF CALIFORNIA DAVIS		
NIMIR	HASSAN BASHIR	11/1/50	M	10/3/85	11/24/88	TRANSPORTATION MGMT	MASTER	PARTNERS FOR INTL	NEW MEXICO INST MINING TECH		
MOHAMED	HAMZA HAMOUDI	12/15/23	M	10/10/85	10/29/85	GENERAL FORESTRY	TECHNICAL	TRANSCENTURY COR	UNIV OF ARIZONA		
MOHAMED	HAMZA HAMOUDI	12/15/23	M	10/10/85	10/29/85	GENERAL FORESTRY	TECHNICAL	ASSOC IN RURAL DEV	UNIV OF ARIZONA		
CARLO	RICHARD		M	10/19/85	11/16/85	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	AFRICAN AMER LABOR CTR		

MAHMOUD	SHARAF EL DIN MOHAMED KHE	1/1/56	M	10/20/85	2/29/88	AGRICULTURAL ECONOMICS	MASTER	USDA	UNIV OF NEBRASKA
HAMID	ABDEL HAMID EL TAYED	1/1/38	M	10/27/85	11/23/85	Unknown	TECHNICAL	USDA	NATL FIRE ACADEMY
EL FIL	HAMID SULIEMAN		M	10/27/85	11/23/85	Unknown	TECHNICAL	USDA	NATL FIRE ACADEMY
MODAWI	ABUL WAHAB	6/5/37	M	11/30/85	12/20/85	GENERAL ENGINEERING	TECHNICAL	Unknown	WESTINGHOUSE HEALTH SYSTEM
ZUMUR	MOHAMED ALI	1/1/42	M	12/19/85	4/11/86	COMMERCE	TECHNICAL	PARTNERS FOR INTL	UNIV OF CONNECTICUT
EL HASSAN	IBRAHIM M	1/1/53	M	12/19/85	4/14/86	COMMERCE	TECHNICAL	PARTNERS FOR INTL	UNIV OF CONNECTICUT
ABDALLA	ABDALLA AHMED	10/15/53	M	12/29/85	7/29/88	AGRICULTURAL ECONOMICS	MASTER	USDA	COMMERCE DEPT OF
AHMED	AHMED ZAKARIA		M	1/1/86	5/31/86	GENERAL PHYSICS	MASTER	INSTITUTE OF INTERI	UNIV OF UTAH
MEKKI	MAHMOUD AWAD	1/15/57	M	1/1/86	6/30/86	AGRICULTURAL ECONOMICS	MASTER	USDA	UNIV OF MISSOURI
MEKKI	MAHMOUD AWAD	1/15/57	M	1/1/86	6/30/86	AGRICULTURAL ECONOMICS	MASTER	WASHINGTON STATE	UNIV OF MISSOURI
EL DUKHERI	IBRAHIM		M	1/1/86	12/31/86	AGRICULTURAL ECONOMICS	MASTER	USDA	WASHINGTON STATE UNIVERSITY
OMER	MEKKI ABDELATIF	1/1/53	M	1/1/86	12/31/87	AGRICULTURAL ENGINEERING	PH.D.	USDA	WASHINGTON STATE UNIVERSITY
EL HADI	FAROUK MOHAMED	8/3/51	M	1/1/86	8/31/87	FISHERIES-FRESH WATER	PH.D.	WASHINGTON STATE	WASHINGTON STATE UNIVERSITY
AHMED	AHMED ZAKARIA		M	1/1/86	5/31/86	GENERAL PHYSICS	MASTER	PARTNERS FOR INTL	UNIV OF UTAH
EL WAKEEL	AHMED	1/1/50	M	1/1/86	7/1/86	FISHERIES-FRESH WATER	PH.D.	USDA	UTAH ST UNIV. AGRIC, APP SCI
MADIBO	GADELKARIM		M	1/1/86	6/20/86	SOIL SCIENCE	TECHNICAL	USDA	UNIV OF CALIFORNIA RIVERSIDE
EL HADI	FAROUK MOHAMED	8/3/51	M	1/1/86	8/31/87	FISHERIES-FRESH WATER	PH.D.	USDA	OREGON STATE UNIV
EL AMIN	EL TIGANI MIRGHANI	1/1/54	M	1/1/86	11/30/86	AGRICULTURAL ECONOMICS	PH.D.	USDA	WASHINGTON STATE UNIVERSITY
FARAH	MAGEED FARAH	7/22/52	M	1/1/86	5/31/87	CIVIL ENGINEERING	MASTER	PARTNERS FOR INTL	KENT STATE UNIV
HYDOUB	MOHAMED YOUSIF	1/1/54	M	1/12/86	1/25/86	GENERAL LAW	TECHNICAL		
AHMED	KHAAFALLA SID	11/1/39	M	1/20/86	2/3/86	GENERAL FORESTRY	TECHNICAL		
OSMAN	MAHA HASAN	2/9/58	F	1/20/86	2/3/86	GENERAL FORESTRY	TECHNICAL		
TAHA	AZMI ZEIN EL ABDIN	7/8/54	M	1/21/86	2/6/86	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	INSTITUTE OF INTERI	UNIV OF PENNSYLVANIA
IDRIS	UM ELAALIM	3/5/53	F	3/20/86	6/30/91	GENERAL BIOLOGY	BACHELOR	AFRICAN AMERICAN I	UNIV OF GEORGIA
AHMED	MOHAMED OSMAN	1/1/40	M	3/23/86	4/6/86	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL		
GHANDOUR	OSMAN SALMAN	12/13/35	M	4/7/86	4/18/86	FAMILY PLANNING	TECHNICAL	JOHNS HOPKINS UNI	JOHNS HOPKINS UNIV
SAIED	ONSI SHAFEIK	5/6/40	M	4/30/86	6/27/86	ELECTRICAL ENGINEERING	TECHNICAL	INSTITUTE OF INTERI	TENN VALLEY AUTHORITY
EL DAWI	NADIA IBRAHIM	6/24/59	F	5/3/86	6/6/86	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	CTR FOR POP ACTIVITIES
ELSUBKI	TAHA MUSTAFA	6/16/53	M	5/5/86	7/12/86	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE
MUSTAFA	FADUL	1/1/54	M	5/7/86	9/19/86	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	INSTITUTE OF INTERI	PROF TRNG RESOURCES INTL
NOURELDIN	AHMED	1/1/53	M	5/7/86	9/19/86	GENERAL ATMOS/EARTH SCIENCE	TECHNICAL	INSTITUTE OF INTERI	PROF TRNG RESOURCES INTL
SALAM	SALAM MUSTAFA	11/18/54	M	5/9/86	7/8/86	GENERAL ECONOMICS	TECHNICAL	Unknown	COMMERCE DEPT OF
MUSA	ALI HASSAN	5/15/42	M	5/9/86	7/8/86	GENERAL ECONOMICS	TECHNICAL	Unknown	COMMERCE DEPT OF
AHMED	BUSHARA ALI	7/12/50	M	5/11/86	7/12/86	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE
EL NAEIM	ABDEL GADIR ALI	8/21/52	M	5/12/86	6/30/86	GENERAL AGRICULTURE	TECHNICAL		
ELDAHAB	MOHAMED ELAMIN SOUWER	10/1/41	M	5/12/86	6/30/86	GENERAL AGRICULTURE	TECHNICAL		
HAMAD	BAKRI OSMAN	1/1/55	M	5/22/86	6/26/86	COMMERCE	TECHNICAL	PARTNERS FOR INTL	GEORGIA INST OF TECH
EL SAYED	MAHA ALI EL FAKI	4/4/58	F	5/22/86	6/9/86	COMMERCE	TECHNICAL	PARTNERS FOR INTL	GEORGIA INST OF TECH
EL FAKI	MAHA EL SAYED	4/4/58	F	5/22/86	6/30/86	CHEMICAL ENGINEERING	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH
ABUSAM	AHMED A GADIR	2/8/47	M	5/22/86	6/26/86	COMMERCE	TECHNICAL	PARTNERS FOR INTL	GEORGIA INST OF TECH

ALI	GAAFAR EL FAKI	4/20/46	M	5/23/86	6/30/86	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
SULIMAN	SOMAYA	1/9/59	F	5/23/86	6/30/86	CIVIL ENGINEERING	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
KAMIL	AMIN MOHAMED	3/5/62	M	5/23/86	6/30/86	COMMERCE	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
MAHMOUD	AWATIF EL NOUR	7/11/55	M	5/23/86	6/30/86	COMMERCE	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
EL ABDIN	AZMI ZEIN TAHA	7/8/54	M	5/23/86	6/30/86	COMMERCE	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
