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**FEASIBILITY STUDY FOR A SECOND-PHASE
SOUTHERN SUDANESE DIASPORA PROGRAM
FOCUSED ON EDUCATION
PHASE I REPORT**

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FEASIBILITY STUDY FOR A SECOND-PHASE SOUTHERN SUDANESE DIASPORA PROGRAM FOCUSED ON EDUCATION

PHASE I REPORT



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Feasibility Study for a Second-Phase Southern Sudanese Diaspora Program Focused on Education –
Phase I Report

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ACRONYMS

AED	Academy for Educational Development
AIF	The America India Foundation
CPA	Comprehensive Peace Agreement
DSTP	Diaspora Skills Transfer Program
GOSS	Government of Southern Sudan
IESC	International Executive Service Corps
JVI	Jesuit Volunteers International
MOU	Memorandum of Understanding
MSI	Management Systems International
NGO	Nongovernmental Organization
PRM	Bureau of Population, Refugees and Migration
RQS	Return and Reintegration of Qualified Sudanese Program
SOW	Scope of Work
SP	Sudanese Pound
SPLM	Sudan People's Liberation Movement
TOKTEN	Transfer of Knowledge Through Expatriate Nationals
UNDP	United Nations Development Program
USAID	U.S. Agency for International Development
USCIS	U.S. Citizenship and Immigration Services
VEGA	Volunteers for Economic Growth Alliance
VSO	Voluntary Services Overseas

EXECUTIVE SUMMARY

This report documents the results of Phase I of a feasibility study for a volunteer program that would engage Southern Sudanese nationals living in the United States in education sector development efforts in their country of origin.

In 2006-2007, USAID/Sudan funded a pilot volunteer program, called the Diaspora Skills Transfer Program (DSTP). DSTP operated for nine months, fielding 100 Sudanese Diaspora volunteers for short (three- to six-month) assignments in the education and health sectors in Southern Sudan. Since then, 26 Members of Congress have indicated their intent to co-sponsor draft legislation (H.R. 3054) which would authorize a more permanent Southern Sudanese Diaspora volunteer program. Responding to this interest, USAID requested Management Systems International (MSI) to examine the feasibility of such a program. This study would identify the level of interest amongst Sudanese Diaspora resident in the United States, identify any constraints that might preclude their participation and consider lessons learned from the DSTP and other volunteer initiatives. It would also provide clear recommendations based on those findings that would be responsive to both the strategic objectives of USAID/Sudan and the will and intent of the sponsors of H.R. 3054. The feasibility study was designed to be carried out in two phases, the first based in the U.S. and a second in Sudan. This document reports on the findings, conclusions, and recommendations emerging from analysis conducted in the United States.

The scope of work (SOW) suggested two phases for the feasibility study, each of which could be stand alone assessments. The first phase focused on two clusters of questions. The first cluster addressed potential interest among Southern Sudanese living in the United States in serving as a volunteer for a two-year period of service in the education sector. It requested MSI to look at supply constraints: factors that would make participation difficult and incentives that USAID could provide to overcome those constraints in order to attract significant numbers of qualified volunteers. The second cluster of questions focused on delivery issues, such as the cost of a volunteer program, program development and management questions related to recruitment, training, and other issues. To meet the demands of the SOW, the Study Team's methodology included a desk review of available background information; interviews with key informants, such as the Government of Southern Sudan's Mission to Washington and individuals familiar with the "pilot" effort; group and phone interviews with representatives of the Sudanese Diaspora in the U.S.; an email survey of 18 out of 100 former volunteers; and a web-based survey of Southern Sudanese individuals (age 18 and above) living in the U.S. who represent the pool of people from which volunteers for the kind of program envisioned by H.R. 3054 might be recruited.

Of these methods, the web-based survey turned out to be the most direct source of information for many of the key questions addressed by this study. The Study Team used multiple methods to reach this population with its web-based survey, including posting it on listservs, Facebook, and blogs and asking Southern Sudanese community leaders and other non-governmental organizations, including churches, to post notices about the survey. A total of 161 individuals (17 female, 142 male, and two not designated by sex) responded to the web-based survey over roughly two weeks. This is a low response rate, considering that estimates of the size of the Sudanese population in the U.S. range from 30,000 to 80,000. A large proportion of the individuals who responded to the survey had a fairly high level of education and would be well-qualified for the kind of education program assignments in Southern Sudan on which the survey focused. This suggests that survey respondents may have self-selected in a manner that is consistent with both the volunteer program the survey described and their desire to work in the education sector.

With respect to questions about the level of interest in a program among Southern Sudanese living in the U.S., amongst those contacted, overall general interest to participate is high. However, examination

of survey data reveals that educational qualifications for the work (a BA degree) and actual willingness to commit to two years of volunteer service quickly reduces the effective availability of individuals. In essence most respondents wish to return not as volunteers but as paid professionals.

The web-based survey begins by indicating that interest among both men and women respondents is high (88%). However, the majority also expressed concerns that could preclude their participation. Of those who were interested in volunteering, demographic data from the survey showed that 66% had at least a BA degree and were likely to be considered qualified to participate in a volunteer program in the education sector. Taking this analysis one step further, the study team looked at which respondents said they would be willing to serve for a two-year period. Adding this factor further limited the percentage of survey respondents who might be considered as potential volunteers: only 43% said they were interested, hold at least a BA degree, and would be willing to serve for two years. Among survey respondents, 59% expressed concerns about their commitments in the U.S. (student loans, completing their U.S. education, and family responsibilities) which might limit their ability to volunteer, and 32% expressed concerns about working and living in Sudan (access to health care, security, living conditions and commitment of the Government of Southern Sudan to the program.) Incentives that respondents identified that might help them overcome some of their concerns about serving as 'volunteers' included a mid-service return visit to the U.S., service completion scholarships, help with school loan repayments, and family support stipends for those they leave behind in the U.S.

As to estimates of program costs, the study team drew heavily on the experience of the DSTP pilot and that of the Peace Corps. Resulting figures suggest a 2006-2007 annual per volunteer basic support cost of roughly \$52,000 or \$5.2 million for a 100 volunteer program. An inflation-adjusted, annualized basic cost of a 100-volunteer 2009 program was estimated at \$66,000 per volunteer, or roughly \$6.6 million. When training for volunteers is added to the proposed program scope, this total is estimated to rise to \$7 million. The cost of each of the incentives identified by survey respondents as potentially affecting a decision to volunteer was also estimated. If a few of the incentive costs were to be added to the basic and training cost levels, the 2009 total program cost could easily rise to \$8 million. In addition to budgeting information, the program development and management section also examines recruitment, selection, general design and legal/immigration considerations.

Based on the findings of this feasibility study, the Study Team concluded that it would be very challenging to attract a sufficient number of qualified education sector volunteers interested in serving for two-years to operate a program large enough to justify the administrative and start up costs. Reaching and recruiting such volunteers from the pool of talented Southern Sudanese would be time consuming and costly. It would probably result in an overwhelmingly male volunteer force, consistent with study data. The cost of any future two-year education sector-focused volunteer program would likely significantly exceed the cost of the 2006-2007 pilot program. Judgments as to the utility of such spending will have to be made depending on the availability of funding for Southern Sudan. A volunteer program in education, of the sort examined through this study, may not be the most effective way of capitalizing on the interest of Southern Sudanese living in the U.S. in contributing to progress in their country of origin. Survey respondents noted that "Southern Sudanese U.S. residents are interested first and foremost in obtaining remunerative jobs to support themselves and their families". Other approaches already in place, such as hiring Diaspora to serve as technical assistants or to work with USAID partners are being well received. Recommendations flowing from these conclusions suggest that USAID discuss these findings with interested parties in Congress prior to moving forward with Phase II of this feasibility study.

SECTION I. CONTEXT AND PURPOSE

A. CONTEXT

I. BACKGROUND

There has been a virtually-constant state of civil war in Sudan, running from independence in 1956 to the signing of a peace agreement in January 2005. This conflict has stagnated human, infrastructure and economic development in Southern Sudan. The Comprehensive Peace Agreement (CPA) of 9 January 2005, signed between the Sudan People's Liberation Movement (SPLM) and the Government of Sudan (GoS), brought hope and a fragile sense of stability to Sudan's southern region. Nevertheless, decades of devastation of war resulted in what international humanitarian organizations call a "lost generation," a generation of Southern Sudanese who lack education, access to basic health care services, and have poor prospects for productive employment.

2. U.S. SUPPORT

In 2005, the U.S. Agency for International Development's Sudan Mission (USAID/Sudan) provided funding to the Academy for Educational Development (AED) to implement a pilot initiative to help reconstruct Southern Sudan. The aim was to engage the technical skills and experience of "Diaspora" Southern Sudanese – Sudanese who had fled the conflict and were residing outside Sudan. The overall aim of that program was to "tap into the rich human resources available in the Sudanese Diaspora and to provide a structured program through which Sudanese can apply their skills and experience (in Sudan)." The pilot program was also intended to "test ideas and methodologies that will inform a larger-scale, cross-sectoral volunteer program." The pilot Diaspora Skills Transfer Program (DSTP) operated for nine months in 2006 and 2007. AED recruited and placed 100 Sudanese Diaspora volunteers in short, three- to six-month assignments in education and health sector positions in Southern Sudan.

During the civil war many boys and girls became separated from their parents and were forced to flee Sudan. Many thousands of the "Lost Boys and Girls" were eventually resettled in the United States, beginning in the late 1990s. Their story has been told widely and has deeply touched many in the U.S. Recognizing the Lost Boys' and Girls' experiences, some Congressmen have expressed interest in establishing a program to assist Sudanese refugees in returning to Southern Sudan to support reconstruction and development efforts. Twenty-six Members of Congress have indicated their intent to co-sponsor draft legislation (H.R. 3054) that would require the Director of Foreign Assistance to make funds available to design and implement such a program. USAID staff members have met several times with the principal sponsor of the proposed legislation, Representative Frank Wolf, of Virginia. USAID agreed to undertake a feasibility study of the program described in H.R. 3054.

B. PURPOSE

Management Systems International (MSI) was asked to carry out the feasibility study in two phases. This report is the product of the Phase I. Its purpose is to consider lessons learned from the DSTP pilot program and other Diaspora and volunteer initiatives to provide a sense of feasibility of an initiative that would be responsive to both the strategic objectives of USAID/Sudan and the will and intent of the sponsors of H.R. 3054.

SECTION II. SCOPE, METHODOLOGY AND STUDY LIMITATIONS

A. SCOPE OF WORK (SOW)

USAID requested that the feasibility study be conducted in two phases: a first phase based in the U.S. and a second in Sudan. The SOW for the feasibility study, included as Annex A, requires action on 11 separate questions/analytic tasks during Phase I. Conceptually, the questions stated and implied in the SOW can be clustered into two groups, as outlined below (the report is organized around these two clusters):

1. The first cluster of questions for attention during Phase I of the feasibility study require the Study Team to research the (a) interest, (b) constraints, and (c) possible incentives necessary to attract significant numbers of volunteers for a two-year volunteer period of service in the education sector. Only U.S. residents aged 18 and above were to be considered.
2. The second cluster focuses on (a) cost implications of a volunteer program and (b) a set of budget, program development, and management questions concerning other volunteer programs, recruitment, selection, women volunteer encouragement, training, legal, immigration, and congressional matters. The latter set also requests suggestions from Southern Sudanese as to how a future volunteer program should be developed and implemented.

The SOW for this study called for submission of the proposed methodology and USAID approval prior to initiation of data collection. Annex B provides a copy of the full methodology and work plan approved by USAID.

B. STUDY TEAM AND METHODOLOGY

MSI's team for this study included Roger J. Simmons, Team Leader; Carla Barbiero, Program Specialist; Hearty Ritti, Study Advisor; Katharine Wheatley, Evaluation Methods Specialist; Peter F. Asaad, Esq, Legal Advisor; Emily Rupp, Survey Research Assistant; Shannon O'Rourke, Research Assistant; Jitka Sladka, Research Assistant; and Rob Flahive, Research Assistant. Molly Hageboeck served as MSI's corporate Technical Director for this study. David Callihan, MSI Senior Evaluation Specialist, assisted with the preparation of the study report.

The approved methodology was comprised of the following elements:

A desk review of available background information, reports and evaluations relevant to previous Diaspora volunteer programs. This review included secondary statistical, financial, and qualitative information from a variety of other international and domestic volunteer organizations.

Interviews with key informants, including: the Government of Southern Sudan's Mission to Washington, USAID senior staff, the International Executive Service Corps (IESC, which had led the development of a Sudanese Diaspora database for DSTP in 2005), AED (which implemented the pilot program), Peace Corps budget specialists and senior program staff, and discussions with congressional and NGO personnel who have worked with the Southern Sudanese Diaspora in the U.S.

A group interview with representatives of six Diaspora membership groups residing in the DC metropolitan area.

Phone interviews with a number of additional Southern Sudanese Diaspora members and community leaders in other parts of the continental U.S.

An email survey that reached 18 out of 31 contactable former volunteers from the 2006-2007 pilot program, supplemented by follow-up phone interviews. (See Annex C.1 for survey details.)

A web-based survey of Southern Sudanese individuals (aged 18 and above) living in the U.S., through a computerized survey instrument, as discussed further below and in Annex C.2.

Given USAID's mid-study decision to eliminate field visits to centers of Diaspora settlements outside of the Washington D.C. metropolitan area, MSI's web-based survey turned out to be the primary source of information for many of the key research questions.

Size of the Southern Sudanese Population in the United States

There are no reliable estimates of the size of Southern Sudanese, or of all Sudanese populations resident in the U.S. The absence of an authoritative population information source challenges the validity of this study's survey population size, especially after multiple efforts had been made at utilizing social networks, online listservs, community organizations, and government records. The only population figures that have authoritative standing are the U.S. Department of State's Bureau for Population, Refugees and Migration (PRM) refugee statistics, which show 28,961 Sudanese refugees entering the U.S. between 1988 and 2008.¹ The ethnic affiliations are listed as follows: Nuer and Dinka (12,068), other (10,906), unknown (3,621), Arab (47), and non-relevant identities (2,319). The last category contained ethnic identities from Europe, Asia, and East and West Africa. The available gender statistics (relating to the Nuer and Dinka) indicate a division into 28 percent women and 72 percent men

Survey Outreach

To reach Southern Sudanese Diaspora members in the U.S., MSI constructed a web-based survey and announced it using a wide variety of means, including seven listservs, three Facebook pages, and 32 blogs and websites (see Annex C.2.c). MSI also contacted Sudanese community leaders and over 30 nongovernmental community organizations – including churches that work with the Southern Sudanese community – asking them to post a notice about the survey and inform the Southern Sudanese community of its existence. (See Annex C.2.b for the survey advertisement and C.2.d for a list of organizations contacted.) While MSI is not certain how many people in the Southern Sudanese community became aware of the survey, emails received from various groups demonstrate that alerts were sent out during the survey period. MSI estimates that its survey alert reached from 2,000 to 5,000 U.S.-based Southern Sudanese.

Survey Response Rate

MSI received responses to its "potential volunteer" survey from 161 individuals (17 female, 142 male, and two not designated by sex). The 161 survey forms returned represent a 3.2% response rate (if the population reached is assumed to have been around 5,000) or 8% (if the population reached is assumed to have been around 2,000). In either case, the response rate is low. The average response rate for a targeted, i.e., by name, email survey in the U.S. is in the 25 percent range. While less information is available for untargeted online surveys like the one used, studies indicate that surveys of this type typically yield response rates of around 10 percent of the estimated number of individuals reached. The Study Team has no special insights into why the response rate was low. Potential respondents may not have easy access to a computer, or they may have been reluctant to provide information to an unknown source. This latter possibility is consistent with the reluctance the Study Team observed when it asked

¹ These figures do not take into account immigrants entering the U.S. outside of the refugee program.

Southern Sudanese community leaders for access to email addresses and listservs that reach Southern Sudanese living in the U.S.

Despite the low overall survey response rate, evidence from an analysis of respondent demographics (summarized in the table below) indicates that survey respondents included a large proportion of individuals with a relatively high level of education that could be well-qualified for the kind of education program assignments in Southern Sudan on which the survey focused. This finding suggests that survey respondents may have self-selected in a manner that is consistent with the type of program the survey described. That is, a larger number of people may have started to complete the survey and then either stopped or did not submit their answers when they encountered questions that indicated the volunteer nature of the program and that the potential program focused on education or that some level of relevant skills or qualifications might be required for participation.

Characteristics of Survey Respondents

The key demographic characteristics of survey respondents are summarized in the table below.

Demographic Characteristics of Potential Volunteer Survey Respondents					No. of Respondents
Gender	11 percent female	89 percent male			159
Marital Status	50 percent married	50 percent single			152
Sudanese Ethnic Affiliation	Respondents represented 28 of over 60 ethnic group affiliation options listed in the survey instrument				139
Citizenship	76 percent U.S. or dual	20 percent Sudanese only	4 percent other		153
Length of Residence in U.S.	88 percent: 6 or more years	12 percent: 5 years or less			150
Teaching Experience	50 percent some classroom experience (mostly primary)	50 percent no teaching experience			155
Residence in U.S.	Respondents live in 32 different states in the U.S.				145
Occupations	40 percent full time employees	32 percent mix of work and studies	18 percent full-time students	10 percent other	157
Education Level	93 percent secondary or higher	72 percent BA and Graduate degrees	20 percent AA/vocational degrees		149
Age Groups	<ul style="list-style-type: none"> • 14 percent in 18-25 year old group (21 respondents) • 48 percent in 26-35 year old group (72 respondents) • 29 percent in 36-45 year old group (43 respondents) • 9 percent in 45+ group (13 respondents) 				149

C. STUDY LIMITATIONS

The Study Team encountered a number of difficulties in completing the assignment. Some of these issues affected the study’s depth of information and the degree to which one can generalize from its findings.

