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THE STATUS OF TEACHER PROFESSIONAL DEVELOPMENT IN SOUTHERN SUDAN

DECEMBER 2009

This publication was produced for review by the United States Agency for International Development. It was prepared by Martha Hewison, Management Systems International.

THE STATUS OF TEACHER PROFESSIONAL DEVELOPMENT IN SOUTHERN SUDAN



A Subsidiary of Coffey International, Ltd.

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600 Water Street, SW
Washington, DC 20024



Contracted under DFD-I-00-05-00251-00, Task Order # 2

The Status of Teacher Professional Development in Southern Sudan

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ACKNOWLEDGEMENTS

I would like to thank the Ministry of Education Science and Technology (MoEST) for their cooperation and assistance in discussing the current status of teacher professional development. I would also specifically like to thank the Education Management Information Systems (EMIS) for their help with the data.

I would like to thank the many people from the donor community, non governmental organizations and faith based organizations as well as representatives of Juba University for their time, experience and insights.

I would lastly like to thank Management Systems International (MSI) and the United States Agency for Development (USAID).

GLOSSARY

Teacher Training Institutes (TTIs) - Institutions delivering a two or four year pre-service education program.

County Education Centers (CECs) - Institutions delivering a four year in-service education, acting as support and resource centers for teachers in the field, and as wider community education centers.

Curriculum Development Center (CDC) - The Curriculum Development Center, located in Maridi, is the intellectual and academic center of the Ministry of Education, Science and Technology (MoEST). Its central task is to develop curriculum materials – overall design, scope and sequence, textbooks for children and students, and guides and materials for teachers.

Fast Track Teacher Training Program (FTTP) - One month non-formal teacher training.

Teacher Professional Development –includes all aspects of training, certification and management of the teaching profession.

Unified Curriculum- primary teacher education curriculum for both in-service and pre-service.

Operational – a functioning institution with students and teachers following a structured course of study.

Non-operational – an institution not functioning, all the pre requisite components needed for an operational institution (such as students, teachers, facilities, hardware, software) not in place.

ACRONYMS

| | |
|-------|--|
| AED | Academy for Education Development |
| BSF | Basic Service Fund |
| BSF | Basic Service Fund |
| CBTF | Capacity Building Trust Fund |
| CDC | Curriculum Development Center |
| CHF | Common Humanitarian Fund |
| CoC | Code of Conduct |
| CoP | Chief of Party |
| CPA | Comprehensive peace agreement |
| DLPC | Distance Learning and Peace Center |
| DTEP | Distance Teacher Education Program |
| EDC | Education Development Center |
| EMIS | Education Management Information Systems |
| EMTK | Educational Managers Tool Kit |
| ERP | Education Reconstruction Project |
| ERP | Education Recovery Program |
| FBO | Faith based organizations |
| GEE | Gender equity through education |
| GEE | Gender Equity through Education |
| GoJ | Government of Japan |
| GoSS | Government of Southern Sudan |
| IDEAS | Institute of Development, Environment and Agricultural Studies |
| IDF | Institutional Development Framework |
| INL | Institute for Indigenous languages |
| IRI | Interactive radio instruction |
| JDO | Joint Donor Office |
| JDT | Joint Donor Team |
| MDTF | Multi Donor Trust Fund |
| MoEST | Ministry of Education Science and Technology |
| MoL | Ministry of Labor |
| MSI | Management Systems International |
| NCA | Norwegian Church Aid |
| NGO | Non governmental organizations |
| OLS | Operation Lifeline Sudan |
| PDSP | Professional Development |
| PEO | Payam Education Offices |
| PTA | Parents Teacher Association |
| RFP | Request for proposals |
| SBEP | Sudan Basic Education Program |
| SBEP | Sudan Basic Education Program |
| SDP | Sudanese Pounds |
| SIL | Summer Institute of Linguistics |
| SIRI | Sudan Interactive Radio Instruction |
| some | State Ministry of Education |
| SoE | Secretariat of Education |
| SoE | Secretariat of Education |
| SPLM | Sudan Peoples Liberation Movement |
| SRF | Sudan recovery Fund |
| SSIR | Southern Sudan Interactive Radio Initiative |

| | |
|--------|--|
| SSS | Solidarity for Southern Sudan |
| TA | Technical assistance |
| TAP | Technical Assistance Program |
| TTI | Teacher Training Institute |
| TWG | Thematic Working Group |
| UN | United Nations |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |
| USG | United States Government |
| WFP | World Food Program |
| WFP | World Food Program |

EXECUTIVE SUMMARY

It is an opportune moment to conduct this study on teacher professional development in Southern Sudan as 2009 was declared the year of the teacher; “developing education through the judicious investment in teachers¹”.