OSMAN	MAHA HASSAN	2/9/58	F	5/23/86	6/30/86	GENERAL FORESTRY	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
OSMAN	MAHA HASSAN	2/9/58	F	5/23/86	6/30/86	GENERAL FORESTRY	TECHNICAL	PARTNERS FOR INTL	ALABAMA A AND M UNIV	
EL DIN	SHADIA NASR	3/3/53	F	5/23/86	6/30/86	COMMERCE	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
EL MAGZOUB	EL SHEIKH	1/1/50	M	5/23/86	6/30/86	SANITARY ENGINEERING	TECHNICAL	GEORGIA INST OF TE	GEORGIA INST OF TECH	
SHULLI	ABDEL RAHMAN	4/18/40	M	5/30/86	6/29/86	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	WORLD TECHNOLOGY GROUP	
ABDEL RAHIM	IBRAHIM MOHAMED	11/19/49	M	5/31/86	6/28/86	GENERAL PUBLIC HEALTH	TECHNICAL	COLUMBIA UNIVERSI	COLUMBIA UNIV	
EL FAKI	EL BAGIR	12/26/49	M	5/31/86	6/28/86	GENERAL PUBLIC HEALTH	TECHNICAL	COLUMBIA UNIVERSI	COLUMBIA UNIV	
EL AMIN	EISA	1/1/50	M	5/31/86	6/28/86	GENERAL PUBLIC HEALTH	TECHNICAL	COLUMBIA UNIVERSI	COLUMBIA UNIV	
EL FATIH	MOHAMED	1/1/51	M	5/31/86	6/28/86	GENERAL PUBLIC HEALTH	TECHNICAL	COLUMBIA UNIVERSI	COLUMBIA UNIV	
MURGAN	AMAL MUSTAFA	1/27/39	F	6/2/86	7/19/86	GENERAL AGRICULTURE	TECHNICAL	USDA	UNIV OF WISCONSIN	
EL BASHIER	HASSAN EL SHEIKH	1/27/39	M	6/2/86	7/19/86	GENERAL AGRICULTURE	TECHNICAL	USDA	UNIV OF WISCONSIN	
MEDANI	MANSOUR HASSAN	1/1/42	M	6/5/86	7/30/86	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	HARVARD INST FOR INTL DEVLP	
ADAM	IBRAHIM AHMED	1/1/51	M	6/22/86	7/18/86	GENERAL AGRICULTURE	TECHNICAL	USDA	UNIV OF NEW MEXICO	
GURANI	MOHAMED EL AMIN		M	7/2/86	8/15/86	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE	
AL RUBAYR	MAHJOUB AHMED	1/1/33	M	7/12/86	8/2/86	LABOR UNION ADMINISTRATION	TECHNICAL	DEPT OF LABOR	LABOR DEPT OF	
MUSBAH	DURRIA ABDELAZIM	1/1/56	F	7/17/86	7/31/92	GENERAL FORESTRY	PH.D.	AFRICAN AMERICAN I	OREGON STATE UNIV	
ELSHARIEF	ELFADIL ELSADIG	8/11/57	M	7/30/86	8/30/92	GENERAL ECONOMICS	MASTER	AFRICAN AMERICAN I	NORTHWESTERN UNIV	
MOHAMMED	SULMA IBRAHIM	1/1/52	F	8/1/86	9/30/91	FOODS & NUTRITION	PH.D.	AFRICAN AMERICAN I	PURDUE UNIV	
BAROUDI	M AHMED	1/1/47	M	8/4/86	9/5/86	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	DISTRICT OF COLUMBIA GRO STORE	
EL FADL	SALEM SOLEIMAN		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
ALLAH	HASSAN EL TAYEB KHALAF		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
ALLAH	EL NAGATTI GAMIL		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
ALLAH	AWAAD WADA		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
EL SHEICH	IBRAHIM		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
EL SHEICH	IBRAHIM MOHAMED AHMED		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
EL TAYEB	MOHAMED EL AMIN		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
FARAH	AHMED EL AKKID		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
EL RAHMAN	KHALED EL TAYEB		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
EL AMIN	MOHAMED NOUR		M	8/8/86	9/15/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	US AND DC	
OSMAN	MAHASIN ABDEL RAHIM	12/22/56	F	8/15/86	9/30/92	PLANT PATHOLOGY (AGRI CROPS)	PH.D.	AFRICAN AMERICAN I	CORNELL UNIV	
SALIH	MOHAMED ABDEL RAHNAM	10/19/58	M	8/20/86	5/31/93	COMMERCE	MASTER	AFRICAN AMERICAN I	VANDERBILT UNIVERSITY	
ALI	RABIE HASSAN MOHAMED		M	8/27/86	11/17/86	GENERAL ECONOMICS	TECHNICAL	PARTNERS FOR INTL	UNIV OF PITTSBURGH	
HAMID	IBRAHIM SAAD	6/2/60	M	9/1/86	9/26/86	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL	TRANSCENTURY COR	VOLUNTEERS IN TECH ASSISTANCE	
SALIH	FETHI MOHAMED	1/1/56	M	9/1/86	9/26/86	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL	TRANSCENTURY COR	VOLUNTEERS IN TECH ASSISTANCE	
ELFEEL	MOHAMED AHMED	9/8/56	M	9/3/86	8/31/89	AGRICULTURAL ECONOMICS	PH.D.	AFRICAN AMERICAN I	MICHIGAN STATE UNIV	
SHAWISH	ALI ABDELLA		M	10/3/86	10/31/86	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN L	AFRICAN AMER LABOR CTR	

ATTAITALLA	HASSAN		M	10/5/86	5/31/87	GENERAL PUBLIC HEALTH	TECHNICAL				
MUKHTAR	EL HASSEIN		M	10/5/86	5/31/87	GENERAL PUBLIC HEALTH	TECHNICAL				
ABBAS	EL KHATIM		M	10/5/86	5/31/87	GENERAL PUBLIC HEALTH	TECHNICAL				
AHMED	ABDEL MONEIN		M	10/5/86	5/31/87	GENERAL PUBLIC HEALTH	TECHNICAL				
NUR	NAJWA YOUSIF ALI	8/27/55	F	10/22/86	12/19/86	COMMERCE	TECHNICAL	PARTNERS FOR INTL	COMMERCE DEPT OF		
OWAY	FEDRICO ELFYO	1/1/58	M	11/6/86	11/20/86	FAMILY PLANNING	TECHNICAL	FAMILY OF THE AMER	FAMILY OF THE AMERICAS FOUND		
MOHAMED	ABDEL MONEIM EL SAYED	12/1/45	M	1/2/87	2/13/87	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	ARTHUR D LITTLE		
MUSTAFA	ISHRAGA TAHA	6/18/60	F	1/4/87	1/16/87	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL				
SAEED	AMIN KAMIL	3/5/62	M	1/4/87	1/16/87	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL				
JUMMA	SALAH EL AMIN	9/14/60	M	1/5/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
AHMED	ZERWA SULEIMAN MOHAMED	5/1/50	M	1/5/87	12/31/88	INSTITUTIONAL PLANNING & DEVT	TECHNICAL	PARTNERS FOR INTL	TEMPLE UNIV		
MAHMOUD	HUDA SALIH	3/1/47	F	1/5/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
SHARIF	HASHIM M	2/2/59	M	1/25/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
HASBALLA	AHMED M	1/1/60	M	1/25/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