I. DATABASE SIZE AND AVAILABILITY

There was an assumption at the beginning of the study that a USAID-financed 2005 database of potential volunteers residing in the U.S. was available, which would have provided the team with names and contact information for undertaking a targeted survey of potential volunteers. As it turned out, a registration exercise had been done as part of the attempt to recruit Southern Sudanese volunteers for the DSTP program. However, that resource, which contained the names of between 200 and 300 individuals considered to be potential volunteers, was not available to the MSI study team. This lack was unfortunate, since people on this list were registered only after considerable recruitment effort. The NGO (IESC) that constructed the database worked closely with the SPLM political organization. SPLM, the political party with the largest representation in the GOSS, orchestrated meetings in many cities and states to support IESC's efforts. When IESC turned over the database to GOSS, including the documentation and the website on which it was hosted, it did not retain any electronic or hard copies of information.. Further, the GOSS Mission told the Study Team that it did not maintain the website and that the records and material have apparently not been preserved.

2. COOPERATION OF INDIVIDUALS AND GROUPS IN PUBLIC OUTREACH FOR THE STUDY

Before learning about the unfortunate loss of the IESC database, the GOSS Mission had assured the Study Team that it would share it all with the team. It also assured the Study Team that it would share its own database of Southern Sudanese U.S. residents, including the SPLM organization's chapter presidents and membership lists. Unfortunately, this sharing did not happen, and the Study Team never received the hoped-for information, despite regular follow-up with the authorized GOSS Mission representative.

Exploring other avenues of access to the Southern Sudanese community in the U.S., the Study Team contacted a number of Southern Sudanese living in the Washington, DC region and invited them to a meeting to solicit their counsel – as a “consultative group” – for the feasibility study. Six were able to attend the meeting; two others subsequently visited the Southern Sudanese-American Study Team member to share their views. The MSI team chose these key sources because they played leadership and coordination roles in a representative cross-cut of ethnic group associations. This consultative group was frank and collaborative in putting forth their views across the entire spectrum of feasibility study issues. Their insights, feelings, and opinions are integrated into this report and supplement the information provided by survey respondents.

When asked, these Southern Sudanese community leaders also gave assurances that they would share lists of the presidents of U.S.-based ethnic associations, membership lists, websites, and phone numbers of many diverse Southern Sudanese organizations. While some members did indeed help with email and phone contacts for approximately 20 individuals, with whom the MSI team followed up, the Study Team never received any comprehensive lists of leaders, databases of members, or website contacts.

The consultative group helped the Study Team appreciate the challenge of gaining full Diaspora participation. The group unanimously agreed that – as a useful generalization – the Southern Sudanese community in the U.S. is very diverse, stratified, concerned with self-interest, and is generally reluctant to share information. This self-reflection helped place the feasibility study's challenges in perspective and provides important context in considering overall approaches to a volunteer program.

he 20 or so contacts provided by the consultative group did initiate a “snow ball” of nonrandom contacts that grew to perhaps 40 or more individuals in various states and cities across the United States. Telephone and email follow-up with these diverse individuals helped improve the dialogue between the MSI team and the Southern Sudanese community about the potential volunteer program. Individual discussants and the consultative group voiced interesting options that reflected a broad and deep consensus on substantive issues of a Diaspora volunteer program, which are incorporated into the presentation of study findings, below.

3. FIELD INTERVIEWS

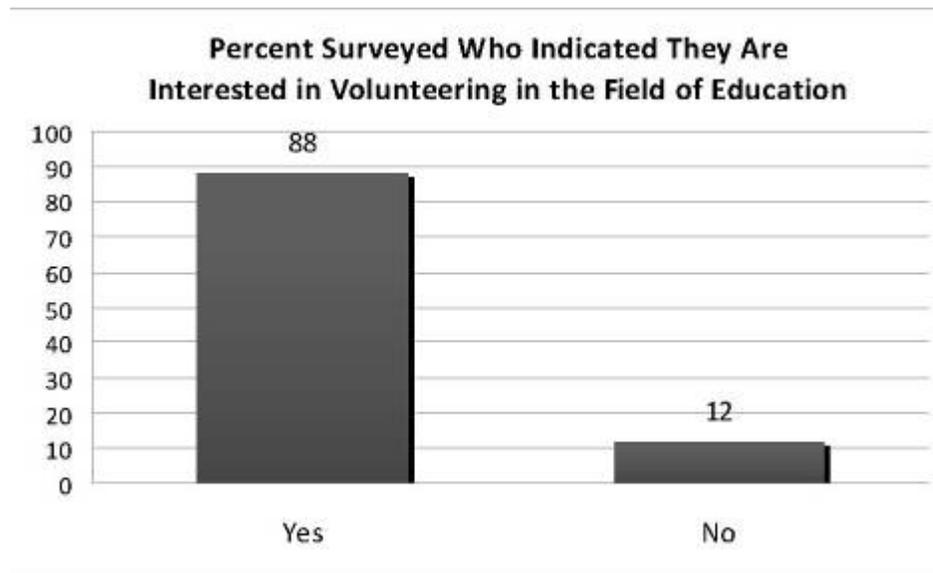
The approved methodology included field trips to a number of locations in the Continental U.S. where large numbers of Southern Sudanese reside. The intent was to complement survey, document, and other information sources with more qualitative data that would give greater insight into the study’s main feasibility questions. One objective was to seek information that would help the team to understand the key issue of female volunteer representation in any future program. Midway through the study, the USAID Bureau for Africa decided to eliminate these field trips from the study methodology. That decision has affected the depth of information provided in this study, but not necessarily its representativeness.

SECTION III. FINDINGS

The first cluster of questions on which this study reports involves the following issues:

The interest of U.S.-based Southern Sudanese nationals in serving in a volunteer program in Sudan;
Concerns and constraints voiced by potential volunteers; and
Incentives that would increase interest in, and willingness to, volunteer.

Question 1: What is the interest of U.S.-resident Southern Sudanese to serve two years as a volunteer in the education sector?

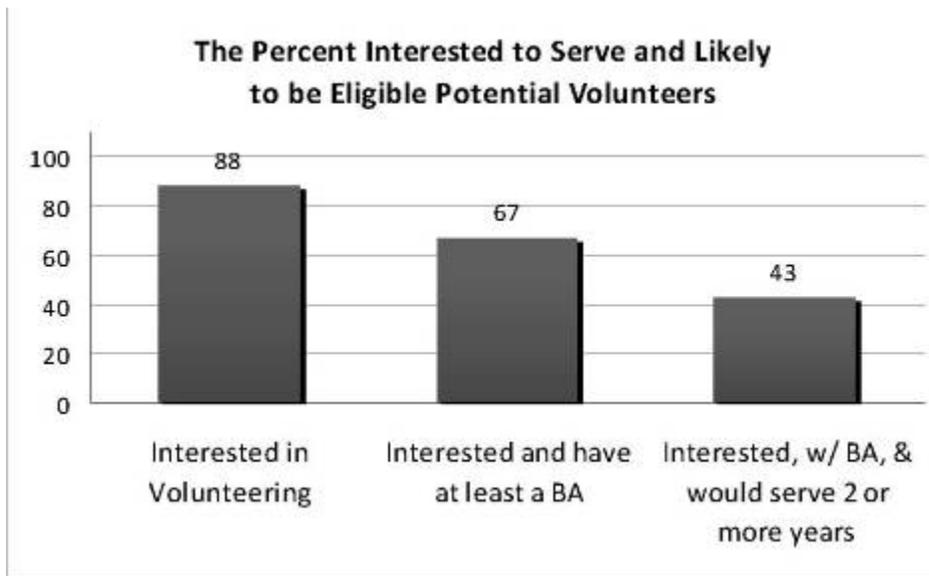


While the response rate to the survey that provided the most direct answers to this question was low and respondents were self-selected from among the relatively well-educated, largely male, segment of the U.S.-based Southern Sudanese community, responses to questions about becoming a volunteer in Sudan were largely positive:

Of those who expressed an interest in volunteering (142 individuals), 88 indicated unqualified interest in a volunteer program while 54 others said they were interested but had some concerns.

Recognizing that USAID is interested in a program that would require a two-year commitment and sufficient skills to work in the field of education, MSI adopted a more refined approach to looking at survey data. In the table below, MSI combined respondent answers to show that as conditions are added – for example, educational qualifications and willingness to serve for two years – the percentage that appear to be good prospective candidates is halved.

Interested and Likely to be Eligible Potential Volunteers.



Thus, as this progression indicates, while overall general interest to participate is high, a careful examination of survey data reveals that educational qualifications for the work (a BA degree) and actual willingness to commit to two years of volunteer service quickly reduces the effective availability of individuals for a volunteer program.

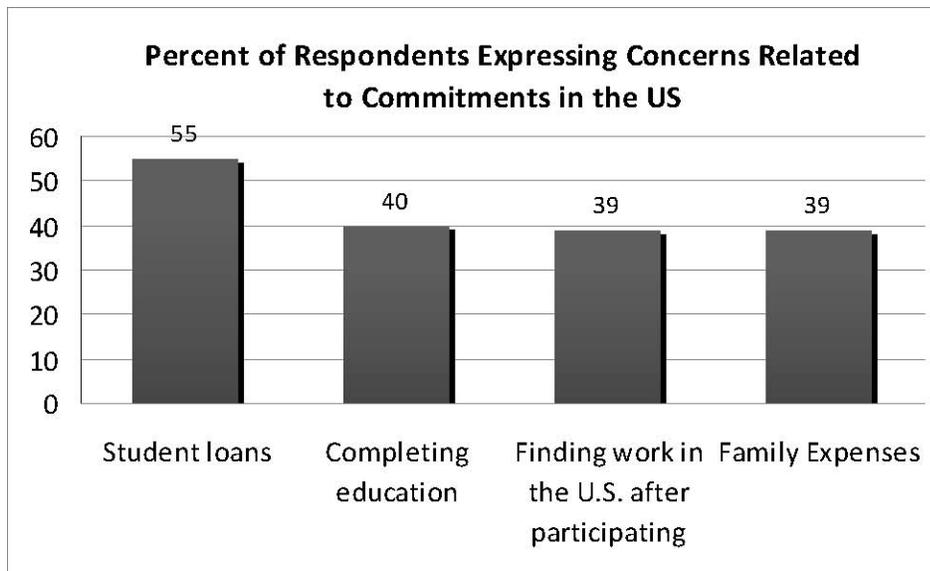
Information MSI gathered from former DSTP program volunteers corroborated the above findings from the Study Team's survey of potential volunteers. The Study Team's e-survey responses indicated that nearly 85 percent of the 18 former volunteers the Study Team reached (less than 20% of the total number of DSTP participants) expressed confidence that there would be interest in the Southern Sudanese community in volunteering for a two-year period of service in the education sector. Almost 93 percent of these former DSTP volunteer respondents said that if the U.S. Government was to fund a volunteer program in education, they would be willing to volunteer again. However, most listed many financial and professional constraints to doing so, as well as concerns about living and working conditions in Southern Sudan.

Question 2: What concerns and constraints are faced in considering a two-year period of volunteer service?

MSI asked potential volunteer survey respondents to identify general and Sudan-specific concerns that would affect a decision to volunteer. Respondents were offered both multiple choice and open-ended options for identifying concerns.

- 66 percent of the 142 respondents who said they are interested in volunteering said they are concerned about their commitments in the U.S.
- 59 percent of all 161 survey respondents expressed concerns because of their commitments in the United States. Concerns reflected both financial and professional interests. Thirty-two percent expressed concerns about living and working conditions in Sudan.

- Concerns related to commitments in the U.S. included repayment of student loans, completing their education, finding work after serving as a volunteer in Sudan, and family expenses, as shown in the table below.



- Differences in responses from 142 men and 17 women with respect to these concerns are shown in the table below.

Survey Results Regarding Volunteering Concerns, by Gender

Men		Women	
Student loans	55 percent	Student Loans	53 percent
Completing education	40 percent	U.S. Family Support Expenses	47 percent
Finding work after program	39 percent	Health Care for Self/Family	41 percent
U.S. Family Support Expenses	39 percent	Child Care	41 percent
		Children's Education	41 percent
		Finding work after program	41 percent
		Renting/Lease Agreement Help	41 percent

- Infrequently selected from the survey's list of possible concerns by either men or women were the following: maintaining/obtaining family immigration status in the U.S. (7 percent), maintaining/advancing the respondent's own immigration status (7 percent), and caring for

parents (4 percent). With respect to living and working in Sudan, all respondents indicated they were concerned about:

- Access to health care (57 percent);
 - Security (53 percent); and
 - Lack of commitment of the Government of Southern Sudan to the volunteer program (53 percent).
- Differences between male and female respondents about living in Southern Sudan are presented below.

Survey Results Regarding Living in Southern Sudan, by Gender

Men		Women	
Access to healthcare	56 percent	Access to healthcare	65 percent
Security	55 percent	Young children’s education	65 percent
Lack of GOSS Support	54 percent	Housing conditions	53 percent
		Access to clean water & sanitation	53 percent
		Lack of GOSS Support	43 percent
		Access to healthcare	65 percent
		Young children’s education	65 percent

- Of least concern among both men and women were fears about moving to an unfamiliar environment and different cultures (12 percent), concern about leaving loved ones and friends behind (16 percent), and office facility conditions (16 percent).
- Information gathered from other sources, i.e., Sudanese community leaders and former volunteers, provided similar responses about likely concerns that potential volunteers would have.
- In addition, all of the sources from whom MSI gathered information indicated that the level of GOSS commitment to a two-year education sector Diaspora volunteer program is a serious concern, as is lack of managerial and institutional capacity to use volunteers effectively at the central, state, local government, and cooperating institution levels.

Question 3: Which incentives are most influential in a willingness to participate in a two-year volunteer program?

MSI’s survey of potential volunteers asked about incentives in several ways. With respect to stipends:

- One survey question on this topic asked whether the stipend given to DSTP pilot program volunteers, i.e., \$1,700 per month, seemed reasonable. Men and women responded differently: 58 percent of men who responded to this question said “yes”, but only 38 percent of women indicated that they thought this sum was reasonable.

- Another question asked respondents to state what they personally believe would be a reasonable monthly allowance for volunteers serving in Southern Sudan. The most frequent responses to this question (32 percent) fell between \$2,000 and \$2,250 per month, followed by \$2,500 to \$3,000 per month (13 percent).

With respect to other types of incentives, MSI asked potential volunteer survey respondents to give their views on what benefits would influence their willingness to participate in a volunteer program. Several benefit options were displayed and respondents were asked to indicate how likely it was that each of these potential benefits would influence their decision. The numbers of respondents who answered ‘very likely’ and ‘likely’ were added together and are shown below as a percentage of the total number of respondents to each question, separately for men and women.

Respondent Answers to Questions about which Incentives Might Positively Impact their Decision to Serve as a Volunteer in Education in Sudan

Men		Women	
Mid-service Roundtrip to U.S.	88 percent	Mid-service Roundtrip to U.S.	100 percent
Service Completion Scholarship	85 percent	10 Days of Vacation Per Year	100 percent
10 Days of Vacation Per Year	78 percent	Service Completion Scholarship	100 percent
School Loan Repayment Help	65 percent	U.S. Family Support Stipend	91 percent
Health Care for U.S.-based Family	62 percent	Mortgage Payment Help	83 percent
Consumer Debt Help	62 percent	Health Care for U.S.-based Family	82 percent
End-of-Service Stipend	58 percent	Support for Accompanying Family	82 percent
Mortgage Payment Help	58 percent	Consumer Debt Help	82 percent
Support for Accompanying Family	50 percent	School Loan Repayment Help	65 percent
U.S. Family Support Stipend	44 percent	End of Service Stipend	38 percent

Corroborating the above responses from the potential volunteer survey, former DSTP volunteer respondents offered the following perspectives:

- A majority of former DSTP volunteer survey respondents indicated, based on their own experiences, that higher monthly allowances are necessary;
- Seven of 18 former volunteers felt that monthly allowances should be raised to between \$2,000 and \$4,000, due to the exceptionally high costs of living in Southern Sudan and the need to send some family support home to the U.S.;
- Five of 18 former volunteers said that Peace Corps’ resettlement allowance levels are appropriate. These same respondents indicated that they had trouble paying bills upon returning to the U.S.

- 70 percent of these former volunteers also stated that financial assistance and help in finding a job upon return to the U.S. would be important incentives.

In addition, members of the consultative group and other community members interviewed mentioned that remunerative jobs were a priority concern of U.S.-resident Southern Sudanese, and this remuneration would affect willingness to participate in a program. A number of individuals mentioned completion-of-service stipends similar to those Peace Corps provides (\$6,000).

A. FINDINGS FOR BUDGETING, PROGRAM DEVELOPMENT, AND MANAGEMENT

This section of the study’s findings deals with research and analysis that MSI performed on the overall cost of a future two-year education volunteer program and several other management questions.

Question 4: What are the costs of similar volunteer programs, including specialized training and possible incentive packages?



MSI’s analysis of program costs started with findings on the cost of the DSTP pilot and other well-established larger programs. Information about program costs per volunteer is provided in a table, above.

The British Voluntary Service Overseas (VSO) program costs approximately \$43,000 per volunteer per year. The Peace Corps program in 2007 averaged \$47,000; and the DSTP pilot program in 2006-2007 was \$52,000. These are comprehensive cost figures and include everything from recruitment, selection, training, health insurance, transport, headquarters management, volunteer allowances, and field management support costs, through resettlement of volunteers back to their starting points.

The annual costs in the above table are indicative only of the rough scale of volunteer/year costs. They are not strictly comparable for a number of reasons. First, the VSO and Peace Corps estimates are worldwide averages for thousands of volunteers; while the DSTP Pilot Program cost was for a small program of 100 volunteers in one country. Second, at these early stages of its transition from conflict to

reconstruction and development, the operating environment in Southern Sudan is extraordinarily high cost and is experiencing significant inflation. Third, VSO and Peace Corps have established administrative organizations with staff and managerial systems already in place. By contrast, a USAID contractor/grantee organization has to gear up its headquarters and field staffs, and faces significant start-up and overhead costs to manage a very much smaller country program. The economies possible in permanent larger scale programs are not so readily available.