Though the MoEST is firmly committed to improving the quality of education through teachers, the challenges are huge. Teacher professional development in Southern Sudan is at a critical juncture; 96% of primary school teachers have no formal qualification and 63% of primary teachers have no teacher training at all². This has a dramatic effect on the quality of teaching and learning.

Five areas have been identified through this study as key elements of teacher professional development in Southern Sudan: Policies and Legal Framework; Human Resources; Curriculum and Material Development; Physical Infrastructure and Other areas of education. All these areas need to be addressed to ensure Teacher professional development moves forward in Southern Sudan.

Policies and Legal Framework:

The MoEST is responsible for the governance and management of the education system in Southern Sudan which functions in accordance with several education policies and legal frameworks, primarily the Education Act. However, currently, the Education Act is in draft form meaning the governance and management of the education system is operating without a stable foundation.

Although several policies have been drafted, none are passed to date. Since the Comprehensive Peace Agreement (CPA), the implementation of policy has been piecemeal and disjointed, acting as an emergency stopgap measure to address particular challenges, without addressing large scale issues in a systematic way.

The MoEST acknowledges that there is now a need to review and update some of these policies to reflect the current context after the signing of the CPA. There are, in particular, specific policy and legal issues that need to be harmonized related to the ongoing establishment of teacher training institutions, the management and deployment of teachers and the curriculum content for both in-service and pre service programs. Moreover, linkages and guidelines to establish relationships between the key teacher education institutions (Universities, Teacher Training Institutes (TTIs) and the County Education Centers (CECs)) need to be put in place.

Enhancing capacity through providing technical assistance, clarifying roles and responsibilities of the MoEST and the State Ministries of Education (SMoE) and ensuring the Education Act is passed are all key to ensuring policies and legal frameworks are implemented to effectively address the challenges of teacher professional development in Southern Sudan today.

There are various frameworks relating to teacher training in Southern Sudan: in-service, pre-service and fast track. Currently, there are disparate in-service teacher training courses operating; three MoEST and two ‘private’³ operational TTIs conducting pre-service programs, and no fast track programs. With 96% of teachers having no formal qualifications it is imperative that we train teachers who are already in the classroom. The in-service teacher education program must be the modality that we focus on in any new initiative. The pre-service programs should also be strengthened and expanded. Building an effective and reliable examination, certification and accreditation system, based on the unified curriculum, to ensure that once teachers complete their training, they have a recognized certificate is another key element in teacher training.

¹ Directorate of Quality Promotion and Innovation declared 2009 as the year of the teacher.

² EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3 2008

³ Private is a non MoEST supported TTI

The links between the MoEST, TTIs, CECs, Payam Education Offices (PEO), the Curriculum Development Center (CDC) and schools are fundamental if the teacher training structure in Southern Sudan is going to operate effectively. The Education Support Network (ESN) is a system that outlines interactive links among MoEST/CDC/SMoEs/TTIs/CECs/PEO and schools to provide flexible training and instructional support to communities and teachers to improve the quality of education. The ESN is currently not functioning primarily because there are very few educational institutions functioning. The ESN must be operationalized and re-structured to reflect the Universities and South Sudan Institute of Educations (SSIoEs) role as these were not originally included in the ESN as at that time they were not operational in the South. This operationalization of the ESN along with ensuring that the in-service teacher training courses start immediately are interlinked and are two of the most important recommendations of this report.

Human Resources:

Once the teachers are in the classroom their deployment and welfare remains a key outstanding issue for ensuring effective teaching and learning as well as their conduct in the classroom. There is also a huge gender imbalance in the teaching force, no clear selection and recruitment procedures and no clear career path for professional development.

The structure of teacher professional development and management in order to determine relationships, hierarchy and levels of organizational authority in a decentralized framework, must be fine tuned; a uniform and transparent recruitment, selection and deployment procedure must be implemented in all states; and a code of conduct for teachers is crucial in ensuring the professional conduct of teachers. A comprehensive affirmative action policy should be developed to encourage female teachers. The path for professional development also needs to be considered in the longer term to ensure teachers continue to upgrade their education and skills. The professional development skills program (PDSP) could also be reestablished in this regard.

Teachers need to be paid. The development and roll out of a payroll system for teachers by MoEST has been a great success and has increased transparency and provided electronic management of information, reducing the number of teachers from an estimated 35,000 to 24,000. The payroll needs continued support to ensure its effective roll is maintained. There has been a freeze on hiring and promotion throughout the public service. The freeze in budgets to pay teachers puts a restriction on the number of new teachers that Southern Sudan can produce. This obviously curtails any training of new teachers, but does not preclude training of the teachers already on payroll.