OSMAN	ZUHAIR HUSSEIN	6/23/59	M	1/25/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
ADAM	SAMIR MAHMOUD	12/20/59	M	1/25/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
OSMAN	MOHAMED AHMED M	10/31/60	M	1/25/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
AHMED	SIDDIG IBRAHIM	1/1/54	M	1/25/87	2/12/87	GENERAL COMPUTER SCIENCE/ TE	TECHNICAL				
ALI	FATIMA AHMED	1/1/56	M	2/28/87	3/27/87	INTERNATIONAL ORGANIZATIONS	TECHNICAL	PARTNERS FOR INTL	INTL LAW INST		
MOHAMED	RUGAIA SALIH	1/1/54	M	2/28/87	3/27/87	INTERNATIONAL ORGANIZATIONS	TECHNICAL	PARTNERS FOR INTL	INTL LAW INST		
MOHAMED	IBRAHIM HUSSEIN	4/28/57	M	3/12/87	4/24/87	GENERAL ATMOS/ EARTH SCIENCE	TECHNICAL	PARTNERS FOR INTL	SUNY STONY BROOK		
ALI	HUSSEIN A M	1/1/45	M	3/16/87	5/22/87	INSURANCE	TECHNICAL	PARTNERS FOR INTL	UNIV OF PITTSBURGH		
MOHAMED	NADIA		M	3/28/87	5/5/87	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	INTL LAW INST		
EL TAYEB	FAISAL	3/2/39	M	3/28/87	5/17/87	GENERAL PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTL	UNIV OF SOUTH CAROLINA		
MOHAMED	IBRAHIM SIDDIG	1/1/55	M	3/28/87	5/5/87	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	INTL LAW INST		
KAMBLAWI	MUNIRA OSMAN	12/25/48	F	4/3/87	4/24/87	MISC MEDICINE	TECHNICAL	PARTNERS FOR INTL	MGMT SCI FOR HEALTH		
YASIN	NOURALLA AHMED	1/1/60	M	4/4/87	4/10/87	IRRIGATION ENGINEERING/ TECH	TECHNICAL				
HASSANEIN	OSMAN	1/1/36	M	4/4/87	5/1/87	MISC MEDICINE	TECHNICAL	PARTNERS FOR INTL	SAN DIEGO STATE UNIV		
OMER	SIDDIG ADAM	1/1/58	M	4/4/87	4/10/87	IRRIGATION ENGINEERING/ TECH	TECHNICAL	GEORGIA INST OF TE	UNIV OF NEW MEXICO		
EISA	EL TAYEB IDRIS	12/11/53	M	4/4/87	4/20/87	IRRIGATION ENGINEERING/ TECH	TECHNICAL	ASSOC IN RURAL DEV	ASSOC IN RURAL DEV		
EISA	EL TAYEB IDRIS	12/11/53	M	4/4/87	4/20/87	IRRIGATION ENGINEERING/ TECH	TECHNICAL	GEORGIA INST OF TE	TRANSCENTURY FOUND		
MEDANI	MAMOUN OMER	4/11/47	M	4/6/87	5/6/87	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	INTL LAW INST		
GISMALLA	EL HAG ELIMAM	1/1/58	M	4/20/87	6/19/87	GENERAL PUBLIC ADMINISTRATIO	TECHNICAL	PARTNERS FOR INTL	UNIV OF PITTSBURGH		
EL AMEEN	FATHIA A RAHIM	5/5/46	F	4/29/87	4/20/88	GENERAL COMMUNICATIONS	TECHNICAL	PARTNERS FOR INTL	CNCL OF INTL PROGRAMS		
ANIS	MUNA IBRAHIM	8/13/53	F	4/29/87	8/29/87	EDUC-HEARING/ SPEECH IMPAIR	TECHNICAL	PARTNERS FOR INTL	CNCL OF INTL PROGRAMS		
GERAIS	ABDEL SALAM MOHAMED	2/2/44	M	5/3/87	5/22/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTL	JOHNS HOPKINS UNIV		
EL SADIG	ABDEL BASIT		M	5/3/87	5/9/87	GENERAL PUBLIC HEALTH	TECHNICAL	ATLANTA UNIVERSIT	CLARK ATLANTA UNIV		
KHOGLI	IHSSAN HUSSEIN	5/5/57	F	5/18/87	8/8/87	ACCOUNTING	TECHNICAL	PARTNERS FOR INTL	UNIV OF CONNECTICUT		

MOHAMED	EL HADI OMER	1/1/60	M	5/18/87	7/27/87	ACCOUNTING	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT	
ALI	LAILA ADAM	1/1/48	F	5/22/87	6/30/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	MARGARET SANGER RESEARCH BUR.	
GASIM	HIDAYAT MOHY EL DIN	8/14/56	F	5/22/87	6/30/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	MARGARET SANGER RESEARCH BUR.	
KAROOM	KHALID OMER AHMED	1/1/53	M	5/25/87	7/10/87	DATA PROCESSING	TECHNICAL	PARTNERS FOR INTI	SOCIAL DEV CTR	
GORASHI	GAMAL SULEIMAN EL	4/16/48	M	5/29/87	6/28/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	COLUMBIA UNIV	
MUSA	HUSSEIN HASSAN	2/10/36	M	5/29/87	6/28/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	COLUMBIA UNIV	
ALI	SHOMMO SHAA EL DIN	1/1/46	M	5/30/87	6/26/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	TRANSCENTURY CO	WORLD TECHNOLOGY GROUP	
EL RAYAH	MOHAMED SAEED	1/1/35	M	6/1/87	6/26/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	COLUMBIA UNIV	
HUSSEIN	MAMOUN MOHAMED	1/1/36	M	6/1/87	6/26/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	COLUMBIA UNIV	
ALI	ABDALLA EL ZUBAIR	1/1/44	M	6/1/87	7/1/87	GENERAL PUBLIC HEALTH	TECHNICAL			
ISMAIL	GAMAL EL DIN KHALIL		M	6/1/87	7/1/87	GENERAL PUBLIC HEALTH	TECHNICAL			
ALI	MUBARAK MAGZOUB	1/1/51	M	6/1/87	7/1/87	GENERAL PUBLIC HEALTH	TECHNICAL			
MUSTAFA	MUTASIM ABU BAKR	6/18/38	M	6/1/87	6/26/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	COLUMBIA UNIV	
TOUM	EL HADI ALI		M	6/1/87	7/1/87	GENERAL PUBLIC HEALTH	TECHNICAL			
MOHAMED	SAYED HAFEZ		M	6/1/87	7/1/87	GENERAL PUBLIC HEALTH	TECHNICAL			
EL HAJ	AHMED EL HAJ ALI	1/1/41	M	6/1/87	6/26/87	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	COLUMBIA UNIV	
ISMAIL	BEDAR EL DIN	1/1/43	M	6/21/87	7/3/87	GENERAL ATMOS/EARTH SCIENC	TECHNICAL			
KHALID	ALI	1/1/63	M	6/21/87	7/3/87	GENERAL ATMOS/EARTH SCIENC	TECHNICAL			
EL KHIDIR	MANAHIL ABDEL SALAAM	6/25/51	F	6/28/87	11/30/90	Unknown	MASTER	CONSORTIUM FOR I	PURDUE UNIV	
SALIH	ALI ABDEL AZIZ	3/3/48	M	6/28/87	4/30/92	AGRICULTURAL ECONOMICS	PH.D.	CONSORTIUM FOR I	PURDUE UNIV	
FARAH	ABDEL AZIZ M	1/1/45	M	6/28/87	10/31/91	AGRICULTURAL ECONOMICS	PH.D.	CONSORTIUM FOR I	COLORADO STATE UNIV	
EL HANAN	MOHAMED MAHMOUD	4/27/49	M	7/6/87	11/27/91	AGRICULTURAL ECONOMICS	PH.D.	CONSORTIUM FOR I	WASHINGTON STATE UNIVERSITY	
IBRAHIM	MUKHTAR	3/21/39	M	7/11/87	7/30/87	GENERAL AGRICULTURE	TECHNICAL	USDA	AGRI DEPT OF	
ISMAIL	ISMAIL AHMED	12/9/46	M	7/24/87	8/13/87	GENERAL LAW	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST	