(1) Understanding “Basic” Volunteer/Year Costs

The DSTP pilot program has the best available figures for understanding the components of per volunteer/year costs. Budget Table 1 (below) provides the unit costs per volunteer for fixed direct costs, volunteer allowances, field administration, and pre-program startup costs. The unit costs are then annualized (over 12 months) to project the cost for a 1-year program for 100 volunteers. This table includes inflation costs based on the reported 8.3 percent per year price increases in Southern Sudan, giving a rough picture of the costs of a 2009 program. MSI cross-checked detailed components of the basic cost package with Peace Corps budget officials and found the two packages to be very similar.

(2) Additional Specialized Training Costs

On top of the “basic” volunteer/year costs of Budget Table 1, MSI also made estimates for a hypothesized teacher training course (for non-teachers) that would train 100 volunteers for 30 days in a neighboring country facility (Kenya). These estimates are found in Budget Table 2.

(3) Incentive Cost Options Menu

Budget Table 2 also provides a menu of options for additional “incentives,” from which program designers could choose, based on survey findings on incentives reported above.

Budget Table 1. Estimated Volunteer Program Costs per Year for 100 Volunteers

Cost Item	Unit Costs²	Annual Cost: 100 Volunteers for 1 Year³
Fixed Direct Costs: (airfare, health insurance, per diem and miscellaneous)	\$5,420/volunteer	\$542,000
Volunteer Stipends: (food, accommodations, and miscellaneous and incidental) ⁴	\$1,700 per volunteer month \$20,400 per volunteer year	\$2,040,000
Field Administrative Costs: (staff, office, vehicles, budget/finance, operations, etc.)	\$1,809 per month/volunteer \$21,708 per volunteer year	\$2,170,800
Preprogram Startup and Home Office Costs: (9 months to organize, staff, budget, design program)		\$450,000

² AED Pilot Program (DSTP) has detailed average cost per volunteer records. They are based on 378 person months of volunteer service (31.5 person years) during a nine-month period.

³ Annualized costs represent the unit costs times 12 months times 100 volunteers.

⁴ Stipend allowance in DSTP was based on three- to-six-month periods of service.

details, coordinate with GOSS, and establish systems and procedures) ⁵		
Annualized total cost per 100 volunteers		\$5,202,800
Average Cost per Volunteer per Year		\$52,028
2009 Annualized Basic Cost of 100 Volunteer Program (Inflation-adjusted Cost to 2009 @ 8.3 percent for 3 years)		\$6,608,798
2009 Average Volunteer/Year Cost		\$66,088

Budget Table 2. 2009 Basic Costs per Volunteer per Year, Training Costs and Incentives

Cost Item	Cost Estimate per Volunteer	1-Year Cost for 100 Volunteers
Basic Cost – Volunteer/Year: (from Table 1)	\$66,088	\$6,608,798
Additional Training Costs: (100 trainees, regional site, Kenya per diem, trainers, ground transport, materials, 20 percent administrative costs) ⁶	\$4,565	\$465,500
Additional Costs: Incentive Cost Options – Menu of Options:		
Mid-service roundtrip to U.S.	\$2,000	\$200,000
Student Loan Payments: a. School Loan Deferral ⁷	\$0	\$0
Student Loan Payments: b. School loan payments (assuming 50 percent of volunteers have loans) ⁸	\$1,000	\$50,000
Student Loan Payments: c. School loan forgiveness (assuming 50 percent of volunteers have loans of \$10,000)	\$10,000	\$500,000
Resettlement Allowance on Return: (\$6,000 after two years of service) ⁹	\$3,000	\$300,000
Scholarship Allowance on Return: (\$1,000 /person month, and assuming 50 percent use) ¹⁰	\$12,000	\$600,000
Family Health Insurance in U.S.: (assuming 1/2 of volunteers are married with one child) ¹¹	\$4,500	\$225,000
Family Support Allowance: (Separate Maintenance Allowance assuming 50 percent of volunteers are married with one child) ¹²	\$3,000 - \$15,300	\$150,000 - \$765,000
Mortgage Payment Coverage	Unknown	Unknown

⁵ Year One AED headquarters startup costs reflect the initial large headquarters staff and time costs for a new program. Normally, subsequent years are more moderate with establishment of systems and procedural routines.

⁶ An in-region program calculation. Peace Corps/Kenya comparative costs are \$7,288. A third-country site was chosen as mounting a month-long program in southern Sudan for 100 people would be far more difficult, given fewer accommodations and training facilities at this stage in development.

⁷ Under current provisions of law, Sally Mae only permits deferrals for Peace Corps, AmeriCorps and Vista periods of service. Legal provision changes would be required for a Southern Sudan Diaspora program.

⁸ Based on Sally Mae data that the average loan amount is for \$10,000, and average yearly repayment is \$1,000.

⁹ Peace Corps 2007 resettlement allowance is \$6,000 after two years of service.

¹⁰ Scholarship allowance based on GI Bill provisions noted.

¹¹ Estimate only.

¹² Estimates based on DOD soldiers' separation allowance of \$3,000 per year, with the range running up to allowance of USAID's \$15,300 per adult family member and one child for involuntary separations.

Car Payment Coverage	Unknown	Unknown
Repayment of Refugee Airfare Loan: Unknown (perhaps \$500/annum)	Unknown	Unknown

Discussion of Two-Year Volunteer Program Budget Tables

(1) General

Budget Table 1 utilizes the DSTP pilot program costs to build an understanding of the components of volunteer program costs. To get a sense of scale, the precedent of the pilot program's 100 volunteers is utilized, and to get a grasp on what a full year's costs would be, the table 'annualizes' the monthly allowance figures to come up with the annual program cost for 100 volunteers for a 1-year period. The average annual volunteer unit cost is then derived for the 2006-2007 period. Budget Table 1 then inflates those figures by 8.3 percent per annum for 3 years, to indicate the approximate budgetary implications of a similar program in 2009. Budget Table 2 uses the basic volunteer/year cost for 100 people in 2009 and adds estimated training costs. It then provides a list of possible incentive options based upon survey respondents' listing of the most important incentives that would encourage them to volunteer. Budget Table 2 then estimates the possible costs (or range of costs) of each, were any one or more incentives to be chosen by program managers. It should be possible then to make rough estimates of various incentive cost packages.

(2) Basic Costs

Using the detailed cost information provided by AED, it is possible to compute what it would cost to run a 100-person, 1-year volunteer program in 2006-2007, modeled as a program of a similar nature as the pilot. The approximate cost would be \$52,028 per volunteer/year. These unit costs include:

The direct costs of roundtrip airfares, health insurance, visas, travel per diems;

The monthly volunteer allowance of \$1,700;

The monthly field administration expenses per volunteer of \$1,809 for staffing and operations; and
Preprogram startup and overhead costs.

(3) Accounting for Inflation in a Future 2009 Program

Based on the estimated price inflation in Southern Sudan in recent years, MSI increased the basic cost by 8.3 percent per year for 3 years to approximate the 2009 cost of the same type of program. The future annual unit costs would be approximately \$66,088.

(4) Training Costs

MSI estimates these to be \$4,565 per volunteer for a 1-month program.

(5) Incentive Costs

The incentive cost options would involve congressional and agency choices as to incentives sufficient to increase willingness to volunteer. The menu of incentive options includes Table II options.

(1) Mid-service Roundtrip to U.S. is \$2,000

- (2) School Loan Repayments of \$1,000 per year
- (3) School loan forgiveness option of \$10,000 per person
- (4) End of Service Resettlement costs of \$3,000
- (5) Post-service Scholarships of \$12,000
- (6) Health Insurance for Remaining Family in U.S. of \$4,500
- (7) U.S. Family Support Allowance in \$3,000 to \$15,300 range

Below is an example of how the information in Budget Table 2 can be utilized. The example displays a calculation of 2009 volunteer/year cost estimates when four of the above incentive options are chosen.

Basic Costs:	\$66,088
Training:	\$ 4,565
Selected Incentives [1,2,4,6]:	\$10,500
Possible Vol/Yr Cost	\$81,153

Question 5: What Do Other Volunteer Programs Cost?

There are less costly programs, such as the Jesuit Volunteers International (JVI), for which cost per volunteer/year is about \$15,000. This figure appears to be achievable because the organization depends on individual churches overseas to ask for individuals with particular skills, and the local church picks up most of the costs. The JVI organization searches for the appropriate individual and sends him/her overseas, with only basic costs involved. The number of volunteers is relatively small.

Other Diaspora volunteer programs are engaged in much shorter-term (two to six weeks) volunteer efforts, for which there are recruitment/selection, transportation, food and accommodations, and general administration costs. These programs receive lists of priority consulting needs and then recruit only for individuals with the required attributes. Such programs are not comparable in cost structure to the two-year period of service programs, which require larger expenditures on headquarters, field operations, and staff. The USAID Volunteers in Economic Growth and Agriculture (VEGA) and the UN Development Program's (UNDP) TOKTEN (Transfer of Knowledge through Expatriate Nationals) programs provide principally shorter-term volunteer consulting efforts in the public and private sectors. Windle Trust does a variety of programs, but now seems to concentrate the greatest effort on primary and secondary teacher training. Other professional short courses exist, sometimes using neighboring country locations. With regard to U.S. domestic volunteer programs, VISTA and AmeriCorps offer monthly allowances of around \$1,000 per month for living expenses and about \$4,725 per year of service.

Still other Diaspora volunteer programs are established to encourage the development of socio-cultural connections between [hyphenated]-Americans and their home countries of origin. Some are summer programs (Armenians); and some are 10-month, fully-funded exchange programs (America-India Foundation). Volunteers in some programs are required to find independent financing of their own for a substantial portion of the costs.

A few programs concentrate on resettling internally- or regionally- displaced Southern Sudanese individuals and families in Southern Sudan to teach, usually in conjunction with the GOSS. These are not really volunteer programs.

Question 6: What recruitment information is available about the resident Southern Sudanese population in the U.S., available databases on them, locations of clusters of people, and the most common modes of communication?

There does not appear to be any database on the resident Southern Sudanese population in the U.S. Government public realm. The size of the U.S. resident Southern Sudanese community is covered in Section II B above. There are no available databases from the GOSS Mission to Washington that have been shared with MSI. Follow-up inquiries have not received responses. As mentioned earlier, the only authoritative information is regarding the 28,961 refugees who have entered the U.S. since 1988. The earlier IESC database no longer appears to exist, and no hard copy is available.

Database information is covered in Section IIC. As noted, none has been found, and Southern Sudanese do not feel they can share membership lists from their organizations or listservs.

(I) Reaching the Volunteers

Potential Volunteer Survey respondents indicated the best ways to advertise any future volunteer program, which are listed in the table below. The table compares these suggestions, on a question that allowed respondents to provide multiple answers, with how survey respondents actually heard about the survey. Respondents were asked to select all methods that apply.

Survey Advertising and Awareness

Best Way to Advertise Volunteer Opportunities <i>(Multiple Responses Allowed)</i>		How the Respondents Heard About the Survey <i>(Single Response Allowed)</i>	
Email	25 percent	Sent to my email	61 percent
Internet	22 percent	Someone told me	23 percent
Post at Community Center	19 percent	Sent from internet	15 percent
Post at Church	18 percent	Church	1 percent
Newspaper Ad	15 percent		
Responses = 420		Responses = 157	

Discussants have indicated six major listservs which U.S. resident-Southern Sudanese use to reach approximately 5,000 people, and have emphasized that information posted in this way tends to ‘snowball’ throughout diverse communities. There are listservs for larger and smaller ethnic groups, as well as regional, state and city associations. There are periodic meetings of associational groups nationally and by states and cities. There are some women’s groups, and other organizations that support NGOs and communities in Sudan. Most informants spoke of the informal nature of networks, and mentioned

considerable face-to-face interaction, the use of Sudanese newspapers, telephones, and community and church organizations.

There does not appear to be any central clearing house for information on resident Southern Sudanese. The pattern appears to consist of numerous smaller organizations in cities and states, requiring individual contacts. There are state government refugee coordination offices in most states that worked with refugees, and a large number of NGOs, community organizations, resettlement and social service agencies, religious groups, and others. There are various Southern Sudanese community organizations based on cities of residence, ethnic groups, states, political associations, and volunteer groups. There is no authoritative source for current locations of the Southern Sudanese population. Survey respondents indicated residence in 36 U.S. states. Information from the U.S. Department of State's PRM indicates that the refugees entering the U.S. were originally resettled in 44 states. The top 10 resettlement states were, in declining order: Texas, Arizona, Tennessee, Iowa, New York, Georgia, California, Virginia, Nebraska and Utah.

Question 7: What other information about recruitment and selection processes for a volunteer program have been received, including the encouragement of women volunteers?

Key informants, former managers and administrators of the pilot program and former volunteer respondents reflected a strong consensus on the following matters:

- With regard to the recruitment of women, discussants who commented most often believed that a highly personal, significant-scale, face-to-face effort would be needed to attract a larger percentage of female volunteers. There is no documented information yet uncovered that estimates the number of Southern Sudanese women in the United States. State/PRM refugee data indicate that 28 percent of refugees were women, approximately 8,000.
- Even very concerned Southern Sudanese women MSI consulted saw no easy solutions to obtaining more qualified women except committed, long term, individual and group engagement. Women mentioned working through community organizations, women's groups and churches. They also noted that participation in Southern Sudanese NGOs that support NGOs and community development efforts in Southern Sudan is a helpful means of engagement. They observed that women's educational backgrounds are poorer, many now have child-rearing responsibilities, the quality of their spoken English is far weaker, and there are socio-cultural characteristics that would keep numbers relatively low. All women respondents, however, wished to find better ways of encouraging women volunteers. They suggested that one may be better able to reach non-technology savvy groups through Sudanese news venues like "Gurtong", "Madin Aweil", and "Sudan Tribune".¹³

Other factors noted were the need for remunerative jobs and volunteer allowances so that women's remittance income to families and friends could continue. Female survey respondents highlighted constraints on volunteering that were similar to those of men (student loans, U.S. family support, and finding work after volunteer service), but women differed with regard to childcare, children's education and rental help.

¹³ These mechanisms were not identified to the study team by key informants from the Southern Sudan community prior to the survey and were not used. They represent new suggestions that are potentially useful for future outreach efforts.

With regard to selection screening, former volunteers recommended that qualifications for volunteers should be verified, as there were cases of misrepresentation in the earlier pilot program process. They said that attention to obtaining the highest quality people is very important for program effectiveness, and expressed concern that an unspecified number of individuals in the pilot effort were clearly not qualified for the nature of the work they were doing and did not represent the U.S. or the program in the best light. Some observers perceived a relationship between those who were having trouble obtaining jobs in the U.S. and a lack of appropriate skills. Some observers indicated the pilot program recruited and selected some individuals who were not registered in the pilot program database.

With regard to public outreach, one group of diverse ethnic group representatives was concerned that the enormous range of interests in the Southern Sudanese community is appreciated, just as it is in American society at large. The representatives portrayed the community as just as stratified in its own way as other American communities, by income, social and educational classes, professions, political views, personal concerns and interests. Indeed, when addressing the public outreach challenge, most key informants and large numbers of commentators mentioned the limited “arenas of trust” within and among social, political and ethnic groupings. During the 2005-2006 database registration/recruitment process, many individuals did not feel comfortable responding because they did not understand what the purpose of the registration really was, preferred to preserve their anonymity, and were anxious about possible political repercussions. Some individuals were even concerned that the GOSS might come after them to pay taxes.

With regard to implementation speed, some program managers, former volunteers and diverse email observers seem to agree that social and political/bureaucratic recruitment pressures to get a program underway and be seen to respond quickly with significant numbers of volunteers is unwise. (Of historical interest is a 2005 human resources development mission that spoke of a “quick start” program, but also suggested other options.) While observers are enthusiastic about moving larger numbers of volunteers in order to increase eventual impact, they are concerned that the pilot program’s pressures did not result in obtaining the best available talent, nor a truly representative group of volunteers from all states and ethnic groups. Commentators seem to prefer moving more slowly to maintain quality and higher impact probability because they have experienced and observed less optimal cases.

With regard to other key elements of the recruitment and selection processes, ethnic association representatives, former volunteers, and individuals who commented through emails made some specific suggestions. The almost universal view was that any future program should:

- Devise a program that recruits for a large range of sectors and is not limited to the education sector. Indeed, some respondents were concerned that a focus on the education sector would make recruitment more difficult because many potential volunteers would not see themselves as qualified to teach.
- Recruitment should be based on the available skills in the community, and build upon the abilities of people in different fields and at different levels of sophistication, from the construction worker to the university professor, and from a skilled electrician to a policy analyst. The concern was with being able to mobilize the spirit and commitment of sound individuals in many fields. While some individuals may not possess higher educational qualifications, respondents emphasized that there are still quality people who could make significant contributions to reconstruction and development.
- There was a clear perception that the past pilot program recruitment and selection process was not ‘representative’ of the diverse ethnic communities and geographic regions in Southern Sudan. Some saw personal, ethnic and political influences at work in the process that limited equitable participation. Respondents considered these biases a major perceptual limitation in

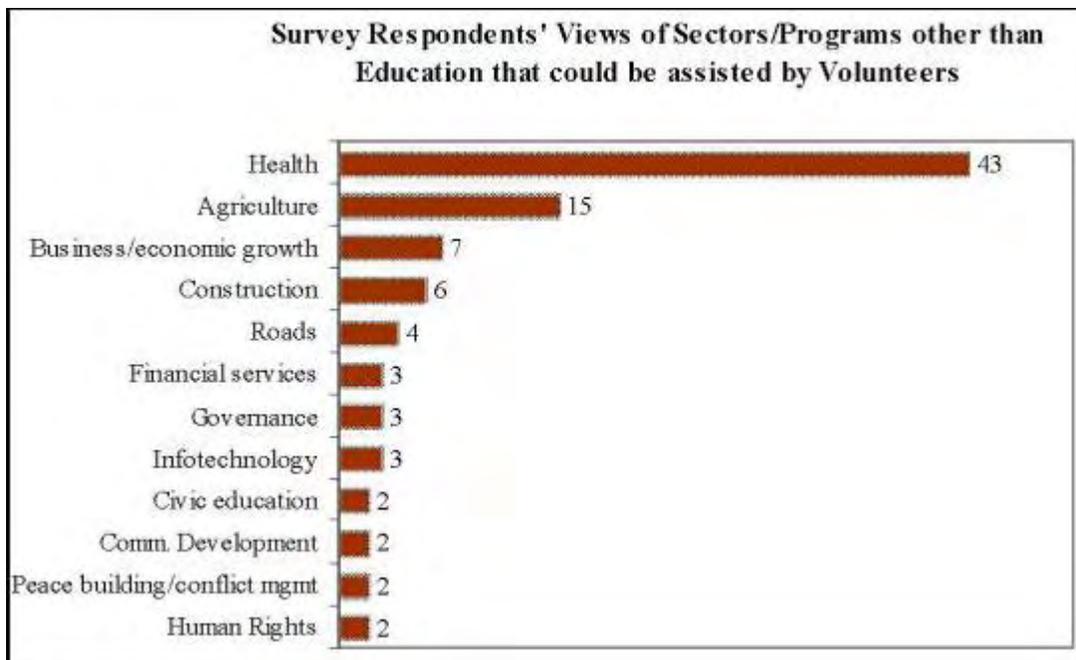
attracting volunteers. Those involved in and knowledgeable about past efforts indicate that full transparency by a neutral organization in recruitment and selection is essential in the future.

- It was recommended that in any recruitment process, all applicants should receive responses, especially if they were not selected. Some people who registered for the pilot program never heard the disposition of their expression of interest. This silence created a negative impression in the community at large.

Question 8: What specific suggestions do Southern Sudanese in America have as to how the program can be best designed and implemented?

Analysis of the survey of DSTP volunteers, the group interview with Washington-area ethnic group representatives, and diverse emails sharing views of key informants and individuals throughout the Southern Sudanese community in the U.S. revealed a remarkable consensus, as reflected in the following responses:

- Southern Sudanese U.S. residents are interested first and foremost in obtaining remunerative jobs to support themselves and their families, including the possibility of jobs back in Southern Sudan.
- Respondents constantly expressed emotional commitment and spirit to help improve the quality of lives of family, friends and fellow citizens in their original home communities. However, they saw finding a way to help as an individual decision depending on where a person is in schooling, family responsibilities in the U.S. and in Sudan, indebtedness for school, house or other loans, concerns about qualifications for jobs, and the working atmosphere in southern Sudan.
- The most common recommendation for any future program appears to have two elements. The first is to recruit volunteers in multiple sectors because the population has diverse backgrounds. The second is to work with individuals where they are in their career paths, given the skills and aptitudes they presently possess, and to identify real jobs that need to be done in the private, NGO, or public sector that fit what a potential volunteer has to contribute. This matching is seen as an important way to attract larger numbers of usefully-skilled individuals to volunteer. This matching is also seen as a way to avoid slotting individuals into a particular mold (say, secondary school teacher), and looking more broadly for ways in which U.S.-resident Southern Sudanese can contribute to reconstruction and development.
- It should be noted that 122 survey respondents (86 percent) said that there are other sectors in Sudan that would benefit from a Sudanese volunteer program. The most frequently selected sectors are indicated in the chart below.



- A major item for most commentators was the need for a clear statement of GOSS policy commitments when it comes to utilizing the Diaspora and volunteers. Forty-seven percent of women and 53 percent of men expressed this concern. This issue seemed to emerge regardless of ethnic background. Diverse Southern Sudanese consulted wished to know if the GOSS had issued public policy statements backing the education sector program being examined, and how Diaspora communities could participate in the education sector more broadly. They felt that such a statement was essential to indicate that everyone was being mobilized. Informants then went on to describe this as an important leadership statement with unifying impact among all segments of the population. This recommendation was extended to a clear understanding with the GOSS Ministry of Education regarding the needs for volunteers on the ground. Informants conveyed that such a statement was necessary because of internal political points of view with regard to Diaspora volunteers. Almost all key informants and many former volunteers mentioned that many work colleagues feared that volunteers may be trying to ‘steal their jobs’ with their higher credentials and that there were political sentiments that those who had remained in Southern Sudan and fought in the war were more deserving of jobs. There was a clear search for a mechanism to resolve this emotionally charged political/economic matter.
- The issue of managerial and institutional capacity of the GOSS at the early stage of reconstruction and development was widely mentioned. Former volunteers, an evaluation of DSTP, and those who knew about experiences under the pilot program referred to a lack of operational procedures, lack of a ‘blueprint,’ and information about such things as who would be a volunteer’s supervisor. There was a strong feeling that the GOSS should take “ownership” of the process of engaging volunteers. Former volunteers reported that the local institutions or offices with which they were assigned to work often did not know about the DSTP pilot program, did not know exactly which jobs the volunteers were to do, how they were to be accommodated, and how they were to be fitted in. Respondents made recommendations for more careful work with volunteers, requesting ministries and offices, and for thorough, on-the-ground program design and collaboration at all levels.
- Most former volunteers and observers of the pilot program indicated that there were simply inadequate equipment and supplies with which to do the assigned job in most local organizations to which they were attached. One doctor reported that at the major hospital where he was

assigned, the institution did not even have a stethoscope, an x-ray machine, or basic chemicals used in diagnosis and treatment. In the education sector, there were inadequate teaching materials, and often there were no computers or electricity. From these experiences, respondents suggested strongly that each volunteer should receive some essential equipment and supplies, which could be a practical contribution valued by cooperating local institutions.

- According to most former volunteers surveyed, field management support for volunteers in Southern Sudan under the pilot program required a far larger scale of support operations with much larger financial and human resources devoted to it. The volunteers reported on a number of aspects of field administration that needed major improvements, including:
 - Strengthened collaborative program design planning for volunteer job descriptions and specifications.
 - Careful organizational coordination at all levels of ministries, state and local governments, and with NGO and private sector groups.
 - Advance notification of volunteers arriving and their roles. The use of Memoranda of Understanding (MOUs) with cooperating groups was suggested.
 - In-country, cross-cultural sensitivity training sessions among local officials, participating agencies, and volunteers.

- Improved communication devices, such as cell phones or satellite phones, should be provided to be able to stay in touch with field support personnel were mentioned often by former volunteers.
- Improved monitoring of general operation of volunteers by field administrators visiting volunteer sites was strongly recommended.
- One respondent mentioned the need for familiarity with U.S. and Southern Sudanese labor laws and regulations affecting supervisory relationships and other rights and protections.
- One respondent expressed concern that many field management support staff were from neighboring countries, rather than from Southern Sudan. It was also suggested that some volunteers could serve in management/administrative support staff positions.

Question 9: What orientation and training programs are required?

There are two broad sources of information to help scope training and orientation needs: the former volunteer survey and various professional trainers and programs. The former volunteer survey findings include the following:

- All 18 respondents agreed that their one-week DSTP pilot program orientation and training program adequately prepared them for their work in Sudan.
- Five suggested more time; one respondent suggested less.
- Two respondents suggested future orientation/training programs should involve tips from former volunteers.

In general, the professional teacher trainers feel that the younger and less widely experienced trainees benefit most from longer exposure to training. It gives them an opportunity to work through best practices in a practice setting. Younger volunteers and those without prior teaching experience in primary and secondary schools are thought to require a minimum of one month's technical teacher training. Some training might begin in the U.S. in more familiar surroundings, and then be continued in

Southern Sudan or a nearby third country. The rationale is to provide the basic theoretical grounding in a U.S. environment with fewer distractions. Overseas, there will be more cross-cultural adjustments which volunteers will be making, and it would therefore be better to begin with a brief teaching orientation in the U.S.

With less-experienced teachers, continuous in-service training and support (perhaps from circuit-riding, experienced volunteer teachers) should be considered. Newer teachers will be learning as they go and need feedback and a firmer framework within which to be secure. Having the guidance from more senior advisors could be of benefit to both volunteers and existing primary and secondary teachers.

Older and more experienced volunteers could probably move through separate training experiences at a faster pace, focusing on possible systemic improvements in the current education system. They could potentially be outreach mechanisms for materials preparation, curriculum strengthening, classroom delivery and evaluation.

Respondents thought communications and interpersonal skills, cross-cultural hurdles, and gender considerations are all necessary orientation subjects, regardless of country of origin or one's recent country of residence. They saw training as expensive in time and money, but also a prudent investment. Respondents expressed caution at the tendency of relying on "training" as the solution to normal human relations issues, cultural or cross-cultural dilemmas. Not all issues are solvable, they thought.

Nevertheless, they said training plays a role in giving everyone an opportunity for learning about life-long problems, and how to experiment with making improvements. Training therefore deserves a place in any volunteer preparation effort. It is clear from key informants and diverse email exchanges, interviews and surveys that most Southern Sudanese are keenly aware of a wide variety of internal sociopolitical tensions in Southern Sudan. These include, among others, jealousies and fears of jobs being 'stolen' by more highly credentialed Diaspora people, and the difficulty of obtaining a set of effective policies within the GOSS. Former volunteers encountered many difficulties and coped with them in a variety of ways. Some appear to have been especially creative in demonstrating great initiative under difficult circumstances.

Respondents saw reviews of health and hygiene practices, however mundane, as important subjects that may save lives. For those not accustomed to the improved technologies now available, having possibly lost immunity to certain diseases, and needing reminders, respondents thought it would be unwise to neglect such training.

Respondents saw training as a function that could be contracted out to consultants in the region. Such services are increasingly available in teacher education, communications and cross-cultural work through trainers resident in East Africa.

Question 10: What steps are necessary to protect the legal residence/immigration status of Southern Sudanese participating in the volunteer program?

Relatively few questions arose with regard to legal residence and immigration status among the survey respondents. However, we summarize below the principal findings provided by the independent legal counsel engaged to assist MSI in immigration matters.

(1) Revocation of Refugee/Asylum Status:

A person's return to his or her country of origin after obtaining asylum/refugee status jeopardizes his or her continued status because he/she may be considered to have "voluntarily re-availed himself of the protection of his country of nationality." The status may be revoked through the discretion of the Attorney General as delegated to the immigration court. Any legislation affecting the USAID program would need a "notwithstanding" clause to provide clarification that the asylee/refugee does not avail themselves of the protection or benefits of the Sudanese Government.

(2) Adjusting to Permanent Resident Status:

When asylum/refugee status is granted, it is granted for an indefinite period. However, the status does not convey a right to remain in the U.S. permanently. A person granted refugee or asylum status may apply for permanent residence ('green card' status) in the U.S. after one year of physical presence. A person's return to his or her country of origin after obtaining asylum/refugee status jeopardizes his or her ability to be eligible for adjustment of status from asylee/refugee to permanent resident. To be eligible, congress requires (a) 1 year of physical presence in the U.S., (b) continued 'refugee/asylee' status, and (c) no firm resettlement in another country before one can be approved for the green card. Legislation affecting the USAID program would need 'notwithstanding' clauses to:

- Allow interruption (continuation) of the one year physical presence requirement while under USAID assignment;
- Provide clarity that participation in the USAID program does not constitute firm resettlement; and
- Provide clarity that the asylee/refugee does not avail themselves of the protection or benefits of the Sudanese Government.

This last item may require stronger legislative exception since the law that the applicant for adjustment of status to permanent resident must continue to be eligible for refugee/asylee status would be complex because refugee/asylee eligibility requires a "well founded fear of future persecution" and returning home to the persecuting country would contradict credibility of this "well founded fear." Accordingly, the way to go here may be for an exception clause to this requirement of continued eligibility for asylum/refugee status.

(3) Naturalization for U.S. Citizenship

Generally, a permanent resident ("green card" holder) needs the following to be eligible for naturalization for U.S. citizenship:

- *Continuous Residence:* Time as Permanent Resident = 5 years
- *Continuous Residence:* Trips outside the U.S. must be of less than 6 months (exception for those under U.S. contract)
- *Continuous Residence:* Actual physical presence in the U.S. must be for at least half of the five years (exception for those under U.S. contract)"

There are various elements of flexibility which could provide incentives for volunteer service: Rather than the five years continuous residence in the U.S., as an incentive to serving in the military, the law permits permanent residents who have served for at least 1 year in the U.S. military to be eligible for naturalization – with no continuous residence requirement. Similarly, as an incentive to serving in the USAID program, legislation affecting the USAID program could permit permanent residents who have

served in the USAID program to be eligible for naturalization with no continuous residence requirement. Congress allows the President (executive branch) to make exception to the continuous presence requirement, but only for military service. Congressional legislation would be needed to make an exception to the continuous residence for the USAID program. Federal regulation could also offer a provision to waive the naturalization application fee of \$675 (as it is waived for applicants of U.S. military armed services).

(4) Families' Derivative Status Questions

A person may be granted asylum or refugee status even if they are not themselves eligible for asylum if they qualify as a spouse/child of the principal. They are called "derivatives" because they derived their status through their family member and they accompanied or followed their spouse/parent.

(5) Revocation of Derivative Status

The family member's status may be impacted by the actions of their spouse/parent if the family member gained their status as a derivative of the spouse/parent rather than through their own independent application/approval.

(6) Adjusting to Permanent Resident Status

Derivative family members may have their status adjusted to that of a lawful permanent resident ("green card" status) even if the spouse/parent has not adjusted their status.

Question 11: What incentive provisions is the U.S. Congress prepared to support, including any special authorities which may be needed?

MSI held one meeting midway through the study to seek guidance from one of the sponsoring congressional offices regarding this question. That office has not yet responded to the questions posed.

SECTION IV: CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSION

Based on the findings of this study, the Study Team concludes that:

- It will be very challenging to attract a sufficient number of qualified education sector volunteers for two-year periods of service to operate a sizable program (e.g., 100 participants) each year for a medium-term effort (three to five years).
- Reaching and recruiting such volunteers from the pool of talented Southern Sudanese would be very time consuming and costly. It would probably lead to an overwhelmingly male volunteer force, consistent with study data.
- The cost of any future two-year education sector-focused volunteer program will significantly exceed the cost of the 2006-2007 pilot program. Judgments as to the utility of such a program will have to be made depending on the availability of funding for Southern Sudan.
- A volunteer program in education, of the sort examined through this study, may not be the most effective way of capitalizing on the interest of Southern Sudanese living in the U.S. in contributing to development in their country of origin.

The team's first three conclusions, discussed further below, lead both to immediate recommendations, presented in this section, and toward a discussion of alternatives, some of which are outlined on a very preliminary basis in Section V, below.

As suggested above, with smaller numbers of volunteers, there would be relatively high unit costs per volunteer/year. If benefits were offered to mitigate the concerns expressed by survey respondents, they would further increase the core costs of a volunteer program. These would come on top of already high unit costs due to the normal management startup and overhead costs, the field administration support staff and facilities required, and the very high costs of operating in Southern Sudan.

In the DSTP pilot program, the shorter-term periods of service (three to six months) resulted in only 378 person months (31.5 person years) contributed by 100 people. This service time resulted in exceptionally high volunteer/year costs. While this high cost might suggest a reconsideration of shorter-term periods of service, evidence from the DSTP program does not indicate that the work of the 100 DSTP volunteers produced measureable development impacts. While anecdotal information reveals many fine contributions were made by individuals, the preponderance of information indicates that the majority of volunteers encountered significant difficulties in bringing their abilities to bear on development problems, for a variety of reasons. Indeed, a majority of potential volunteer survey respondents agreed that it takes two years or longer of service to bring about useful results in the education sector. Nevertheless, should USAID decide to proceed with a two-year education sector approach, Section III of this report provides relevant guidance to future program design, budgeting, recruitment, selection, training, legal and immigration matters.

B. RECOMMENDATIONS

Based on the conclusions reached in Phase I of this study, MSI's feasibility study team recommends that:

- I USAID report the findings of Phase I of this study to interested members of congress and open a dialogue with them concerning alternative, and more cost-effective, approaches to supporting U.S.-resident Southern Sudanese to contribute to reconstruction and development.

- 2 If, as a result of such a dialogue, USAID and Congress elect to examine other options, USAID should create an advisory panel. Such a group should be structured to represent the diversity in the U.S.-resident Southern Sudanese community. This panel would ensure direct participation of the Sudanese community in the identification of viable and cost-effective mechanisms through which U.S.-based Southern Sudanese could contribute to progress and development in Southern Sudan.
- 3 USAID should defer action on Phase II of this feasibility study. This deferral would leave open a decision as to whether to examine in-country aspects of the feasibility of a volunteer program in education. It would also provide time for examination of any resource policy questions in the current concept, issues of comparative cost effectiveness, and consideration of alternative approaches for engaging U.S.-resident Southern Sudanese to support reconstruction and development.

SECTION V: ALTERNATIVE CONCEPTS

In the course of its work, the study team formulated a few ideas about other ways in which the United States Government might be able to help talented U.S.-resident Southern Sudanese help their country of origin. These ideas, which were shared orally with USAID in meetings in Washington and by email with USAID staff in Sudan, are recorded below. The Study Team notes that they should be treated as preliminary ideas that require further research with respect to both their feasibility and their appeal to the Southern Sudanese community in the U.S.

Matching Grants to U.S. Communities Sponsoring a Southern Sudanese Development Project

This approach would invite American community organizations to raise funds and sponsor a Southern Sudanese person to work on a specific development project to be implemented. The organizations would apply to a USAID-funded, grant-making clearing house for matching funds. The clearing house would publicize the program, establish selection criteria, screen proposals, and award grants. Such an approach may have the additional benefits of encouraging sustainable community and socio-cultural linkages, and provide a less expensive community framework for management of funds.

Building on Existing Nongovernmental Organizations Working in Southern Sudan

This approach would establish an add-on incentive grant program for established NGOs in Sudan to encourage the recruitment of additional U.S.-resident Southern Sudanese staff. The objective would be to enlarge the capacity of the NGOs in their work, and encourage fuller use of the unique skills and capabilities of Southern Sudanese in the United States. Such an approach may also have the benefits of keeping costs and management burdens lower, as well as providing jobs and career development opportunities for Southern Sudanese.