MOHAMED	AWAD OSMAN	1/1/47	M	7/24/87	9/10/87	INSURANCE	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST	
NUR	AMAL MEKKI	12/23/60	F	8/1/87	8/23/87	GENERAL COMPUTER SCIENCE/T	TECHNICAL			
BABIKER	ABDEL GABBAR EITYEAB	1/1/49	M	8/9/87	8/21/87	PLANT PATHOLOGY (AGRI CROP	TECHNICAL	UNIVERSITY OF NEE	PURDUE UNIV	
BABIKER	MOHAMED	1/1/58	M	8/10/87	9/19/87	CURRICULUM PLANNING	TECHNICAL	USDA	GEORGE MASON UNIV	
BABIKER	MOHAMED	1/1/58	M	8/10/87	9/19/87	CURRICULUM PLANNING	TECHNICAL	USDA	GEORGE MASON UNIV	
YOUSIF	UM BASHIER	1/1/48	M	8/17/87	9/5/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	Unknown	CALIFORNIA STATE POLYTECH UNIV	
GAMIEL	ASHA KHAIES	12/13/48	F	8/17/87	9/5/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	Unknown	CALIFORNIA STATE POLYTECH UNIV	
MOHAMAD	ABDEL AZIZ EL HAG	1/1/51	M	8/17/87	9/5/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	Unknown	CALIFORNIA STATE POLYTECH UNIV	
MEDANI	ARD EL SHAM		F	8/17/87	9/5/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	Unknown	CALIFORNIA STATE POLYTECH UNIV	
MOHAMED	AZIEZA AKDEL AZIZ		F	8/17/87	9/5/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	Unknown	CALIFORNIA STATE POLYTECH UNIV	
BASHIR	MUZA MOHAMED ALI		M	8/17/87	9/5/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	Unknown	CALIFORNIA STATE POLYTECH UNIV	
IBRAHIM	MOHAMED EL HASSAN	10/16/53	M	8/17/87	9/5/87	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	Unknown	CALIFORNIA STATE POLYTECH UNIV	
EL FAHAL	MOHAMED IBRAHIM	10/12/52	M	8/18/87	12/31/89	MISC ECONOMICS	TECHNICAL	USDA	IOWA STATE UNIV	
MOHAMED ALI	ABDEL ALIM E	1/1/50	M	8/23/87	1/22/90	GENERAL ECONOMICS	MASTER	PARTNERS FOR INTI	AMER UNIV	
TAHA	FATMA MOHAMED	10/4/57	F	8/23/87	12/31/90	AGRICULTURAL ECONOMICS	MASTER	CONSORTIUM FOR I	UNIV OF WYOMING	
EL NUR	EL FAKI HASSAN	1/1/53	M	9/3/87	11/20/87	CIVIL ENGINEERING	TECHNICAL	PARTNERS FOR INTI	VIRGINIA POLY INST	

ELDIN	SALAH A RAHIM	11/1/52	M	9/4/87	10/7/87	INTERNATIONAL ORGANIZATION	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST		
IBRAHIM	SOAD ISMAIL	4/22/48	F	9/8/87	10/13/87	COMMERCE	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST		
ALI KHALIFA	EL TAQ MOHAMED		M	9/21/87	10/31/87	AGRICULTURAL ECONOMICS	TECHNICAL	USDA	GEORGE MASON UNIV		
NOUR	MOHAMED ABDALLA	1/1/69	M	10/5/87	12/31/93	ACCOUNTING	MASTER	AFRICAN AMERICAN	MIAMI UNIV		
EL BASHIR	GASM EL SID	11/14/53	M	10/14/87	11/13/87	ELECTRONIC COMMUNIC TECH	TECHNICAL	U S TELECOMMUNIC	ROCKWELL INTL CORP		
ABDELA	YAHIA ALI		M	10/17/87	10/30/87	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN	AFL-CIO		
GUMAA	BILAL AHMED	1/1/47	M	10/26/87	11/7/87	OBSTETRICS & GYNECOLOGY	TECHNICAL				
MOHAMED HASSAN	ABDEL RAHMAN	1/1/43	M	11/3/87	12/3/87	COMMERCE	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST		
ARABI	MOHASMED AHMED		M	11/9/87	11/20/87	OBSTETRICS & GYNECOLOGY	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS UNIV		
BABIKER	BABIKER IDRIS	1/1/42	M	12/5/87	5/31/88	AGRICULTURAL ECONOMICS	TECHNICAL	AFRICAN AMERICAN	OHIO STATE UNIV		
EL TINAY	ABDULLAHI	1/1/42	M	12/5/87	7/1/88	FOODS & NUTRITION	TECHNICAL	AFRICAN AMERICAN	UNIV OF CALIFORNIA DAVIS		
MUSTAFA	KAMIL A MAGID	2/19/52	M	12/26/87	4/15/88	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT		
ALI	RUGIA AHMED	9/23/57	F	12/26/87	4/15/88	GENERAL PUBLIC ADMINISTRATI	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT		
ZAKI	EBTISAM AZIZ	9/13/57	F	12/26/87	4/15/88	COMMERCE	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT		
ABU SABAH	MOHAMED ABDEL AZIEM	1/1/53	M	12/27/87	10/27/88	AGRICULTURAL ECONOMICS	TECHNICAL	USDA	WASHINGTON STATE UNIVERSITY		
GADIR	SALAH MOHAMED ABDUL	7/25/52	M	12/27/87	4/15/88	INDUSTRIAL TRAINING	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT		
RAHMAN	MAHMOUD MOHAMED A	1/1/56	M	12/28/87	4/15/88	GENERAL ATMOS/EARTH SCIENC	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT		
HALIM	ISAM ELDIN	3/4/56	M	1/1/88	6/30/91	AGRICULTURAL ECONOMICS	MASTER	CONSORTIUM FOR I	OKLAHOMA STATE UNIV		
SUDAN	SAMIA MOHAMED	3/16/56	F	1/1/88	8/31/91	AGRICULTURAL ECONOMICS	MASTER	CONSORTIUM FOR I	OKLAHOMA STATE UNIV		
SHENOUDA	MUNEER FOUAD	2/3/46	M	1/5/88	4/15/88	COMMERCE	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT		
IBRAHIM	BERAMA A RAHMAN	1/1/52	M	1/5/88	5/20/88	GENERAL ATMOS/EARTH SCIENC	TECHNICAL	INSTITUTE OF INTE	PROF TRNG RESOURCES INTL		
OSMAN	MAHA HASSAN	9/2/58	F	1/5/88	12/31/89	COMMERCE	MASTER	GEORGIA INST OF T	GEORGIA INST OF TECH		
OSMAN	MAHA HASSAN	9/2/58	F	1/5/88	12/31/89	COMMERCE	MASTER	PARTNERS FOR INTI	ALABAMA A AND M UNIV		
NABI	HASSAN AHMED ABDEL	1/18/56	M	1/5/88	10/31/91	ECONOMIC DEVELOPMENT	MASTER	PARTNERS FOR INTI	MICHIGAN STATE UNIV		
SAYED	FATHI SID AHMED	11/4/53	M	1/6/88	6/30/90	AGRICULTURAL ECONOMICS	MASTER	USDA	NORTH CAROLINA A AND T ST UNIV		
EL MAGID	BANNAGA DAFALLA ABDEL	5/1/58	M	1/6/88	6/30/90	AGRICULTURAL RESEARCH	MASTER	USDA	NORTH CAROLINA A AND T ST UNIV		
OSMAN	SIRAG EL DIN A HAMID	1/1/54	M	1/6/88	11/30/90	AGRICULTURAL ECONOMICS	MASTER	CONSORTIUM FOR I	NORTH CAROLINA A AND T ST UNIV		
MUSTAFA	RAHMA EL EGAIL	9/7/60	F	1/7/88	3/11/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH		
BAKHIET	AZHARI IDRIS	3/7/57	M	1/7/88	3/11/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH		
TAHA	AZMI ZEIN EL ABDIN	8/7/54	M	1/7/88	7/29/88	GENERAL ATMOS/EARTH SCIENC	TECHNICAL	INSTITUTE OF INTE	UNIV OF PENNSYLVANIA		
HUSSAIN	ABDUL GALIL MOHAMED	2/20/49	M	1/7/88	3/16/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH		
AHMED	SABRI AMIN	2/14/51	M	1/7/88	7/29/88	GENERAL ATMOS/EARTH SCIENC	TECHNICAL	INSTITUTE OF INTE	UNIV OF PENNSYLVANIA		
SAEID	AMIN KAMIL MOHAMED	5/3/62	M	1/9/88	12/31/89	ACCOUNTING	MASTER	PARTNERS FOR INTI	UNIV OF PENNSYLVANIA		
EL JELLY	ABUZAR MOHAMMED	10/1/57	M	1/12/88	8/30/92	ACCOUNTING	PH.D.	AFRICAN AMERICAN	SOUTHERN ILLINOIS UNIV		
ATTALLA	ATTA GEORGE	8/2/58	M	1/15/88	2/26/88	GENERAL ENGINEERING	TECHNICAL	PARTNERS FOR INTI	HARZA ENGR CO		
TOWFIEG	SAMIA IBRAHIM	11/7/56	M	1/15/88	2/26/88	GENERAL ENGINEERING	TECHNICAL	PARTNERS FOR INTI	HARZA ENGR CO		
JOSEPH	EMMANUEL DUKU	1/25/52	M	1/15/88	2/26/88	GENERAL ENGINEERING	TECHNICAL	PARTNERS FOR INTI	HARZA ENGR CO		
IBRAHIM	SAFIA		F	1/17/88	1/31/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL				
IBRAHIM	AWAD		M	1/17/88	1/31/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL				
FARID	FAISAL MAHER		M	1/17/88	1/31/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL				

SALAMA	MARY		F	1/17/88	1/31/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL			
MOHAMED ALI	MOHAMED FAWZ	12/6/56	M	1/22/88	2/15/88	MISC COMPUTER SCIENCE/TECH	TECHNICAL	PARTNERS FOR INTI	ECON DEV INST	
FARAH	MOHAMED SALIH	1/11/54	M	1/22/88	2/15/88	MISC COMPUTER SCIENCE/TECH	TECHNICAL	PARTNERS FOR INTI	ECON DEV INST	
FARAH	MOHAMED SALIH	1/11/54	M	1/22/88	2/15/88	MISC COMPUTER SCIENCE/TECH	TECHNICAL	INSTITUTE OF INTE	POLYTECHNIC UNIV	
FARAH	A MAGID FARAH	7/21/52	M	1/23/88	2/15/88	MISC COMPUTER SCIENCE/TECH	TECHNICAL	PARTNERS FOR INTI	ECON DEV INST	
SULIMAN BAKHIET	IZZEL DIN	8/18/58	M	1/23/88	2/15/88	MISC COMPUTER SCIENCE/TECH	TECHNICAL	PARTNERS FOR INTI	ECON DEV INST	
AHMED	HAYDER ABU	1/1/41	M	2/8/88	2/26/88	OBSTETRICS & GYNECOLOGY	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS HOSPITAL	
DAFALLAH	OMER AMED	1/1/43	M	2/8/88	2/26/88	OBSTETRICS & GYNECOLOGY	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS HOSPITAL	
EL JACK	ABDEL WAHAB	6/15/46	M	2/12/88	4/15/88	GENERAL FINANCE	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
EL RAYAH	ISMAIL BABIKER	1/1/43	M	2/12/88	4/15/88	GENERAL FINANCE	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
SHEMAT	ABDUL RAHMAN HASSAN	1/1/44	M	2/12/88	4/15/88	COST & FINANCIAL MANAGEMEN	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
GERMAN	JOSEPH LORO	1/1/52	M	2/12/88	4/15/88	GENERAL FINANCE	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
SALEH	SALEH MOHAMED IBRAHIM	9/24/43	M	2/12/88	4/15/88	COST & FINANCIAL MANAGEMEN	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
GABOUSH	BALLA ABDALLA	1/1/44	M	2/12/88	4/15/88	GENERAL FINANCE	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
AMIR	ABDUL BASIT AHMED	1/1/46	M	2/16/88	4/15/88	COST & FINANCIAL MANAGEMEN	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
REGAL	UM GUMAA MOHAMED ABDEL	7/11/52	F	3/7/88	4/1/88	OBSTETRICS & GYNECOLOGY	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS HOSPITAL	
ABDALLA	NAFISA IMAM	8/8/53	F	3/7/88	4/1/88	OBSTETRICS & GYNECOLOGY	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS HOSPITAL	
WAGGIALLA	TAYFOUR OSMAN		M	3/17/88	4/11/88	BANKING	TECHNICAL	USDA	TECHNOSERVE INC	
EL HASSAN	EL SHEIKH	9/24/35	M	3/17/88	4/11/88	BANKING	TECHNICAL	USDA	TECHNOSERVE INC	
EL TAYEB	EL AMIN	1/1/37	M	3/17/88	4/11/88	BANKING	TECHNICAL	USDA	TECHNOSERVE INC	
AHMED	SALAH HASSAN		M	3/17/88	4/11/88	BANKING	TECHNICAL	USDA	TECHNOSERVE INC	
KHALAFALLA	OMER KHIDIR		M	4/4/88	4/22/88	IRRIGATION	TECHNICAL			
SHULLI	ABDEL RAHMAN ALI AHMED	4/18/40	M	4/10/88	5/13/88	GENERAL ENERGY	TECHNICAL	INSTITUTE OF INTE	UNIV OF PITTSBURGH	
EL MUBARAK	EL RASHID ABDEL RAHIM	1/1/40	M	4/12/88	6/10/88	BUSINESS MANAGEMENT & ADM	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT	
ALEXANDER	CAESAR	1/1/46	M	4/21/88	6/15/88	AGRICULTURAL DEVELOPMENT	TECHNICAL	USDA	DELEUW CATHER CO	
OSMAN	MOHAMED AHMED M	10/31/60	M	5/22/88	6/10/88	INFORMATION SCIENCE & SYSTI	TECHNICAL			
HAMDAN	MOHAMED MODY	1/1/62	M	5/22/88	6/24/88	INFORMATION SCIENCE & SYSTI	TECHNICAL			
ABDALLA	OSAMA MAHGOUB MOHMAED	1/19/59	M	5/22/88	6/24/88	INFORMATION SCIENCE & SYSTI	TECHNICAL			
EL AMIN GUMAA	SALAH EL DIN	9/14/60	M	5/22/88	6/10/88	INFORMATION SCIENCE & SYSTI	TECHNICAL			
MNNAN	MOHAMED SAYED	9/28/61	M	5/22/88	6/24/88	INFORMATION SCIENCE & SYSTI	TECHNICAL			
GUMAA	IBRAHIM AMIN	9/28/61	M	5/22/88	6/24/88	INFORMATION SCIENCE & SYSTI	TECHNICAL			
ADAWI	ATIF SADDIG HASSAN	12/12/61	M	5/22/88	6/24/88	INFORMATION SCIENCE & SYSTI	TECHNICAL			
EL DUKHERI	IBRAHIM ADAM AHMED	11/30/58	M	5/29/88	8/5/88	EXTENSION SERVICES	TECHNICAL	USDA	UNIV OF WISCONSIN	
MAGID	MOHMAED OSMAN ABDEL	12/16/45	M	5/30/88	7/18/88	MANAGEMENT TRAINING	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT	
MOHAMED	ELTAG ABDEL	10/22/54	M	5/31/88	7/30/88	COST & FINANCIAL MANAGEMEN	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT	