Developing Socio-cultural Relations Linkages between U.S.-resident Southern Sudanese and Southern Sudan

There are various types of programs that could be supported with grants, including scholarships for summer or semester programs or 'junior year abroad' types of efforts. Students could spend time working on locally or internationally-sponsored development projects. The enlargement of Southern Sudan linkages could potentially yield not only cross-cultural enrichment among various public and private organizations, but could also be linked to raising funds in local U.S. communities supporting reconstruction and development projects. An exchange program of students from Southern Sudanese educational institutions coming to the U.S. could complement such efforts.

ANNEX A: FEASIBILITY SCOPE OF WORK

Scope of Work for a Task Order Under the MSI SUPPORT Contract:

A Feasibility Study for a Second-Phase Diaspora Program Focused on Education

I. History and Background of Requirement

In October 2005, USAID/Sudan provided a grant to the Academy for Educational Development (AED) to implement a pilot initiative to explore alternative mechanisms for providing essential skills for the reconstruction efforts in Southern Sudan by tapping into the technical skills and experience of “Diaspora” Sudanese. The overall aim of that program was to “tap into the rich human resources available in the Sudanese Diaspora and to provide a structured program through which Sudanese can apply their skills and experience (in Sudan).” The pilot program was also intended to “test ideas and methodologies that will inform a larger scale cross-sectoral volunteer program.”

AED completed the pilot Diaspora Skills Transfer Program (DSTP) in 2007. They successfully recruited and placed 100 Sudanese Diaspora volunteers in short-medium term assignments in education and health positions in Southern Sudan.

Around the same time, many Americans became aware of the experiences of the “lost boys and girls” of Sudan – an estimated 10,000 boys and girls who were separated from their parents during the 21-year civil war between north and south Sudan and parallel conflict in Darfur, and fled on foot to Ethiopia and subsequently to Kenya. Approximately 3,800 of these Sudanese refugees were granted priority resettlement status in the United States.

Several members of Congress have expressed interest in establishing a program to assist Sudanese refugees in the United States to voluntarily return to Southern Sudan to assist reconstruction efforts there. At least 26 Members have agreed to co-sponsor draft legislation (H.R. 3054) that would require the Director of Foreign Assistance to make funds available to design and implement such a program.

USAID staff have had several meetings with the principal sponsor of the proposed legislation (Representative Frank Wolf, R/VA) during which USAID agreed to undertake a feasibility analysis of the program described in H.R. 3054. That analysis will consider the lessons learned from the DSTP pilot program, among other examples of Diaspora initiatives, and provide clear recommendations for the design of a follow-on initiative that would be responsive to both the strategic objectives of USAID/Sudan and the will and intent of the sponsors of H.R. 3054.

The Scope of Work that follows is intended to direct the preparation of a feasibility analysis that satisfies those objectives.

II. General Tasks and Deliverables

The Contractor shall prepare an analysis of the feasibility of the program described in draft H.R. 3054 including, *inter alia*, an analysis of supply of potential volunteers; an analysis of deployment options for volunteer teachers in Southern Sudan; an analysis for the education sector of constraints impacting potential volunteers and possible incentives to address those constraints; an analysis of possible institutional affiliations and support requirements in both the U.S. and Southern Sudan; an analysis of potential costs of implementing the program based upon program recommendations and incentive options; and an analysis of legal and regulatory issues impacting the program and legal/regulatory

authorities required to address those issues. The analyses shall be undertaken in two phases: the first in the U.S. and the second in Southern Sudan. In conducting these analyses, the Contractor shall also incorporate the responses to specific questions and other required analyses described in Sections III and IV.

Deliverables under this contract will consist of:

Phase I

1. Proposed methodology (and survey instruments as appropriate) for approval by USAID;
2. A draft work plan based on methodology as approved by USAID;
3. Final work plan and methodology as approved by USAID;
4. Trip reports (format and content to be approved in advance by USAID) describing key meetings at each location visited outside of the greater Washington DC area;
5. A draft Phase I report including all findings, conclusions, recommendations, supporting data, annexes, budget spreadsheets and other materials, as appropriate;
6. Up to four debriefing sessions (dates, audiences and venues to be determined by USAID) and associated PowerPoint presentations.

Phase II

1. A draft work plan and proposed methodology, including all necessary logistics, for approval by USAID. That work plan shall be based upon agreements reached with USAID regarding the options developed under phase I;
2. Final work plan and methodology as approved by USAID;
3. Trip reports (format and content to be approved in advance by USAID) describing key meetings in Southern Sudan;
4. A draft Phase II report;
5. Multiple debriefing sessions (dates, audiences and venues to be determined by USAID) and associated PowerPoint presentations.

End of Project

1. Ten (10) bound hardcopies of a Final Report including all findings from both phases, conclusions, recommendations, supporting data, annexes, budget spreadsheets, recommended actions required to initiate a program if feasible and other materials, as appropriate.
2. Ten (10) compact disks with the same materials in electronic format.

III. PHASE I – Specific tasks and required analysis

Phase one will entail the production of a detailed analysis, to be conducted in the United States, of the willingness of Southern Sudanese resident in various communities throughout the U.S. to participate in a program which would support their return to Southern Sudan to assist in post-conflict reconstruction efforts in the education sector; the constraints various demographic groups of Southern Sudanese face which could inhibit their participation in such a program; what measures (incentives) could be considered to overcome those constraints; and what training would increase participants' effectiveness in the education sector and facilitate their re-adjustment to life in Sudan.

Specific tasks and required analyses include:

1. In-brief with USAID
2. Review and research experience with similar programs in Sudan, and in other relevant post-conflict situations to ascertain lessons learned. Sudanese experience to review should include, but not be limited to, the following:
 - USAID/Sudan-sponsored Diaspora Skills Transfer Program (DSTP), implemented by the Academy for Educational Development (AED) from October 2005-July 2007;
 - UNDP TOKTEN program;
 - UN International Office of Migration (IOM) Return of Skilled Sudanese program;
 - Skills for Southern Sudan (Wendell Trust/UK);
 - Southern Sudan Citizens in the Diaspora (SSCD);
 - Relevant elements of the USAID funded VEGA (volunteers for economic growth and agriculture) program currently being implemented; and
 - Relevant elements of the USAID funded program implemented by AED to place Diaspora advisors with the State level Ministries of Education.
 - World Bank's initiative on mobilizing the African Diaspora for development The review should include both a desk study/literature review and key informant interviews with selected program participants who have returned to the U.S.
3. Preliminary meetings with Government of Southern Sudan Mission in the U.S., and other Sudanese organizations as well as a review of the data-base developed by International Executive Service Corps (IESC) for AED in the DSTP program, to help identify the locations of clusters of Southern Sudanese living in the U.S. and to determine the most common modes of communication among Diaspora communities (e.g., on-line websites, regional organizations, political parties, religious organizations, NGOs, newsletters, etc). This will be useful information for program implementers who will then have ready access to Diaspora communities.
4. Develop methodology and work plan
5. Analyses of other types of volunteer placement programs for example, Peace Corps, Jesuit Volunteers International, the British Voluntary Service Overseas, Teach America, Children's Defense Fund.
 - What lessons have been learned by them regarding training, administration, support for volunteers, and incentives?
 - How have they prepared Volunteers without a formal degree in education to become effective teachers?
6. Analyses related to communities of Southern Sudanese in the U.S. should include visits to a significant number of communities in different geographical areas and should include but not be limited to collecting information which would identify:
 - Estimation of the number of Southern Sudanese resident in the U.S. to provide a sense of magnitude for interest pool in the program.
 - The range of skills and education levels represented in such communities disaggregated by sex and by different demographic groups (e.g., "Lost Boys and Girls", older professional residents, married, single, U.S. citizens, etc)

- Their interest and willingness to return to Southern Sudan to participate in the reconstruction of the education sector, and in what capacities (primary teachers, secondary teachers, other.)
 - Are there members of the Diaspora with significant qualifications that could be better used at higher levels of education or in the GOSS Ministry of Education or in State-level Ministries of Education?
 - Are there any constraints various demographic groups face which could inhibit their participation in such a program?
 - Suggestions Southern Sudanese have to address these constraints
 - Any health concerns potential participants have
 - Any concerns potential participants have regarding living conditions in Southern Sudan (housing, transport, communications, water-sanitation arrangements etc)
 - Any concerns potential participants have regarding working conditions in Southern Sudan
 - Any concerns over financial arrangements: How to access money within Sudan? How to pay bills in the US?
 - Any other areas of concern not expressed above that Southern Sudanese living in the U.S. have about the proposed program?
 - Do Southern Sudanese in America have specific suggestions on how the program can be best designed and implemented?
7. Analyses and costing of incentives to address constraints identified, as well as incentive packages that would encourage different levels of participation. Options might include, but should not be limited to:
- School loan forgiveness program
 - Per diem/accommodations while in service in Southern Sudan
 - Other support required for specific categories of people: for example, older professionals with family and other responsibilities might need mortgage assistance, child support/day care assistance, family health insurance, school-related costs for children etc
 - Resettlement costs forgiveness program
 - For those participants who spend two or more years in the program, should there be an "R&R" offered?
 - Would any of the incentives proposed require USAID to be given special authorities?
8. Analyses related to specific sub groups within the Sudanese community in America, for example:
- What can be done to encourage broader participation by Southern Sudanese women in the program?
 - What enabled the Sudanese women who participated in the DSTP and other programs, either as volunteers or on the Visitation Team, to do so?
 - What specific training would enable Sudanese women program participants to most effectively communicate with women and girls they meet in Southern Sudan?
 - Is there a particular recruitment technique or focus that would enhance greater participation by Southern Sudanese women?

- What are the most serious constraints inhibiting women from participation and what incentives can be developed to overcome those constraints?

9. Analyses related to training/orientation programs required for example:

- If the program will support the return of significant numbers of "Lost Boys and Girls" as primary and secondary school teachers, what kind of teacher training is needed? Is the same kind of teacher training needed for other categories of potential participants?
- What other training and/or orientation is needed/appropriate? For example: Lifestyle training to cover practical skills such as:
 - Health and hygiene (Southern Sudanese may have lost residual immunity to malaria and other tropical diseases through their long absence from Sudan); Preventive health practices related to water, nutrition, sanitary conditions, HIV/AIDS orientation, insecticide-treated bed nets, etc. First aid training; Medical emergencies and medevacs
 - Communications skills: Interacting with people who may harbor suspicions about motivations of returning Diaspora; Awareness of ethnic or other political tensions; conflict management and mitigation; The importance of networking: other Diaspora, support groups, program administration, NGOs, USAID implementing partners, local and regional authorities, etc.; Staying in contact with family and friends back in the US
 - Dealing with culture shock
 - Gender
- Are there different relevant models for intensive short-term training?
- Should training continue throughout the program?
- Should training be developed and conducted in-house or be contracted out? To whom?

10. Analyses of what is required to protect the legal U.S. residential/immigration status of Southern Sudanese participating in the program

11. Analyses related to what the U.S. Congress is prepared to support:

- What are the core objectives behind proposed legislation?
- How can a proposed program to support the return of skilled Southern Sudanese meet these objectives?
- What kinds of support (incentives) for Southern Sudanese is the Congress prepared to support and under what conditions? e.g. If a school loan forgiveness program is a recommended incentive, would Congress support forgiveness or freezing payments?
- What kind of support for Southern Sudanese participating in the program is Congress prepared to support under what conditions? e.g. per diem/housing/housing improvement; survival kit for use in Sudan (bed nets, first aid supplies...); communications equipment (cell phone/satellite phone, computers/internet...); medical evacuation insurance ...
- Would they provide USAID with any special authorities needed in order to provide these types of support?

IV. PHASE 2 Specific Tasks and required analysis

A detailed analysis conducted in Southern Sudan to ascertain the institutional capacity among the Government of Southern Sudan (GOSS) and at the state government level, to support the

implementation and administration of a program through which Southern Sudanese from the United States would return to apply their skills in the post-conflict reconstruction efforts in the education sector in Southern Sudan. The analysis should also examine the ability and interest of nongovernmental organizations and/or the private sector in Southern Sudan to support the implementation and administration of such a program.

1. In brief with USAID/SP in Washington to confirm which of the program recommendations and incentive options from Phase I should form the basis for the feasibility assessment in Sudan.
2. In brief and security briefings with USAID in Juba.
3. Analyses related to GOSS/State Ministries capabilities to support program:
 - What is the capacity of the GOSS and State Governments, particularly the Ministry of Education, to support the implementation and administration of the proposed program, should a decision be made to proceed and should funding be allocated?
 - What programmatic or material support can the GOSS/State Ministries provide? At the central government, state and local school levels?
 - How will opportunities for program participants be identified?
 - How will program participants be integrated into local schools and other organizations where they will be placed?
 - What has been their experience with other similar programs and what suggestions do they have on how the program can best be designed and implemented?
4. Analyses related to Living/working conditions:
 - Housing options including water-sanitation and cooking arrangements
 - Transportation options
 - Communications options
 - Options regarding financial arrangements
 - Options regarding health care and medical evaluation
 - Availability of teaching materials, supplies and support for new teachers for outside the Ministries for example from teacher resource centers, other donor programs etc.
5. Analyses of how gender issues should be addressed by the program, including, but not limited to, the recruitment and retention of female volunteers, delivery of appropriate gender messages through the classroom by all volunteers, female volunteers becoming role models/counselors for female students.
6. Analyses related to any legal or regulatory issues
 - Are there any issues related to the proposed incentives which will be given to participants while in Sudan?
 - Will participants be subject to local labor and taxation?
 - What types of visas and travel permits will different categories of participants require (those who are already U.S. citizens vs. those who are not)?

7. Building on analysis undertaken during phase one of lessons learned from other programs, interviews with the managers of ongoing programs in Sudan and an understanding of local conditions, make recommendations regarding the administration and management of all aspects of the program, including the roles and responsibilities of different actors. For example:
 - Program implementer
 - GOSS/Ministry
 - Whether or not there is a role for nongovernmental organizations and/or the private sector in Southern Sudan?
 - Whether there is a role for Diaspora-based groups, such as Southern Sudanese Citizens in the Diaspora (SSCD) and other localized support such as other Diaspora-based organizations identified.

8. Revise financial projections developed in Phase I for different program options
 - Different incentive packages
 - Different housing, transportation, communications options
 - Different training options pre-service (in US), in-service (in Sudan), skills upgrading etc
 - Other types of support for example
 - Computers and/or other technical/material support
 - Books and teaching materials
 - Health care support (medevacs, preventive medications, etc)
 - Field visits/monitoring

9. Make recommendations on actions required to initiate a program, if feasible

10. Prepare and submit detailed cost analyses for each potential program option.

11. Prepare and submit a list of assumptions used in preparing these cost analyses.

V. Team Composition and Time-Line

It is anticipated that MSI will field a team of professionals sufficient to complete the analyses required within three months of the task order being signed.

The required qualifications for the Team Leader are as follows:

- Education: Master's degree in social science (such as sociology).
- Experience:
 - Minimum of ten years experience in design, implementation, and evaluation of overseas development projects, including at least five years in post-conflict settings.
 - Knowledge and experience of different social science techniques including focus group research, key information interviews and surveys -Experience in Southern Sudan highly desirable -Experience with Diaspora communities and/or program highly desirable. - Experience as team leader desirable

- Skills: -Proven writing skills -Ability to work on short deadlines -Adaptability to work well under difficult physical circumstances -Strong interpersonal and leadership skills -Cultural flexibility

MSI is expected to identify the requisite skills of at least two other full-time members of the feasibility study team for both phases of the study.

The team will have working access to USAID staff in both Washington DC and in Southern Sudan who can participate with the MSI team members in appropriate field research and feasibility study activities.

VI. Reporting Arrangements and Oversight

The MSI team will report directly to – and take instruction from - the designated activity manager for this Task Order. All substantive correspondence relating to this task order will be simultaneously copied to the CTO and the Director of the Office of Sudan Programs in USAID/Washington.

As part of the approved work plan, the Contractor will prepare, update and maintain a schedule of key meetings necessary to fulfill the tasks described in this Scope of Work. USAID reserves the option of participating in those key meetings, as necessary and appropriate, and the Contractor shall keep the activity manager informed of any changes to the meeting schedules or venues. The Contractor shall make every effort to facilitate the participation of USAID representatives at such meetings, upon the request of the activity manager.

The Contractor is solely responsible for all logistics and material support necessary to enable the Contractor team to complete the tasks described in this SOW.

ANNEX B: STUDY METHODOLOGY AND WORK PLAN

Feasibility Study for a Second-Phase Diaspora Program Focused on Education

Phase I Preliminary Research and Proposed Study Methodology

The MSI team¹⁴ for this study has completed significant portions of the preliminary research called for in the Scope of Work (SOW) in advance of the development of a study methodology and work plan. Findings from MSI's preliminary research that informed the development of the team's proposed methodology are summarized in this report, as are methods the team's plans to use to address questions/issues raised by the SOW and an illustrative timeline showing when various approaches will be applied to obtain data and conducted analyses on a task specific, question-by-question basis. In this report, MSI organizes its discussion of methods and findings-to-date around the tasks and questions/issues shown in Section III of the SOW. MSI anticipates that the SOW's listing of major and subordinate questions will also help to structure the feasibility study's report on its findings, conclusions and recommendations. Figure 1 presents a simple GANTT chart showing the time periods over which the tasks and analyzes called for in Section III will be addressed. The GANTT chart anticipates completion of this study earlier than was anticipated, largely as a function of the difficulties team members face in stretching their participation across such a long period.

Task 1: USAID Briefing/Start Up

The MSI Team's initial USAID briefing on this assignment was provided by Brad Wallach and Alan Reed during the Team Planning Meeting (9/10-9/11). Subsequent phone conversations and emails with MSI staff and Ruth Buckley, the USAID Activity Manager for this study, have further clarified the context for this assignment as well as priorities with the SOW.