EL KURDI	OMER IBRAHIM H	1/23/50	M	6/7/88	7/23/88	SHEEP	TECHNICAL	USDA	CALIFORNIA POLY STATE UNIV	
AGEEH	ABDEL GADIR	1/1/56	M	6/7/88	7/23/88	SHEEP	TECHNICAL	USDA	CALIFORNIA POLY STATE UNIV	
EL HAG	FAISAL	1/1/57	M	6/7/88	7/23/88	SHEEP	TECHNICAL	USDA	CALIFORNIA POLY STATE UNIV	
HAMMOUR	OSMAN A AAL	1/13/49	M	6/8/88	6/29/88	MATERNAL & CHILD CARE	TECHNICAL	MOREHOUSE SCHO	MOREHOUSE SCHOOL OF MEDICINE	
DAFALLA	DAFALLA AHMED	1/1/36	M	6/8/88	7/8/88	AGRICULTURAL POLICY	TECHNICAL	USDA	UNIV OF MINNESOTA MINNEAPOLIS	

MOHAMED	ZEIN EL ABDIN	1/1/55	M	6/16/88	8/31/91	AGRIBUSINESS MANAGEMENT	MASTER	CONSORTIUM FOR I	NORTH CAROLINA A AND T ST UNIV	
ABDEL RAHIM	EL MAMOUN HASHIM	10/19/51	M	6/18/88	8/6/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	USDA	OKLAHOMA STATE UNIV	
MUSA	MUSA MOHAMED	1/1/40	M	6/22/88	8/6/88	AGRICULTURAL MANAGEMENT D	TECHNICAL	USDA	GEORGE MASON UNIV	
ALI	AIDA MOHAMED	8/5/58	F	6/24/88	8/15/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	IOWA STATE UNIV	
ABUBAKRI	GAMAL OSMAN	5/6/58	M	6/24/88	8/12/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	IOWA STATE UNIV	
MINALLA	ABDEL RAHIM MOHAMED	4/4/57	M	6/24/88	8/12/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	IOWA STATE UNIV	
AHMED	KHALDA SALIH A	3/19/65	F	6/24/88	8/12/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	IOWA STATE UNIV	
AHMED	AHMED KHIDIR	8/12/58	M	6/24/88	8/12/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	IOWA STATE UNIV	
HAMAD	AHMED KHALID	1/1/55	M	6/24/88	8/12/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	IOWA STATE UNIV	
HAMZA	MOHAMED ALI A	9/4/48	M	6/27/88	8/6/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	USDA	OKLAHOMA STATE UNIV	
OSMAN	OSMAN ADAM	1/1/48	M	7/5/88	8/13/88	AGRICULTURAL RESEARCH	TECHNICAL	USDA	UNIV OF FLORIDA	
EL KHIDIR	ABDEL RAHMAN	2/2/49	M	7/11/88	8/13/88	AGRICULTURAL RESEARCH	TECHNICAL	USDA	UNIV OF FLORIDA	
EL HASSAN	NAGAT MOHAMED		M	7/13/88	8/27/88	AGRICULTURAL MANAGEMENT D	TECHNICAL	USDA	GEORGE MASON UNIV	
EL AMIN	ABDEL RAHIM	1/1/52	M	7/13/88	8/27/88	AGRICULTURAL MANAGEMENT D	TECHNICAL	USDA	GEORGE MASON UNIV	
BALAL SIDDIG	MOHAMED MUKHTAR	1/1/55	M	7/14/88	8/12/88	GENERAL FORESTRY	TECHNICAL	USDA	UNIV OF ARIZONA	
ABDEL RAHMAN	SULLIMAN EL DOMA	1/1/48	M	7/29/88	8/29/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	PARTNERS FOR INTI	STANFORD UNIV	
SHUGEIRY	SULEIMAN	1/1/68	M	7/29/88	8/29/88	MISC COMPUTER SCIENCE/TECH	TECHNICAL	PARTNERS FOR INTI	STANFORD UNIV	
ABDEL LATIF	AHMED IIAMI	1/1/54	M	7/29/88	8/29/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	PARTNERS FOR INTI	STANFORD UNIV	
ABDEL RAHMAN	MOHAMED EL TOHAMI	4/5/50	M	7/29/88	8/29/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	PARTNERS FOR INTI	STANFORD UNIV	
ALI	MOHAMED ABBAS M	9/9/53	M	8/2/88	9/23/88	GENERAL COMPUTER SCIENCE/T	TECHNICAL	PARTNERS FOR INTI	AGRI DEPT OF	
MARAGAN	AMINA		F	8/5/88	8/22/88	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN	AFRICAN AMER LABOR CTR	
HAMAD	ZINAB		F	8/5/88	8/22/88	LABOR UNION ADMINISTRATION	TECHNICAL	AFRICAN AMERICAN	AFRICAN AMER LABOR CTR	
SAYED	ZEINAB ABDEL TAHA	1/18/60	F	8/16/88	7/30/93	NUTRITION	PH.D.	AFRICAN AMERICAN	CORNELL UNIV	
OSMAN	KHADIGA MOHAMMED	1/30/53	F	8/17/88	8/31/93	URBAN ARCHITECTURE	MASTER	AFRICAN AMERICAN	UNIV OF FLORIDA	
OSMAN	ABDEL GADIR AHMED	1/1/50	M	8/18/88	7/2/89	TAXATION	TECHNICAL	PARTNERS FOR INTI	HARVARD UNIV	
OSMAN	ABDEL GADIR AHMED	1/1/50	M	8/18/88	7/2/89	TAXATION	TECHNICAL	PARTNERS FOR INTI	UNIV OF SOUTHERN CALIFORNIA	
EL TAHIR	A EL TAHIR	10/13/42	M	8/30/88	10/14/88	AGRICULTURAL ECONOMICS	TECHNICAL	USDA	ARIZONA STATE UNIV	
EL HASSAN	SUREYA M	5/25/55	M	8/30/88	10/14/88	AGRICULTURAL POLICY	TECHNICAL	USDA	ARIZONA STATE UNIV	
BILAL	SAMIR EL AMIN		M	9/1/88	8/31/90	AGRICULTURAL ECONOMICS	MASTER			
LATIF ABDEL	MOHAMED ELAMIN	1/1/58	M	9/1/88	3/1/91	AGRICULTURAL MANAGEMENT D	MASTER			
HAMID	HAMID SALIM		M	9/1/88	8/31/90	AGRICULTURAL ECONOMICS	MASTER			
SALIH	OSMAN NASR	12/23/54	M	9/1/88	8/31/90	AGRICULTURAL ECONOMICS	MASTER			
ALI	FATIMA ISMAIL		F	9/1/88	8/31/90	AGRICULTURAL ECONOMICS	MASTER			
MOHAMED	ABDEL WAHID ABBAS	5/5/55	M	9/1/88	8/31/90	STATISTICS	MASTER			
MURSI	SHADIA AHMED	1/1/52	M	9/1/88	8/31/90	STATISTICS	MASTER			
IBRAHIM	BABIKER HAG HASSAN	1/1/55	M	9/1/88	8/31/90	AGRICULTURAL ECONOMICS	MASTER			
SAAD	NABEEL AHMED MOHAMED	1/1/53	M	9/1/88	8/31/90	AGRICULTURAL ECONOMICS	MASTER			
EL FADDEL	AHMED ABDEL KARIM ARRA	4/9/53	M	9/2/88	9/24/88	GENERAL FINANCE	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH	
KOYA	HUSSEIN SULIMAN	1/3/57	M	9/2/88	9/24/88	GENERAL FINANCE	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH	

MOHAMED	UMSALAM		F	9/7/88	10/21/88	GENERAL DEMOGRAPHY	TECHNICAL	USDA	COMMERCE DEPT OF	
GAD ALLA	BUSHRA	1/1/50	M	9/8/88	11/11/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELECTRIC POWER CO	
AHMED	ABDEL MAGID SID AHMED	1/1/45	M	9/8/88	12/5/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELECTRIC POWER CO	
IDRIS	ABBAS EL TAYEB	1/1/54	M	9/8/88	10/17/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER CO	
ALI	FAROUK EL HAJ	4/3/40	M	9/8/88	12/5/88	MISC ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