Task 2: Review Prior Sudan Programs for Lessons Learned

This task was initiated during the week of 9/15 and is targeted for completion during the week of 9/29. Methods used have included Internet searches, document reviews, and interviews and email communications with program staff. MSI has examined information on some, but not all of the organizations listed under Task 2 in the SOW. Given the priority the team has assigned to finding ways into the Sudanese community, access to information about Sudanese living in the U.S. has been a key topic of research-to-date with other programs. Some lessons about recruitment and program management have also emerged. Additional interviews are planned. Methods used and findings-to-date on a program-by-program basis are provided in Exhibit A.

¹⁴ Roger Simmons, Team Leader, Carla Barbiero, Hearty Ritti, and Katharine Wheatley, with support from MSI Technical Director, Molly Hageboeck and Project Manager, Michael Kenlay.

Figure I. Proposed Feasibility Study Work Plan Timeline-(as of 9/29, To Be Updated)

SOW Tasks	Timeline									
	Thru 9/25	Week of 9/29	Week of 10/6	Week of 10/13	Week of 10/20	Week of 10/27	Week of 11/3	Week of 11/10	Week of 11/17	Week of 11/24
1. USAID Briefing										
2. Research prior Sudan programs										
3. Preliminary meetings/identify locations & methods of reaching potential U.S. based volunteers										
4. Develop methodology & work plan										
5. Analyze other volunteer placement programs for (a) lessons and (b) training models										
6. a Estimate size of potential volunteer pool in the U.S.										
6. b Determine interest/concerns of members of potential volunteer pool	Former Volunteers									
	Potential Volunteer Pool	<i>Results from Task 3 are critical to start of this effort</i>								
7. Analyze incentive package elements/options/costs										
8. With 6b, analyze special factors affecting potential female volunteer interests/concerns	Former Volunteers									
	Potential Volunteer Pool	<i>Results from Task 3 are critical to start of this effort</i>								
9. Analyze training program elements/options/costs										
10. Analyze immigration status issues										
11. Analyze Congressional support.										
Outline summary of Findings, Conclusions & Recommendations								11/7		
Draft Report								11/14		
Final Report										11/28

Task 3: Preliminary Meetings on Access to Sudanese in the United States

Methods: Phone contact and face to face meetings, including a group interview with Sudanese leadership representatives of specific communities.

Coverage and Findings: The MSI team has met and/or phone interviewed AED and IESC on this question including senior managers in DC areas as well as former project officers. The team also met with the Government of Southern Sudan Mission in the U.S. and with Washington-based leaders of several of the main Sudanese communities in the U.S, when MSI hosted a group meeting attended by representatives of various ethnic groups: the Latuka (Eastern Equatoria); the Kuku/Kakowa (Central Equatoria), the Kuku (Central Equatoria), the Dinka (across Southern Sudan), the Moru (Western Equatoria) and the Madi (Eastern Equatoria).

The MSI team's initial understanding was that the USAID funded project organizations – AED and IESC – would be able to provide ready access to the databases on Southern Sudanese resident in the U.S. developed under the project, these databases were transferred to the GOSS as part of the IESC's agreement. AED has been very helpful in providing information on former volunteers. In addition to the list of DSTP volunteers contained in its final report to USAID, they have provided the team with a more complete listing of telephone contact numbers for these individuals.

The team has also attempted to obtain information from the Government of Southern Sudan (GOSS) but it is likely that they have allowed the host server for the IESC Sudanese North American Diaspora Database (SNADD) database that IESC transferred to them to expire. Thus, that info database will not be available to the team for use despite the GOSS' promise to make it available.

Thus, despite the claims with respect to the usefulness and potential availability of databases through which Sudanese in the U.S. could be contacted, after considerable research and numerous exchanges, the team has concluded that these databases either do not exist or cannot be accessed for purposes of this study. IESC does not have a paper copy of the database it handed over to GOSS, nor does GOSS appear to have a paper copy. The contract does not provide the time nor the resources to invest in any further efforts to repair/recover IESC's electronic version of its database.

Furthermore, despite statements from Sudanese groups about access to their databases, the team has not received any further information from the attendees at the meeting it held. Thus, MSI now views offers to assist made at the meeting only reflected politeness, not commitment to follow-through. Lack of follow-through is consistent with other information the MSI team has amassed that suggests that there is a lack of trust within and between Sudanese communities and a corresponding lack of trust with respect to placing their lists of group members in the hands of a third party, including USAID or its MSI representatives. It appears possible, though not certain, that the groups with which the MSI team has met would only be inclined to release their databases if USAID actually initiated a second phase Diaspora program.

While databases remain inaccessible to the MSI team, there are two listservs that may yet serve as a mechanism for reaching members of the Sudanese community on an electronic basis. These two listservs represent a line of access through which the feasibility study team could post a notice of its interest in communicating with Sudanese nationals about their knowledge of and interest in volunteer programs in Sudan. Some testing of these listservs as outreach mechanisms appears to be warranted under this study, if for no other reason than to determine whether they represent a way to engage Sudanese nationals.

As the foregoing suggests, routes of access to Sudanese nationals through the Sudanese community are not easily penetrated. Thus, in order to obtain both access and information on the size of the potential volunteer pool, MSI will begin exploring access through alternative mechanisms including NGOs

working with Sudanese communities in key states and access through state level offices that are in contact with these communities in those same states.

Task 4: Methodology and Work Plan

MSI initiated work on a methodology and work plan for this feasibility study prior to mobilizing the team and refined initial ideas during the Team Planning Meeting for team members. Pursuant to the RFP, the team then began research described under Tasks 2 and 3. Research on access to the Sudanese population in the U.S. proved both time consuming and, to date, not very productive. Nor have the results of that research opened a clear methodological path with respect to Tasks 6 and 8 below. Accordingly, this document, MSI's *Phase I Preliminary Research and Proposed Study Methodology*, includes some sections that are still somewhat fluid in nature.

Task 5: Analyze Lessons of Other Types of Volunteer Programs

Under this task MSI will gather lessons from volunteer programs beyond those working in Sudan. This Task is closely linked to Task 9 which requires an analysis of training options and information collected from other volunteer programs will include data on their training approaches, experience and costs.

Methods: Internet research, telephone/Skype interviews and email exchange are planned. Face-to-face interviews, which are more time consuming, will be minimized.

Coverage: MSI has already obtained and reviewed on-line information on each of the volunteer programs listed in the RFP. In addition, the team is already in contact with the Peace Corps' Chief of Staff, a former USAID officer, who is prepared to help MSI reach the various individual with whom it will need to interact, particularly on unit cost information pertinent to addressing questions raise under Task 7 and 9.

With respect to contacting volunteer programs listed in the RFP, MSI's research to date suggests that gathering further information from the Peace Corps, British Voluntary Service Overseas (BVSO) and the Jesuit Volunteers International program is warranted. This does not seem to the team to be the case for Teach America and Children's Defense Fund, which are both U.S. based and face few of this issues involved in a U.S. based Sudan diaspora volunteer program. MSI' recommends that no further research on these two programs be undertaken.

Tasks 6 and 8: Determine Potential Volunteer Pool Size and Interest Sudanese Interest In Being Volunteers, including Factors Affecting Female Volunteerism

MSI has divided Task 6 into two parts, the first of which (6.a) focuses on the number of Southern Sudanese living in the U.S. while the second segment (6.b-l) includes a number of questions about the interest of Sudanese in participating in a volunteer program for Sudan. Further, MSI has linked this second set of questions (6.b) to Task 8, which asks about particular issues related to recruiting female volunteers.

Task 6.a: Estimating the Size of the Southern Sudan Population in the U.S.

Methods: Internet research, interviews with Southern Sudanese representatives, contact with NGOs and state government offices in key states.

Findings-to-Date: The *Washington Post* estimates that 200,000 Sudanese live in the United States, of which roughly 1,000 live in the Washington area.¹⁵ Some are recent refugees, others are long term residents. MSI team discussions with representatives of Southern Sudanese groups in the U.S. about this feasibility study produced a somewhat lower figure (i.e., between 30,000 and 80,000, of whom 10,000 to 11,000 are reportedly the "lost" boys

¹⁵ Pamela Constable. "United by Country, Divided By Their Tribal Differences." *Washington Post*, September 29, 2008.

and girls) for the population that may include potential volunteers for a second phase diaspora program. While MSI will continue to refine its estimates of the number of Sudanese living in the U.S. while it carries out other tasks, the data available to date suggest that using 100,000 as a “working estimate” of the U.S. based Sudanese population against which to compare data on the interest of individual the team is able to interview represents a reasonable way to proceed.

In addition to determining the size of the pool of potential volunteers, a geographic breakdown of where Southern Sudanese are clustered around the United States is important for carrying out this feasibility study. Southern Sudanese leaders in Washington have been helpful in identifying states where relatively large numbers of Sudanese reside MSI research through GuideStar on the locations of NGOs working with Southern Sudanese tends to confirm these locations, which include: Texas, Minnesota, Nebraska, Arizona, Tennessee, Colorado, California, New York and the Washington-Baltimore corridor.

MSI does not yet have contact names for Southern Sudanese groups at the state level. The representatives of Southern Sudanese groups with whom MSI is in contact have promised this kind of information but have not actually provided it. MSI back-up mechanisms for identifying state level representatives of Southern Sudanese groups include contacting NGOs and state government offices in the states that are reported to have relatively large Sudanese populations.

Task 6.b-I and Task 8: Interest in Volunteering and Constraints among Potential Volunteers in the U.S. based Southern Sudan Community

Data on interest in volunteering must be obtained from members of the potential pool of volunteers for a second-phase diaspora program. With respect to information on constraints, the MSI will gather data from both potential and former volunteers.

Methods: The MSI team developed a draft questionnaire for gathering information on RFP questions 6.b-I shortly after its Team Planning Meeting. This questionnaire is included in Annex B. A variant of this questionnaire for former volunteers is provided in Exhibit C. Mechanisms for gathering information against these instruments have been harder to pin down. Approaches MSI is pursuing are summarized below.

Reaching Potential Volunteers: Appropriate methods for reaching members of the potential pool of Southern Sudanese volunteers in the United States has proven to be a stumbling block for the team, which originally expected that lists of Southern Sudanese residing in the U.S. would exist and could be used to contact a sizeable sample of potential volunteers by email. This assumption was not valid, for myriad reasons described elsewhere in this report. Equally unsuccessful have been efforts the team has made to establish outreach mechanisms through churches with which Sudanese frequently associate. The ultimately failed though “best efforts” to work directly through representatives of segments of the Sudanese community and religious organization to reach the potential volunteer pool not only cost the study team precious time, they have also narrowed expectations about the numbers and representativeness of the members of the potential volunteer pool the study team will reach. Nevertheless, MSI is proceeding down two tracks to reach members of this population. These two tracks include:

- Working through U.S. NGOs that assist Sudanese in the U.S. which were found through GuideStar to identify four to five NGOs in states with large Sudanese populations to set up group interviews for team members, one with men and another with women. MSI team members will then travel to these locations and gather information on a group basis using the questions included in Annex, but revised for group interview use.
- MSI will also post a survey version of the Exhibit B interview on each of the two Sudanese community listservs it is certain it can access inviting members of the Sudanese community to complete the interview on line and to encourage others to do so as well.

This combination of approaches is far from ideal. Further, they do not put the team in a position to be able to estimate the numbers of potential volunteers it will actually interview or otherwise gather data from in advance. Nevertheless, they represent the team's current sense of the best available ways to proceed. A third idea, namely reaching out to state level Sudanese communities through state government offices is a reserve strategy the team will consider if it's efforts to set up group interviews through U.S. NGOs are not successful. The team will also attempt to foster participation in the listserv survey by asking the representatives of the Sudanese community in Washington, with whom it has already met, to use their own networks to encourage people to complete the on-line survey. This, the team believes, may be less threatening to these representatives than turning over to the team lists of their members.

Reaching Former Volunteers: MSI has obtained a list of former volunteers from AED. Of these, 38 are in the United States. The remainder are concentrated in Canada and the U.K. MSI has phone numbers for the former volunteers living in the United States. The team will use a post-pre-test version of the instrument included in Exhibit C to seek information from these volunteers through phone/Skype interviews. Interviews will be pursued with an effort to ensure that former female volunteers are well represented, even though female participation in the program did not match male participation.

Task 7: Analyze Incentive for Addressing Constraints that Affect Volunteers

Methods: The RFP lists a number of incentive options for which cost data will be collected and examined. To this end:

- MSI has already collected information on key costs for the DSTP program, e.g., monthly stipend, accommodation allowance, incidental expenses (including local travel), which it will update with assistance from MSI's budget staff.
- Resettlement cost information will be sought from other volunteer programs, including Sudan-specific and multi-country volunteer programs from which MSI is still in the process of obtaining program costs, lessons learned and other information.
- Contact will be made with Sallie Mae to learn how school loan forgiveness/deferral programs are structured for other volunteer programs with which this large loan program works.
- With respect to other incentive packages elements identified by the RFP and the team, e.g., spousal support, mortgage assistance, post-volunteer schooling, MSI will contact USAID, one or two large private volunteer professionals programs, e.g., **Médecins Sans Frontières**; the U.S. military (on post-service education packages) and possibly one or two corporations that post professionals overseas.

MSI will also look at the package of incentives offered by other volunteer programs that are potentially similar to what a USAID follow-on would support. The World Bank has, for example, highlighted an interesting Nigerian model on its website on Diaspora initiatives. This program is known as *Linkages with Educators and Academics in the Diaspora (LEAD)*. It is managed by the Nigerian Government and that encourages academics and other experts to return to Nigeria on a short-term basis to contribute to national development through engagement in teaching, research and community service activities in the Nigerian university system. Examples such as the one above will be followed up through phone calls and emails, e.g., a call to the Nigerian Embassy in Washington.

Task 9: Analyze Training Requirements/Options

Methods: This task draws on information MSI is gathering from existing volunteer programs for Sudan and program that are multi-country in nature. Of particular value in this regard is the unit cost per trainee information the team

is requesting from the Peace Corps. MSI interviews with former volunteers may also provide insights regarding training requirements and options that will be analyzed and considered in relation to options.

Task 10: Analyze Immigration/Residency Status Issues Affecting Volunteers

MSI interviews to date, particularly with AED, have not identified immigration status as a significant problem. Nevertheless, MSI intends to engage a specialist to address this analysis requirement towards the end of the project when relevant

Task 11: Analyze Congressional Support

It was suggested by USAID it might be best if the MSI team did not interview extensively on the Hill, but rather learned what they can from a former staffer to Congressman Wolf who is deeply involved in the pending legislation on a volunteer program for Sudan. Accordingly the team planned to meet with this staffer for background information. This individual has now told USAID that they will not participate in such a meeting and that if MSI needs information they should interview the Congressman. As this is written, word has come that USAID/W has begun attempts to contact the Congressman's staff for a feasibility study interview.

Exhibit A

Methods and Results of Research To-Date on Similar Programs in Sudan

This annex summarizes information gleaned from contacts with representatives of similar programs and other types of activities being carried out in Sudan.

a. USAID/Sudan Diaspora Skills Transfer Program (DSTP)

Methods Used:

- Document reviews for the DSTP program have already been carried out, covering: contractor reports, including a summary of the findings of a survey IESC carried out in the Sudanese community in the United States. MSI has also reviewed an external evaluation of the DSPT program.
- MSI also interviewed an Academy for Educational Development (AED) Vice President and the AED DSPT Program Officer as well as an International Volunteer Service Corps (IESC) Program Officer, an IESC Program Assistance and carried out email communications with the former Program Officer for DSTP.

Main Findings-to-Date:

- AED interviews produced information paralleling that organization's final report on the program which documented recruiting challenges and the problems, including the lack of support materials to carry out their work assignments, once in Sudan. Where interviews added to existing documentation was on the question of gender. The ways in which relatively lower levels of education, English-language skills, family commitments and societal norms affected female recruitment in the DSTP, and their implications for future Sudan volunteer programs because much clearer as a function of these interviews.
- Much of the MSI's time spent with IESC to date focused on their lists of former and potential volunteers, specifically on IESC and AED's inability to access, and therefore make available, the data base of names and contact information for participants in IESC's 2006 survey of members of the Sudanese community in the U.S. By the end of its interviews with IESC and AED on this matter, the MSI team concluded that this resources is for all intents and purposes "lost" to USAID and cannot be used to locate Sudanese nationals for purposes of this feasibility study.

b. UNDP TOKTEN Program

Methods Used: The MSI team used the Internet to locate basis information on this program. The team has also been in email contact with the Program Manager for UNDP's TOKTEN program in Nairobi.

Main Findings-to-Date: The TOKTEN program has a database of Sudanese nationals but cannot release that data base to the MSI team, as they say they would have to contact every individual on the list and obtain their permission first, and they are not prepared to do that. MSI has not undertake a more in-depth, lessons learned interview with the Program Manager, nor from our review of materials on this program does it seem like a lessons interview on this program would add significant value.

c. IOM

Methods Used: MSI has contacts within IOM and a telephone interview is scheduled for next week.

d. Skills for Southern Sudan/Wendell Trust/UK

Methods Used: Basic information on this program was found on the Internet. We have also been told that an evaluation of this program exists and have requested it from the U.S. Committee on Refugees, the source of this information. In addition MSI is in email contact with the Wendell Trust staff for this program. Access to that staff has been limited, however, as the program is moving its base from Nairobi to Juba and says that any interview on lessons must be delayed until they are in their new location. MSI plans to double back and interview staff from this program later in the study period, if possible.

Main Findings-to-Date: Wendell Trust staff told MSI that they have a database of 17,000 Sudanese professionals worldwide. MSI has requested access to the U.S. portion of that database for purposes of contacting potential volunteers. The MSI team is not optimistic, however, about receiving this database in time to be useful for reaching Sudanese nationals during the feasibility study.

e. Southern Sudan Citizens in the Diaspora (SSCD)

Methods Used: As for other programs.

f. VEGA (Volunteers in Economic Growth and Agriculture)

Methods Used: MSI has garnered information on this program from the Internet and is in email contact with program staff. VEGA staff requested a written version of the team's questions and those have been sent.

Main Findings-to-Date: Only one volunteer out of ten was from Sudan, no data bases are possessed, and lessons of experience relate to difficulties of working in remote rural towns.

g. AED – Placements in State Ministries of Education

Methods Used: The MSI team incorporated questions about these placements into its AED interviews.

Findings-to-Date: AED provided the team with the names and contact information for previous volunteers in these types of assignments. These individuals will be included in MSI's follow up with former volunteers, and specific questions about their experiences will be included.

Based on the team's discussions with AED project officers and management, the team learned that the recruitment process was extremely challenging. Getting Southern Sudanese to register in the SNADD database was extremely difficult and time-consuming for numerous reasons including but not limited to concerns about possible political repercussions. Effective recruitment depended on AED being able to assist applicants to complete application forms and on providing complete information to potential applicants about the nature of the likely assignment, the living conditions, the support they would receive, etc. The electronic recruitment process did not result in adequate response and considerably more effort is needed according to AED in face-to-face recruitment and information messaging.

AED information also suggests that in practice the potential pool of qualified candidates is limited. In most instances, AED found that it had to write the position descriptions based on the capabilities, experience and education of the volunteer as opposed to the needs articulated by the ministry or host institution for whom it was arranging a volunteer placement. Recruiting females was even more challenging due to lack of computer access, far more limited English competency, and for most – far lower education levels. For women, the child and home care issues also complicated their interest and ability to serve considerations. The majority of the applicants were interesting in shorter-term assignments

- less than one year and on average three (3) months.

- **World Bank African Diaspora Initiative**

Methods Used: MSI has collected basic data on this initiative from the World Bank website and is in the process of obtaining a conference paper that reportedly summarizes World Bank experience and lessons. The team does not expect to conduct an interview with World Bank staff.

Findings-to-Date: The World Bank does not appear to be directly supporting any relevant activity in Southern Sudan or in other African countries and thus do not have information that would be useful to the team about incentives, training, orientation, and other aspects of volunteer program management. The World Bank's Initiative on Mobilizing Diaspora is largely limited to conferences that promote networking among African leaders interested in the topic and those leaders seem to be principally (and predictably) interested in exchanging ideas on how to generate remittances from their Diaspora to support development. MSI has, however, found references to volunteer programs on the World Bank website and will be following up on at least one of those.

Exhibit B

Draft Questionnaire for Use with Potential Sudanese Volunteers in the U.S.

This instrument will be pre-tested with Sudanese nationals in Washington DC and modified based on several trial interviews.

Introduction *(written or spoken)*

Management Sciences International (MSI) firm has been asked by the United States Agency for International Development (USAID) to analyze the feasibility of mobilizing US-based Sudanese to help in educational development in Southern Sudan.

A pilot Sudan Diaspora Skills Transfer Program (DSTP), funded by USAID, operated from 2005 through 2007 in the education and health sectors. The Academy for Educational Development with USAID sponsorship, and working with the Government of Southern Sudan, recruited and placed 100 Diaspora volunteers.

Many American organizations, Sudanese community members, members of the U.S. Congress, as well as the Government of Southern Sudan, are interested in how Sudanese talent in the U.S. can further help with development and reconstruction tasks.

A team of experienced MSI consultants is surveying a representative sample of US-based Sudanese Diaspora talent regarding their possible interest and willingness to work in Southern Sudan in a volunteer capacity.

We are contacting you as part of collecting information on the characteristics and preferences of the US-based Sudanese Diaspora. We hope that you will be willing to assist us in this important undertaking by sharing your thoughts, ideas, and recommendations.

This interview is voluntary. Your willingness to participate will in no way affect any benefits or services you currently receive from the U.S. Government or other organizations, nor will you receive special preferences if you participate. This survey is confidential. Your name and contact information will not be reported or stored. The results of this survey will be reported in aggregate to USAID only. Survey reporting will not in any way identify individuals.

Only individuals who are 18 or older may respond to this survey.

Part I: Demographic Information

The questions in this section are designed to help us learn about the characteristics of the Southern Sudanese Diaspora living in the United States so that we can ensure that any future exchange program responds to the needs of various Diaspora groups. *We will not retain any records that identify your answers as an individual. It will not be possible for anyone reading the survey report or reviewing the survey data to identify you as an individual.*

1. Where do you live? (city, state)
2. Gender: (M/F)
3. Citizenship: Southern Sudanese ___ U.S. ___ Both (dual citizenship) ___ Other (please specify) ___
4. Age: 18-30 / 31-40 / 41-50 / above 50
5. Principal first language [List to be inserted]
6. Other languages spoken
7. Ethnic affiliation [List to be inserted]
8. Diaspora affiliations (mark all that apply):
 - ESCAR
 - Equatoria net
 - Sudanese on line (mostly northerners)
 - Sadco.org (DC area)
 - Lost Boys and Girls
 - Splm diaspora
 - Abyei Ngok Community Association
 - [Others to be added]
9. Marital status: married, both living in U.S. / married, one partner living abroad / single /divorced / widowed
10. Do you have any children? Y/N IF yes, how old is each child?
11. For how long have you been living in the United States?
12. What is your primary activity here? (Example: studying for Bachelor's degree, running a household, working at a store, volunteering at the local community center, etc.)

Part II: Education and Experience

We are asking each survey respondent details about their education, skills, and experience in order to determine how we might best structure any future program similar to the Diaspora Skills Transfer Program. *Your survey responses will in no way affect—either positively or negatively—your eligibility for any future program. It will not be possible for MSI analysts or the U.S. Government to identify you as an individual.*

1. What is the highest level of education you have achieved? Primary school certificate; secondary school certificate; diploma; bachelor's degree; vocational degree; master's degree; PhD; MD If you marked "bachelor's degree" or higher, please provide your major program of study for each degree. From which institution(s) did you receive your degree(s) (name, city/state, country)?
2. Have you completed any training programs that were not part of your degree program(s)? (For example, a course in research methodologies, a training session on business communications, a certificate course in education administration, etc.)

If "yes," please list the name of each course, the length of each course, and the organization that provided each course.

3. Have you ever volunteered for service work in any capacity?

If "yes," for which program(s)? [Note: if your volunteer work was not through an organized program, please say so and describe in detail what you did below.] How long did you spend in each program? In which country did you volunteer? (choice of US, Sudan, Other—please write) Please describe the work you performed in each program.

4. What is vocation or professional area? (Please choose the ONE option that best describes your professional area: health, education, communications/media, homemaker, information technology, law/governance/judiciary, engineering/infrastructure, agriculture/natural resources, water/sanitation, rural/community development, finance/banking, business, industry/manufacturing, trade, Other (please specify))
5. Vocational or Professional function (Mark the ONE option that best describes your professional function: Management, Administration, Technical, Support, Other (please specify))
6. Number of years employed in your professional area?
7. Employment status (choose one: full time staff, full time temporary, part-time staff, part-time temporary, self-employed, unemployed)
8. Sector of employment, current or last held (Choose one: Government, Private, local non-governmental, international non-governmental, self-employ)
9. Do you have teaching experience? If "yes," at what level did you teach? [kindergarten, primary, secondary, technical/vocational, tertiary, other—please explain] For how long did you teach?
10. 10. Do you have experience working with the Government of Southern Sudan, at national, state, or local level?

If "yes," please describe.

11. Have you ever performed any kind of community service (example: feeding the poor, building houses for the homeless, worked at a community center, etc.)? If yes, please describe.

12. Do you have any other professional skills not already listed in this survey? If so, please describe. How did you obtain these skills?

Part III: Interest in a Future Program

In order to decide whether to conduct a future Diaspora Skills Transfer-type program, the USAID needs to know whether Diaspora members living in the U.S. would be interested in participating, and under what conditions. Your feedback here is especially valuable.

1. Have you returned to Southern Sudan since you began living in the United States? If so, for how long? If not, why not?
2. Are you interested in temporarily returning to Southern Sudan to participate in rebuilding the education sector? If "yes," why? If "no," why not?

If you answered "yes" to Question 2 above, would you be willing to volunteer in Southern Sudan for 2 years?

If "no," for how long would you be willing to volunteer? What constrains you from volunteering for 2 years? What would make it possible for you to agree to volunteer for 2 years?

3. Do you have any concerns about returning to Southern Sudan? If "yes," what are they?
4. What could be done to address/alleviate those concerns?

Exhibit C

DSTP Program Alumni Survey Module

This instrument will be pre-tested with one or two previous volunteers and modified if necessary before additional interviews are conducted.

Introduction (written or spoken)

Management Systems International (MSI) firm has been asked by the United States Agency for International Development (USAID) to analyze the feasibility of mobilizing US-based Sudanese to help in educational development in Southern Sudan. This would be a follow-on to the Sudan Diaspora Skills Transfer Program (DSTP) in which you participated as a volunteer.

We are contacting you as part of collecting information on whether and how a follow-on program should be organized through which other Sudanese living in the United States could volunteer.

We hope that you will be willing to assist us in this important undertaking by sharing your thoughts, ideas, and recommendations.

This interview is voluntary. Your name and contact information will not be reported or stored. The results of this survey will be reported in aggregate to USAID only. Survey reporting will not in any way identify individuals.

Questions for all Former Volunteers:

1. What were your dates of your volunteer trip to South Sudan?
2. Where in Southern Sudan did you work as a volunteer?
3. Did you get a chance to live and work in your community?
4. What was your volunteer assignment?
5. For which organization did you work – for example, national/state/local government agency; NGO, private organization?
6. What did you think you were able to accomplish during your volunteer assignment?
7. What constraints, if any, did you encounter in the workplace on your assignment?

Optional: Did you succeed in overcoming these? If not, how do you think they might have been overcome?

8. What constraints, if any, did you encounter in the community?

Optional: Did you succeed in overcoming these? If not, how do you think they might have been overcome?

9. Was there any aspect of the Program, like pre-departure, orientation, training and supervision support that could have been improved or changed to make your volunteer experience more successful?

10. If the USG were to fund a follow-on DSTP program, would you be interested in volunteering again? (If not, why not?)

11. Would you recommend the program to your colleagues and friends? (If not, why not?)

Supplementary Questions for Education Sector Volunteers

1. Based on your experience, if the USG were to support a follow-up volunteer program in education for S. Sudan, what do you see as the priority issues or areas of need for future volunteer assignments?
2. What, if any, additional training for volunteers might be needed if a future program focused on strictly on the education sector?

ANNEX C: SURVEY INSTRUMENTS UTILIZED

C.1 – Returned Sudanese Volunteer Survey

C.2a – Potential Volunteer Survey: Survey Instrument

C.2b – Potential Volunteer Survey: Advertisement: Invitation Page

C.2c – Potential Volunteer Survey: Listserv Contact List for Survey

C.2d – Potential Volunteer Survey: Other Contact Organizations Receiving Survey

ANNEX C.I RETURNED SUDANESE VOLUNTEER SURVEY

MSI Survey for Returned Sudanese Volunteers

Dear Participant,

Thank you for agreeing to participate in the study that Management Systems International is conducting to determine the level of interest on the part of Southern Sudanese living in the United States in volunteering to improve the education system in southern Sudan.

As we said in our first message, we believe that the experiences of former volunteers like you are important can be extremely valuable in understanding the feasibility of a program which, like the Peace Corps, would provide Sudanese in America with an opportunity to give back to their country by volunteering their services.

This survey is voluntary and confidential. The comments and information that you provide in the survey will not be reported or stored. Also, we will not retain any records that identify your answers as an individual. It will not be possible for anyone reading the survey report or reviewing the survey data to identify you as an individual. The results of this survey will be reported in the aggregate to the U.S. Agency for International Development only.

When you are finished, please fax the completed survey to 202-488-0754. Thank you.

Part I: Demographic Information

1. Sex (*Choose one*)

Female

Male

2. What is your marital status? (*Choose one*)

Married, but spouse lives abroad

Married and living with spouse in the U.S,

Separated

Divorced

Widowed

Single

3. What was your primary volunteer assignment in Sudan? (*Please write your response in the space provided*)

4. What type of organization did you work with as a volunteer? (Choose one)

Governmental

Non-governmental

5. As a volunteer in Southern Sudan which level of organization/s did you work with during your service? (Check all that apply)

Local

Regional

National

International

Part II: Volunteer Experience

Please choose the answer that best reflects your agreement with each statement below

1a. The training and orientation I received as a volunteer in the DSTP adequately prepared me for the work I did in Sudan. (Choose one)

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

1b. How might a future volunteer program improve the orientation and training for Sudanese volunteers? (Please write your response in the space provided)

2a. The level of support DSTP provided me during my volunteer service was adequate and met my needs.
(Choose one)

Strongly agree

Agree

No opinion

Disagree

Strongly disagree

2b. How might a future volunteer program improve the quality of support offered Sudanese volunteers?
(Please write your response in the space provided)

3a. As a volunteer in Sudan, what were the major constraints you experienced in the workplace? *(Please write your response in the space provided)*

3b. How might a future volunteer program like the DSTP address these constraints, and lessen the challenges volunteers experience in the workplace? *(Please write your response in the space provided)*

4a. As a volunteer in Sudan, what were the major constraints you experienced living in your assigned community? *(Please write your response in the space provided)*

4b. How might a future volunteer program address these constraints in order to improve the volunteer's experience in their community? *(Please write your response in the space provided)*

5a. As a volunteer in Sudan, I found the monthly stipend provided by DSTP enough to meet my basic needs.
(Choose one)

Strongly agree Agree No opinion Disagree Strongly disagree

*If you agree or have no opinion, please move to question 6. If you disagree please continue to question 5b.

5b. If you disagreed, what necessary expenses did the stipend not cover? *(Please write your response in the space provided)*

5c. In your opinion, what is a more reasonable monthly stipend? *(Please write your response in the space provided)*

6a. What were the major challenges you faced after you completed your service and returned to the U.S.?
(Please write your response in the space provided)

6b. How might a future volunteer program address these challenges in order to facilitate the transition from Sudan to the U.S.? *(Please write your response in the space provided)*

Part III: Interest in Future Volunteer Programs

These next set of questions are intended to measure the interest among Southern Sudanese in a follow-up volunteer program like the one in which you participated.

1a. Do you think that there is enough interest among Sudanese in the U.S. and agencies in Southern Sudan to support a follow-up volunteer program? (Choose one)

Yes

No

No opinion

*If you said yes or no opinion, please move to question 2.

1b. If you said no, why do you think there is not enough interest among Sudanese in the U.S. and organizations in Southern Sudan to support a follow-up volunteer program? (Please write your response in the space provided)

2a. Do you think that there is enough interest among Sudanese in the U.S. and agencies in Southern Sudan to support a follow-up volunteer program that focuses only on the education sector? (Choose one)

Yes

No

No opinion

*If you said yes or no opinion, please move to question 3.

2b. If you said no, why do you think there is not enough interest among Sudanese in the U.S. and Sudanese organizations to support a follow-up volunteer program in education? (Please write your response in the space provided)

3a. If the U.S. Government were to fund a follow-up DSTP program in education, would you be interested in volunteering again? (Choose one)

Yes

No

No opinion

*If you said yes or no opinion, please move to question 4.

3b. If you said no, why are you not interested in volunteering again? (Please write your response in the space provided)

3c. Would you be more interested in volunteering if you could serve in Sudan for less than two years? (select one answer)

Yes

No

No opinion

4. Making a significant contribution to the Sudanese education sector depends on the length of time a volunteer spends in Sudan. How long would you be willing to serve as a volunteer in Sudan in a follow-up program? (Please write your response in the space provided)

ANNEX C.2A POTENTIAL VOLUNTEER SURVEY: SURVEY INSTRUMENT

MSI Survey for Sudanese living in U.S.

Dear Participant,

The survey you are being asked to complete seeks your views on services programs that provide Sudanese living in America with opportunities to temporarily return to their homeland to help provide needed services, particularly for children. The survey is being conducted by Management Systems International (MSI) on behalf of the U.S. Government which is currently considering whether to finance a new volunteer service program for Sudan.

The program that is being considered would be a continuation of a small effort of this type the U.S. government funded between 2005 and 2007. That initial effort sent 100 Sudanese living in the U.S. back to Sudan as volunteer service providers, and then brought them back to where they had been living in the U.S.

This survey is voluntary. Survey information is confidential. Your name and contact information will not be reported or stored. The results of this survey will be reported on a group basis only to the U.S. Government. Only individuals who are 18 or older should respond to this survey.

Section I: Demographics

The questions in this section are designed to help us learn about the characteristics of the Southern Sudanese Diaspora living in the United States so that we can ensure that any future exchange program responds to the needs of various Diaspora groups. We will not retain any records that identify your answers as an individual. It will not be possible for anyone reading the survey report or reviewing the survey data to identify you as an individual.