ELDEEN MOHIE	FATAH EL ALEEM	1/1/44	M	9/8/88	11/20/88	FORESTRY SCIENCE	TECHNICAL	PARTNERS FOR INTI	SOUTH DAKOTA STATE UNIV	
MOHMADAIEN	ADAMMOHAMED	10/23/54	M	9/8/88	10/17/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER CO	
AHMED	MOHAMED YOUSIF	11/11/47	M	9/8/88	10/17/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER CO	
IBRAHIM	HUSSEIN ABDU GADIR	1/1/57	M	9/8/88	10/17/88	MISC ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER ENERGY SERV	
EL NOUR	HIND	11/16/59	F	9/8/88	10/17/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER CO	
EL HADAM	KHALAF ALLA AHMED MOHAMED	1/1/55	M	9/8/88	10/17/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER CO	
MOHAMED	MOHAMEDELFADEL	1/1/56	M	9/8/88	10/17/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER CO	
SALEH	EL GUNDI YASSIN	1/1/58	M	9/8/88	10/17/88	GENERAL ENERGY	TECHNICAL	PARTNERS FOR INTI	AMER ELEC POWER CO	
BILAL	AWAD ALI		M	9/8/88	11/18/88	MANAGEMENT TRAINING	TECHNICAL	PARTNERS FOR INTI	UNIV OF PITTSBURGH	
SULTAN	DAWOOD HUSSEIN	3/20/59	M	9/13/88	6/30/93	Unknown	PH.D.	AFRICAN AMERICAN	LOUISIANA STATE UNIV A AND M C	
OSMAN	MOHAMED EL AMIN	3/21/53	M	9/22/88	12/9/88	PERSONNEL MANAGEMENT	TECHNICAL	PARTNERS FOR INTI	UNIV OF PITTSBURGH	
RAHIM	GAMAL ABDEL	12/19/56	M	9/22/88	12/25/88	SYSTEMS ANALYSIS	TECHNICAL	PARTNERS FOR INTI	INTL INST FOR DEV	
EL ZUBEIR	HASSAN GIBRIEL	1/1/46	M	9/24/88	12/19/88	SMALL BUSINESS DEVELOPMENT	TECHNICAL	PARTNERS FOR INTI	NEW HAMPSHIRE COLL	
OSMAN	MOHAMED ADIEL	1/1/52	M	9/27/88	10/31/88	FOREIGN POLICY	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST	
MOHAMED	AFAF SALIH		F	9/27/88	11/1/88	FOREIGN POLICY	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST	
A WAHAB	MOHAMED NASRI	10/29/55	M	9/27/88	10/29/88	DEVELOPMENT PLANNING	TECHNICAL	PARTNERS FOR INTI	INTL INST FOR DEV	
NAEEM	MOHMOUD H	8/15/53	M	9/27/88	10/31/88	FOREIGN POLICY	TECHNICAL	PARTNERS FOR INTI	INTL LAW INST	
IBRAHIM	ABDEL HAY IDRIS	1/17/57	M	9/30/88	10/31/91	AGRICULTURAL ECONOMICS	TECHNICAL			
AHMED	ALAWIA MOHAMED		F	10/1/88	10/29/88	DEVELOPMENT PLANNING	TECHNICAL	PARTNERS FOR INTI	INTL INST FOR DEV	
EL KORODOFANI	FAIZE HASSAN YOUSIF	9/22/49	M	10/2/88	10/29/88	DEVELOPMENT PLANNING	TECHNICAL	PARTNERS FOR INTI	INTL INST FOR DEV	
AHMEDAY	TAIBA	1/1/49	F	10/3/88	10/21/88	FAMILY PLANNING	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS UNIV	
MALIK	EL HAJ	1/1/37	M	10/3/88	10/21/88	FAMILY PLANNING	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS UNIV	
KHEIR	KHIDIR M	1/1/45	M	11/1/88	12/19/88	COMMUNITY HEALTH PROBLEMS	TECHNICAL	PARTNERS FOR INTI	UNIV OF CONNECTICUT	
BEDAWI	BADR EL DIN		M	11/7/88	11/18/88	FAMILY PLANNING	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS UNIV	
ELTOUM	EL AMEEN	1/1/52	M	12/1/88	6/7/89	FIELD CROPS/CROP SCIENCE GE	TECHNICAL	AFRICAN AMERICAN	OREGON STATE UNIV	
AHMED	SADIA AHMED MOHAMED	12/13/48	F	12/5/88	1/5/89	ACCOUNTING	TECHNICAL			
EL TOMADAM	ARABI MOHAMED	5/18/55	M	1/1/89	6/30/91	AGRICULTURAL ECONOMICS	MASTER	CONSORTIUM FOR I	OKLAHOMA STATE UNIV	
YASSIN	RANDA MOHAMED	7/10/57	F	1/1/89	8/15/91	AGRICULTURAL ECONOMICS	MASTER	CONSORTIUM FOR I	OKLAHOMA STATE UNIV	
GADIR	HUSSIEN ABDEL	1/1/35	M	1/9/89	1/21/89	OBSTETRICS & GYNECOLOGY	TECHNICAL			
ABBAKER	MUTASIM MOHAMED	1/1/52	M	1/10/89	9/30/90	ECONOMIC DEVELOPMENT	MASTER	PARTNERS FOR INTI	NEW HAMPSHIRE COLL	
IBRAHIM	SADIG A MAROUF	1/1/52	M	1/10/89	9/30/90	ECONOMIC DEVELOPMENT	MASTER	PARTNERS FOR INTI	NEW HAMPSHIRE COLL	
ELTAYEB	ALI OMER	9/11/64	M	2/12/89	4/10/89	DEVELOPMENT PLANNING	TECHNICAL	ASSOC IN RURAL DE	UNIV OF PITTSBURGH	
KHALIFA	FARIED MOHAMOUD	12/5/38	M	2/21/89	3/15/89	MATERNAL & CHILD CARE	TECHNICAL	MOREHOUSE SCHOO	MOREHOUSE SCHOOL OF MEDICINE	
ABDEL HAFEEZ	MUSTAFA ABDEL MAGEED	1/1/43	M	3/1/89	3/31/89	MISC PUBLIC HEALTH	TECHNICAL	PARTNERS FOR INTI	UNIV OF HAWAII	
ALI	SAMIA ZAKARIA	9/27/60	F	3/1/89	3/25/89	MISC PUBLIC ADMIN	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH	

RAHMAN AHMED	AHMED ABDEL	1/2/52	M	3/6/89	3/24/89	FAMILY PLANNING	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS UNIV
ARBAB	AMAL ABUBAKR	12/4/56	F	3/6/89	3/24/89	FAMILY PLANNING	TECHNICAL	JOHNS HOPKINS UN	JOHNS HOPKINS UNIV
OMER	AHMED OSMAN	11/17/57	M	3/14/89	5/13/89	MISC ECONOMICS	TECHNICAL	PARTNERS FOR INTI	ECONOMIC ANALYSIS GROUP
IBRAHIM	ADIL ABDALLA	5/1/57	M	3/14/89	5/13/89	MISC ECONOMICS	TECHNICAL	PARTNERS FOR INTI	ECONOMIC ANALYSIS GROUP
MEKKI	FUAD AHMED	1/1/40	M	4/12/89	4/26/89	SMALL BUSINESS DEVELOPMENT	TECHNICAL	PARTNERS FOR INTI	US AND DC
ALI	MOHAMED EISSA	1/1/56	M	4/18/89	5/24/89	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	INTL SERV ASSOC HEALTH
BAGI	ABDEL BAGI AHMED ABDEL	1/1/58	M	4/18/89	5/23/89	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	INTL SERV ASSOC HEALTH
EL SHARIEF	EL SADIG AHMED	1/1/58	M	4/18/89	5/23/89	FAMILY PLANNING	TECHNICAL	PARTNERS FOR INTI	INTL SERV ASSOC HEALTH
ABDEL	FAROUK		M	4/22/89	5/19/89	BUSINESS MANAGEMENT & ADM	TECHNICAL	MANAGEMENT SCIE	MGMT SCI FOR HEALTH
EL TIGANI	EL SHEIKH	6/25/53	M	4/22/89	5/19/89	BUSINESS MANAGEMENT & ADM	TECHNICAL	MANAGEMENT SCIE	MGMT SCI FOR HEALTH
EL HAG KANZI	AFAF HASSAN	1/1/57	F	4/26/89	5/26/89	WOMENS ROLE	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH
BABIKER	MOHAMED	1/1/58	M	4/26/89	6/3/89	AGRICULTURAL POLICY	TECHNICAL	USDA	GEORGE MASON UNIV
MATAAL	WIDAD A		F	4/26/89	6/3/89	AGRICULTURAL POLICY	TECHNICAL	USDA	GEORGE MASON UNIV
BABIKER	MOHAMED	1/1/58	M	4/26/89	6/3/89	AGRICULTURAL POLICY	TECHNICAL	USDA	GEORGE MASON UNIV
IBRAHIM	HAMA AHMED	1/1/55	F	4/26/89	5/26/89	WOMENS ROLE	TECHNICAL	PARTNERS FOR INTI	U S D A GRADUATE SCH
ISMAEL	ADAM ABDIM	1/1/46	M	4/26/89	6/3/89	AGRICULTURAL POLICY	TECHNICAL	USDA	GEORGE MASON UNIV
ATIYA	AHMED SULIMAN	5/2/49	M	4/30/89	2/28/91	ECONOMIC DEVELOPMENT	TECHNICAL	PARTNERS FOR INTI	INDIANA UNIV
EL HASSAN	OGAIL ABDEL SALAM	8/12/58	M	5/9/89	9/8/89	PETROLEUM/COAL/GAS ENERGY	TECHNICAL	INSTITUTE OF INTE	PROF TRNG RESOURCES INTL
MOHAMED	MOHAMED A RAHMAN	1/1/57	M	5/11/89	8/31/91	INFORMATION SCIENCE & SYSTE	MASTER	PARTNERS FOR INTI	NEW HAMPSHIRE COLL
WIDATALLA	MOHAMED	10/15/40	M	5/12/89	6/23/89	MISC PUBLIC ADMIN	TECHNICAL	PARTNERS FOR INTI	UNIV OF PITTSBURGH
ABDALLA SULIMAN	IBRAHIM	2/24/59	M	5/22/89	6/6/89	MISC ENGINEERING	TECHNICAL	ASSOC IN RURAL DE	OMNIDATA INC
EL AMIN MOHAMMED	IGBAL	1/1/60	F	5/27/89	8/31/90	FAMILY PLANNING	MASTER	MANAGEMENT SCIE	NEW HAMPSHIRE COLL
BILAL	MOHAMED ALI MANSOUR	1/1/53	M	5/28/89	8/5/89	RANCH MANAGEMENT	TECHNICAL	USDA	NEW MEXICO STATE UNIV
EL SHEIKH	ABDALLA EL MUATASIM	1/1/62	M	5/28/89	7/22/89	GENERAL AGRICULTURE	TECHNICAL	USDA	NEW MEXICO STATE UNIV
EL BASHIR	HASSAN EL SHEIKH	1/27/39	M	5/28/89	7/22/89	GENERAL AGRICULTURE	TECHNICAL	USDA	NEW MEXICO STATE UNIV
ABDALLA	WIDAD A RAHMAN	1/1/57	F	5/28/89	7/22/89	GENERAL AGRICULTURE	TECHNICAL	USDA	NEW MEXICO STATE UNIV
BRAIR	EL TAYEB HAMID		M	5/29/89	6/12/89	MISC PUBLIC ADMIN	TECHNICAL	PARTNERS FOR INTI	WORLD TRADE INST
KHALIFA	A LATIEF ASHMAIG KHALIFA	1/1/52	M	6/2/89	6/30/89	MATERNAL & CHILD CARE	TECHNICAL	MANAGEMENT SCIE	MGMT SCI FOR HEALTH
WASHI	SIDIGA	5/5/55	F	6/2/89	6/30/89	MATERNAL & CHILD CARE	TECHNICAL	MANAGEMENT SCIE	MGMT SCI FOR HEALTH
AHMED	BADER ELDIN I AHMED	4/17/55	M	6/2/89	6/30/89	MATERNAL & CHILD CARE	TECHNICAL	MANAGEMENT SCIE	MGMT SCI FOR HEALTH
IBRAHIM	ISAMELDIN MAHMOUD	5/11/52	M	6/4/89	7/29/89	AGRICULTURAL MARKETING	TECHNICAL	USDA	COLORADO STATE UNIV
A AZIZ	OMER EL FAROUK	6/6/40	M	6/4/89	7/29/89	AGRICULTURAL MARKETING	TECHNICAL	USDA	COLORADO STATE UNIV
SALAM AKASHA MOHAI	ABDEL		M	6/4/89	6/10/89	CONTROL OF SPECIAL DISEASES	TECHNICAL		
EL BASHIR MOHAMED	ABDEL RAZIG	1/1/42	M	6/12/89	7/8/89	AGRICULTURAL POLICY	TECHNICAL		
EISA	EL TAYEB IDRIS		M	6/13/89	6/30/89	MISC ENERGY	TECHNICAL	ASSOC IN RURAL DE	ASSOC IN RURAL DEV
EISA	EL TAYEB IDRIS		M	6/13/89	6/30/89	MISC ENERGY	TECHNICAL	GEORGIA INST OF T	TRANSCENTURY FOUND
MOHAMED	ADILI HUSSEIN	3/15/51	M	6/18/89	8/4/89	INFORMATION SCIENCE & SYSTE	TECHNICAL	USDA	OKLAHOMA STATE UNIV
A RAHMAN	AHMED WARRAG	7/17/50	M	6/18/89	8/4/89	INFORMATION SCIENCE & SYSTE	TECHNICAL	USDA	OKLAHOMA STATE UNIV
EL HASSAN	SAMIRA MOHAMED	1/1/57	M	6/18/89	8/4/89	INFORMATION SCIENCE & SYSTE	TECHNICAL	USDA	OKLAHOMA STATE UNIV
HAMZA	MOHAMED AHMED	9/4/48	M	6/25/89	7/28/89	AGRICULTURAL POLICY	TECHNICAL		

ELTOHAMI	ABDELRAHMAN M	4/15/50	M	6/25/89	7/28/89	AGRICULTURAL POLICY	TECHNICAL	
HAMZA	ALI AHMED		M	6/25/89	9/25/89	GENERAL AGRICULTURE	TECHNICAL	
ELTAHAMI	A RAHMAN M		M	6/25/89	9/25/89	GENERAL AGRICULTURE	TECHNICAL	
IGAIMI	ABDEL LATIF		M	6/25/89	9/25/89	GENERAL AGRICULTURE	TECHNICAL	
AHMED	ZEIDAN SID	1/20/46	M	6/26/89	8/18/89	ACCOUNTING	TECHNICAL	PARTNERS FOR INT
AHMED	MUKHTAR IBRAHIM	3/21/39	M	6/29/89	8/18/89	STATISTICS	TECHNICAL	PARTNERS FOR INT
ELTAYEB	AHMED ELTAYEB	1/1/51	M	6/30/89	8/30/89	GENERAL HORTICULTURE	TECHNICAL	
KUNA	OSMAN ZUBRIR OSMAN	1/1/57	M	6/30/89	8/30/89	CIVIL ENGINEERING	TECHNICAL	
ABEL REHEEM	MOHAMED ZEIN	1/1/42	M	7/6/89	7/29/89	AGRICULTURAL CREDIT	TECHNICAL	
EL GHOASHI	OMER EL MAHI	1/1/52	M	7/6/89	7/29/89	AGRICULTURAL CREDIT	TECHNICAL	
TUTU	ISMAIL MOHAMED	1/1/55	M	7/6/89	7/29/89	AGRICULTURAL CREDIT	TECHNICAL	
KAMAL	MUSTAFA SHARAG EL DIN	1/18/34	M	7/6/89	8/8/89	AGRICULTURAL CREDIT	TECHNICAL	
GERAIS	A SALAM MOHAMED	2/4/44	M	7/7/89	7/26/89	FAMILY NUTRITION	TECHNICAL	MANAGEMENT SCIE
ABBO	ABBO HASSAN	4/3/32	M	7/7/89	7/26/89	FAMILY NUTRITION	TECHNICAL	MANAGEMENT SCIE
EL HASSAN	MOHAMED ALI		M	7/10/89	12/20/89	CROP MANAGEMENT & PRODUCT	TECHNICAL	
ABUHAWA	KAMAL EL TAHIR	1/1/35	M	7/12/89	8/26/89	GENERAL AGRONOMY	TECHNICAL	USDA
AHMED	NOURALLA YASSIN	11/15/60	M	7/14/89	8/25/89	RURAL DEVELOPMENT	TECHNICAL	ASSOC IN RURAL DE
MOHAMED	HAMZA HAMOUDI	12/15/23	M	7/14/89	8/12/89	GENERAL FORESTRY	TECHNICAL	ASSOC IN RURAL DE
MOHAMED	HAMZA HAMOUDI	12/15/23	M	7/14/89	8/12/89	GENERAL FORESTRY	TECHNICAL	TRANSCENTURY CO
AHMED	ASIA MACCAWI	5/9/49	F	7/14/89	8/4/89	PUBLIC PERSONNEL SYSTEMS	TECHNICAL	
EL SUFI	ASHA	1/1/42	F	7/17/89	8/18/89	FAMILY PLANNING	TECHNICAL	CENTER FOR DEV &
OSMAN	EL DIRDIRI GAAFAR	11/10/49	M	9/11/89	12/11/89	PESTICIDES	TECHNICAL	UNIVERSITY OF MIA
MOHAMED	MIRGHANI S	8/1/58	M	1/1/90	12/31/92	PLANT PHYSIOLOGY (AGRI CROP	PH.D.	UNIVERSITY OF NEE
YOUSIF	EISA MOHAMED	1/1/49	M	6/2/90	6/22/90	FAMILY PLANNING	TECHNICAL	
GANDOUL	GANDOUL IBRAHIM	1/1/56	M	8/27/90	8/18/93	GENERAL AGRONOMY	PH.D.	

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