1. Sex (Choose one)

- Female
- Male

2. What is your marital status? (Choose one)

- Married, but spouse lives abroad
- Married and living with spouse in the U.S,
- Divorced
- Widowed
- Single

3. Number of family members living with you in the U.S. (Choose one)

- 0
- 1
- 2
- 3
- 4
- 5
- 6 or more

4. What is the highest level of education that you have completed? (Choose one)

- Primary school
- Junior Secondary School
- Senior Secondary School
- Associate or Vocational/Technical (2-yr. degree beyond secondary)
- College/University (4-yr. beyond secondary)
- Graduate (i.e. MA, MS, PhD or other post-university degrees)

5. Where did you complete your highest level of education? (Choose one)

- Sudan
- Africa (not Sudan)
- United States
- Other

6. What is your primary work in the U.S.? (Choose one)

- Full time student
- Full time employee
- Mix of studies and work
- At-home family caretaker

- Other (*please describe*) _____

7. What is your field of work?

- Education
- Health
- Legal
- Administration
- Financial Services
- Business
- Engineering
- Government
- Construction
- Janitorial
- Military
- Agriculture
- Information technician
- Retail
- Other (*please describe*) _____
- Not applicable

8. Have you ever been a teacher? (*Choose one*)

- Yes
- No

**If you answered “no” please skip to question 13.*

9. If yes, what level did you teach? (*Select all that apply*)

- Kindergarten
- Primary
- Junior Secondary
- Senior Secondary
- College/university
- Other

10. Where have you taught?

- Sudan
- Africa (not Sudan)

- United States
- Other

11. Do you have a teaching degree or certificate? *(Choose one)*

- Yes
- No

12. Where is your teaching certificate from? *(Choose one)*

- Sudan
- Africa (not Sudan)
- United States
- Other

13. What is your age? *(Choose one)*

- Less than 18
- 18-25
- 26-35
- 36-45
- 46 or older

14. What is your ethnic affiliation? *(Choose one)*

- Acholi
- Aja
- Anyuak
- Atuot
- Avukaya
- Bai
- Baka
- Balanda-Boor
- Balanda-Bviri
- Banda
- Bari
- Binga
- Bongo
- Larim

- Didinga
- Dongotona
- Feroqhe
- Gollo
- Ifoto
- Imatong
- Indri
- Jiye
- Jurbiel
- Jurchol
- Manager
- Kakwa
- Kara
- Keliku
- Kuku
- Lango
- Lotuka
- Logir
- Lokoya
- Lopit
- Lugbwara
- Maban
- Madi
- Mangayat
- Moru
- Moro Kodo
- Mundari
- Mundo
- Murie
- Ndogo
- Nguingule
- Nuer
- Nyangatom
- Nyangwara
- Pari
- Pojullo
- Sere
- Shatt
- Shilluk
- Suri
- Tenet
- Tid
- Toposa
- Uduk Woro
- Yulu
- Other: *(please describe)*: _____

15. How long have you lived in the United States? (Choose one)

- Less than 1 year
- 1-5 years
- 6-10 years
- More than 10 years
- I was born in the U.S

16. Where do you live? (Choose one)

Alabama
Alaska
American Samoa
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Guam
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina

North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virgin Islands
Virginia
Washington
West Virginia
Wisconsin
Wyoming
Other

17. What is your citizenship? *(Circle one answer)*

- U.S. citizenship
- Sudan citizenship
- Sudan and US citizenship
- Other

Section II: Education Program

This next set of questions asks for your views about volunteer programs.

1. Some people say that everyone should volunteer in programs that help people in their own city or overseas at some point in their lives. Do you agree that everyone should volunteer at some point in his or her life?

(Circle the answer that best reflects your agreement with the statement)

Agree Strongly Agree No Opinion Disagree Disagree Strongly

2. The U.S. Government is deciding whether to fund a volunteer program that sends Southern Sudanese living in the U.S. to Southern Sudan to volunteer. Do you think this is a good idea? *(Circle the answer that best reflects your agreement with the statement)*

Agree Strongly Agree No Opinion Disagree Disagree Strongly

3a. Some have suggested that a U.S.-funded program should send Sudanese volunteers to work in the education sector in Sudan. Do you agree? *(Circle the answer that best reflects your agreement with the statement)*

Agree Strongly Agree No Opinion Disagree Disagree Strongly

** If you agreed please skip to question 4*

3b. If you do not think sending volunteers to work in the education sector is a good idea, why? *(Please write your answer in the space provided)*

4. Are there other sectors in Sudan that would benefit from a Sudanese volunteer program?

(Please write your answer in the space provided)

5. Can you think of Southern Sudanese living in the United States who might want to participate in an education volunteer program? *(Circle one answer)*

- Yes
- No
- No Opinion

6. Would you personally be interested in participating as a volunteer in a program in Sudan? *(Circle one answer)*

- Yes, I am interested in volunteering.
- Yes, I am interested, but I have some concerns.
- No, I am not interested.
- I have no opinion

7. What concerns affect your interest in being a volunteer? *(Select all that apply)*

- Commitments I have in the United States
- Concerns about living and working in Sudan
- I have no specific concerns; I am simply not interested in such work.

- Other (please specify)

8a. What commitments in the U.S. would impact your interest to be a volunteer? *(Select all that apply)*

- Childcare
- Care of parents/elders
- Mortgage payments
- Renting/Lease agreements
- Consumer debt
- Student loans
- Healthcare for self/family
- Family expenses
- Children's education
- Loss of professional advancement
- Securing a leave of absence from work
- Finding work after program ends
- Completing education
- Maintaining/advancing immigration status
- Obtaining U.S. citizenship
- Maintaining/obtaining immigration status for family members
- Other (please specify)

8b. Which of these commitments concerns you the most when you think about being a volunteer in Sudan?
(Please write your answer in the space provided)

9a. What are your concerns about living in Sudan? *(Select all that apply)*

- Housing conditions
- Access to healthcare
- Fear of contracting a serious illness (e.g. malaria, HIV)
- Access to clean water and sanitation
- Your children's education
- Access to office supplies
- Office/facility conditions
- Different work standards than in the U.S.
- Lack of Government of Southern Sudan's commitment to project
- Restraints on freedom to express myself
- Political instability

- Security
- Transportation
- Concern about leaving loved ones and friends behind
- Fear of moving to an unfamiliar environment and different
- cultures
- Other (please specify)

9b. What are you most concerned about when you think about being a volunteer living in Sudan? *(Please write your answer in the space provided)*

10. In addition to basic healthcare and a monthly living stipend, the U.S. Government is considering benefits for Sudanese education volunteers. Below are some of the possibilities. Please indicate how likely each benefit is to influence your willingness to participate in the program: *(select one answer for each benefit)*

a. End of service stipend

Very Likely Likely No opinion Unlikely Very unlikely

b. Help with mortgage payment

Very Likely Likely No opinion Unlikely Very unlikely

c. Help with consumer debt repayment (i.e. car loans, credit cards, etc.)

Very Likely Likely No opinion Unlikely Very unlikely

d. Help with school loan repayments

Very Likely Likely No opinion Unlikely Very unlikely

e. Joint service opportunity for you and your spouse, (Both you and your spouse would serve as volunteers in Sudan)

Very Likely Likely No opinion Unlikely Very unlikely

f. Stipend for family members remaining in the U.S.

Very Likely Likely No opinion Unlikely Very unlikely

g. Healthcare for family members remaining in the U.S.

Very Likely Likely No opinion Unlikely Very unlikely

h. Support for spouses and children accompanying you to Sudan.

Very Likely Likely No opinion Unlikely Very unlikely

i. Education scholarships for after completion of service

Very Likely Likely No opinion Unlikely Very unlikely

j. Ten days of vacation during each year of service

Very Likely Likely No opinion Unlikely Very unlikely

k. A paid roundtrip ticket to the USA during the middle of the service

Very Likely Likely No opinion Unlikely Very unlikely

11. If you have children and choose to be a volunteer, how likely would you be to bring your children with you to Sudan?

Very Likely Likely No opinion Unlikely Very unlikely Not Applicable

12a. People who worked in a different volunteer program in Sudan received \$1,700.00 each month for lodging, food and other expenses. Would you agree to work in Southern Sudan for a similar stipend? (Circle one answer)

- Yes
- No
- No Opinion

**If you answered "yes" please skip to question 14.*

12b. What is a reasonable monthly allowance? (Please write your answer in the space provided)

13. Making a significant contribution to the Sudanese education sector depends on the length of time a volunteer spends in Sudan. How long would you be willing to serve in Sudan? (Circle one answer)

- More than two years

- Two years
- One year
- Less than one year
- Other (please specify) _____

14. How did you hear about this survey? *(Select all that apply)*

- Sent to my email address
- Saw it on the internet
- Saw it posted at church
- Saw it posted at a community center
- Saw it posted in the newspaper
- Someone told me about it
- Other (please specify)

15. If the U.S. decides to fund this program, what is the best way to advertise the program? *(Select all that apply)*

- By email
- Posted on the internet
- Posted at church
- Posted at community center
- Posted in the newspaper
- Other (please specify)

This completes our survey.

Please fax the completed survey to 202-488-0754 (subject: "Sudanese survey")

If you have questions or concerns regarding the survey, please call 202-470-0561 or email erupp@msi-sudan.com. Thank you for participating.

ANNEX C.2B POTENTIAL VOLUNTEER SURVEY: ADVERTISEMENT: INVITATION PAGE

Tell Us What You Think !

On behalf of the U.S. Government, Management Systems International, a firm in Washington D.C. is gathering views from Southern Sudanese nationals living in the United States about programs that offer men and women a chance to return to Sudan to help rebuild and upgrade Southern Sudan's education system.



For the Sake of the Children

The U.S. Government is considering funding a volunteer program through which Southern Sudanese living in America could give back to their homeland by spending period of service in Sudan teaching, helping with school administration and management, or providing technical assistance and advice, and then returning to the United States.

Tell Us What You Think !

Tell us through a confidential questionnaire on the Internet at www.msiworldwide.sudan.survey during October 2008. Your views and suggestions will play an important role in decisions about future support for a Sudanese volunteer education program for the children of Southern Sudan. If you have questions, call us at 202-484-7180 extension 248 between 10 a.m. and 5 p.m., Eastern standard time.

If you are on the Internet now, [click here](#) to share your views.

Photo credits, left to right: UNICEF, Alliance for the Lost Boys, and New Sudan Education Initiative

ANNEX C.2C POTENTIAL VOLUNTEER SURVEY: LISTSERV CONTACT LIST FOR SURVEY

Listsers targeted include:

1. morunyefo@yahoogroups.com
2. NEW-SUDAN@yahoogroups.com
3. WEDForum@googlegroups.com
4. Equatoria-net
5. SPLM-Diaspora@yahoogroups.com
6. SouthernSudanCommunity@yahoogroups.com
7. Equatoria2000@yahoogroups.com

Facebook pages include:

1. The South Sudanese Lost Boys & Girls Association
2. Sudanese American Young Adults Project
3. Sudanese American

ANNEX C.2D POTENTIAL VOLUNTEER SURVEY: OTHER CONTACT ORGANIZATIONS RECEIVING SURVEY

Organizations/Community Centers:

African Community and Refugee Center, Inc., Georgia African Leadership, Tennessee Alliance for Lost Boys of Sudan, Florida Ayal Community Development Association, Illinois Caring People Sudan, Nebraska Gabriel's Dream, Arizona Help Sudan, Illinois Lost Boys AZ, Arizona Lost Boys Rebuilding Southern Sudan, Illinois Lost Boys of Sudan in Chicago, Illinois Miss Southern Sudan, Virginia South Sudanese Friends International, Inc., Indiana Southern Sudanese Community Center of San Diego, California Southern Sudanese Community of Washington, Washington Sudan Sunrise, Inc., Kansas Sudanese American Integration, Massachusetts Sudanese Community and Women's Service Center, Tennessee Sudanese Community Association of Illinois, Illinois Sudanese Community Center, Illinois Sudanese National Community of Nebraska, Nebraska Tools of Hope, Inc. Yei Education & Development Agency, Utah

Refugee Resettlement Agencies:

Aid Sudan, Texas Aurora Resettlement Office, Illinois Bridge Refugee & Sponsorship Services, Inc., Tennessee Caritas of Austin, Texas Catholic Charities, various state branches Catholic Family Service, Inc. Catholic Social Services, Minnesota Cush Community Relief International, Nebraska International Institute of Minnesota, Minnesota International Rescue Committee, various state branches Lutheran Refugee Services & International Center of the Heartland, Nebraska Minnesota World Relief, Minnesota Refugee Family Services, Georgia Refugee Resettlement and Immigration Services of Atlanta, Georgia World Relief, Maryland YMCA of Greater Houston - International Services, Texas

University:

African Student Association - University of Tennessee, Knoxville International Student Services – University of Tennessee, Knoxville

Churches:

Bethlehem Lutheran Church, Minnesota Capitol Hill Lutheran Church, Iowa Nile Lutheran Mission, New York South Sudan Evangelical Church, Iowa South Sudan Zion Lutheran Church, South Dakota Sudanese American Nuer Church, Tennessee Sudanese Christ Lutheran Church, Michigan South Sudan Evangelical Covenant Church, South Dakota Sudanese Community Church, Missouri Sudanese Evangelical Community Church, Nebraska Sudanese Evangelical Lutheran Church, Iowa Sudanese Lutheran Mission Lutheran Church, Iowa Trinity Lutheran Church, Nebraska Zion Lutheran Church, Minnesota

ANNEX D CONTACT LISTS

D.1 – Individuals

D.2 – Organizations

ANNEX D.I LIST OF INDIVIDUALS CONTACTED

1. Afele, John, Consultant, World Bank Institute Regional Coordination Unit (WBIRC), Mobilizing the African Diaspora for Development
2. Agolory, Simon Gilo, Former AED-DSTP Volunteer
3. Akol, John, Program Manager Anderson, TOKTEN/Juba
4. Arvanitis, Demetria, Winrock Organization, Senior Program Manager, VEGA/AMED Diaspora
5. Auman, Mike, Resettlement/Job Placement Director, Catholic Charities of Dallas
6. Ayuel, Apuk, Special Assistant to Head of Mission, GOSS-Washington, DC
7. Bacsfalusi, Andrea, Inquiries & Training Coordinator, Volunteer Services Overseas- Canada
8. Bactucchi, Andrea, Voluntary Service Overseas
9. Bauer, Elise, Staffer, Rep. Frank Wolfe's Office
10. Bawn, Loren, Executive Officer for Community Systems, Iowa Department of Health Services
11. Buckley, Ruth, Program Officer, USAID/Sudan-Juba
12. Celestin, Franz, IOM, Return and Reintegration of Qualified Sudanese
13. Conley, Maggie, Project Manager, Jesuit Volunteer Services
14. Cope, MK, Program Officer and former VP, International Executive Service Corps
15. Deng, Jehan Mechak, Deputy in charge of Social and Cultural Coordination, GOSS-Washington, DC
– Former AED-DSTP Volunteer
16. El Sayed, Mohammed, Project Manager, TOKTEN/Juba
17. Galeota, Stephanie, Project Manager, Jesuit Volunteer Services
18. Gang, Issac, Former AED-DSTP Volunteer
19. Garber, Carolyn, Former Project Officer, AED
20. Gatkuoth, Ezekial Lol, Head of U.S. Mission, GOSS- Washington, DC
21. Henson, Ami, Chief of Party, MSI, Juba, Southern Sudan
22. Hardina, Alexandra, Associate Director, Refugee Council USA
23. Harshaw, Elizabeth, U.S. Catholic Conference of Bishops

24. Huber, Kelly, Program Associate for Leadership Training, Children's Defense Fund
25. Humphrey, David, Director, Aid Sudan
26. Ibrahim, Loloa, Director, The Sudan-Reach Women's Foundation
27. Ketcham, Mark, Vice President Training and Education, AED
28. Kinsella, John, Program Officer, AED
29. Levy, Ann, Program Office, America-India Foundation
30. Liner, David, Chief of Staff, Peace Corps
31. Madanat, Kameel, Program Officer, IESC
32. Marks, John, Consultant to USAID/OFDA and USAID/Sudan
33. Mayai, Augustino, Former AED-DSTP Volunteer
34. McGranaghan, Anne-Marie, United Nations High Commissioner for Refugees
35. Mogga, Rachel, Immigration Program Specialist, International Rescue Committee
36. Mogga, Mary, U.S. Commission for Refugees (Skills for Southern Sudan POC)
37. Ormsby, Gregory, former Chief of Party for DSTP, AED
38. Payne, Danielle Payne, Program Coordinator, USAID-VEGA
39. Pindie, Stephen, Sr. Migrant Training Officer, IOM, Nairobi
40. Reed, Allan, Program Officer, former Deputy Director USAID-Sudan Field Office
41. Schroeder, Mitzi, Director for Policy, Jesuit Refugee Service
42. Spinell, Erin, Sr. Program Manager, IESC
43. Wallach, Brad, Director, USAID Sudan Desk
44. White, Walla, SPLM Chapter Finance Secretary in Washington, DC

ANNEX D.2 ORGANIZATIONS

Contacted Organizations that did not Distribute Survey

Bureau of Refugee Services, Des Moines, IA Catholic Migration and Refugee Services, Tucson, AZ Coalition of Concerned Africans, Atlanta, GA East Side Presbyterian Church, Sioux Falls, SD First English Lutheran Church, Faribault, MN Heartland Alliance for Human Needs and Human Rights Interfaith Ministries of Greater Houston, Houston, TX Interfaith Refugee & Immigration Ministries, Chicago, IL Jewish Family and Children's Services of Minneapolis, Minnetonka, MN Jewish Refugee Resettlement of Southern Arizona, Tucson, AZ John Dau Sudan Foundation, Manlius, NY The Lost Boys Foundation of Nashville, Nashville, TN Lutheran Social Ministry of the Southwest, Tucson, AZ Lutheran Social Services in Iowa Refugee Ministry, Waterloo, IA Lutheran Social Services of Minnesota, Minneapolis, MN Lutheran Social Services of South Dakota, Sioux Falls, SD Migration and Refugee Services, Atlanta, GA Minnesota Council of Churches, Minneapolis, MN Moline Resettlement Office, Moline, IL New Sudan Presbyterian Church, Stone Mountain, GA Nile Our Savior's Chapel, Faribault, MN Peniel Ethiopian Evangelical Mission, Stone Mountain, GA Refugee and Immigrant Relief Center, Phoenix, AZ Refugee Resettlement and Immigration Services of Atlanta, Atlanta, GA Relief Association for Southern Sudan USA, Inc., Sioux Falls, SD South Sudan Evangelical Church, Des Moines, IA South Sudan Institute of Democracy and Peace, Clarkston, GA Southern Sudan Community Association, Omaha, NE Southern Sudanese Maiwut Community, Inc., Des Moines, IA St. Michael's Truth Lutheran Church, Mitchellville Sudan-American Foundation for Education Sudanese American Presbyterian Church, San Diego, CA Sudanese Christian Mission/Clarkston International Bible Church, Clarkston, GA

ANNEX E BIBLIOGRAPHY & WEBSITES CONSULTED

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www.teachforamerica.org

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www.washingtonpost.com

www.wrapsnet.org (United States Department of State Refugee Processing Center)