Curriculum and Material Development:

The Curriculum Development Center is the intellectual and academic center of the MoEST and is also a central component of the ESN. Currently the CDC is not functioning properly and has no direct linkages to other institutions. The CDC must be developed as part of the operationalization of the ESN with a high level use of technology and a full complement of staff.

Language is a huge issue in Southern Sudan: the majority of Southern Sudanese do not speak English⁴, with the majority of the educated population speaking Arabic. Therefore the majority of teachers do not have the necessary English language skills to access the pre-service or in-service training programs. With English mandated as the language of instruction in schools it is imperative that English language programs for teachers are expanded to ensure that teachers can access the training available and are also competent to teach the curriculum in English.

⁴ Meeting the Need for Qualified Teachers in Southern Sudan, Maree Melican, SBEP, August 2004.

An Institute for Indigenous languages (INL) was built before the conflict and now houses the current CDC. The INL should be developed as part of the CDC or as a sister institute, with an overlapping role for material development but for indigenous languages only, to cater for teaching and learning in the mother tongue in the first three years of primary.

Teachers also need a curriculum. The unified curriculum for teacher professional development is complete for the core subjects plus professional development but all stages are not yet approved by the MoEST. The curriculum must be approved, reviewed and distributed by the MoEST urgently for teacher training to take place. The entire curriculum is very ‘thick’ and the scope and quality of the curriculum should be reduced so that the focus on core subjects is not diluted.

Technology (web based, interactive white boards, video, mobile phones, radios and others) are an effective, cost effective way to disseminate material and ensure that a certain level of quality and accuracy in content is maintained even without trained teachers. The context and limited capacity of the teaching force in Southern Sudan lends itself to using technology as a resource in teacher training; therefore the use of alternative technology should be developed as a large component of any new program.

Physical Facilities:

Physical facilities in Southern Sudan have not kept pace with demand. The Education Framework envisaged in 2006 following the CPA, described a total of 10 TTIs, one in each state and two CECs in each county. Each TTI would be linked directly to a CEC and also to the CDC for curriculum materials through the ESN, again re-emphasizing this vital role. The original plan to have two CECs in every county is ambitious; construction costs are high and construction is very difficult. To date 9 CECs (out of a possible 158⁵) are operational and 30⁶ are partially constructed. Three (out of 10) MoEST TTIs are operational, an additional 6 are in need of renovation and an additional 2 are under construction⁷. There is also an additional two private TTIs which are fully operational.

In the long term it would be beneficial to have at least one CEC in each county using phased construction taking into consideration all appropriate and cost effective technology so that the ESN can function effectively. Currently existing structures should be used as alternative venues for in-service. The current TTIs should be made operational.

Other Areas of Education:

There are several other areas of education as well as the formal school system that are also in need of teachers: vocational, alternative education and early childhood development or pre primary. These other areas of education must be considered when we are considering providing teachers and also in terms of teacher professional development. Approximately half the population are pastoralist so providing teachers for the pastoralist population as well as the ALP is crucial if we are to meet the teacher demand for all children in Southern Sudan today.

The external support to education in Southern Sudan is made up of bi-lateral, multi-lateral, United Nations (UN) agencies, non-governmental organizations (NGO's) and faith based organizations (FBOs).

⁵ Seventy nine counties

⁶ Information based on the The Status of Teacher Training Institutes in Southern Sudan- MoEST Workshop on Teacher Professional Development, Juba October 2009.; The Status of TTIs and CECs in Southern Sudan, December 2009 and the Report of the In-service teacher training facilities in Southern Sudan, MoEST, December 2009.

⁷ Information based on the The Status of Teacher Training Institutes in Southern Sudan- MoEST Workshop on Teacher Professional Development, Juba October 2009.; The Status of TTIs and CECs in Southern Sudan, December 2009 and the Report of the In-service teacher training facilities in Southern Sudan, MoEST, December 2009.

USAID is the largest bi-lateral donor and currently supports education to the tune of USD 13.7 million⁸ through providing: girl's scholarships especially trying to promote female teachers, technical assistance, some support to the CDC, some support to curriculum development for teachers and interactive radio instruction.

USAID established the first development program in education in Southern Sudan through the Sudan Basic Education Program (SBEP) from 2002-2006. This project, in partnership with the Secretariat of Education (SoE) delivered many of the building blocks for establishing an education system, particularly the development of the ESN and the CDC; curriculum development for pre-service and in-service materials and the framework for a certification, accreditation and examination system; the Professional Development Skills Program (PDSP) and the Educational Management tool kit (EMTK), In-service and Pre-service training support to CECs and TTIs. The work done during SBEP was supposed to be picked up by the World Bank administered Multi Donor Trust Fund⁹ (MDTF) but this has not happened to date and this has resulted in teacher training coming to a virtual standstill since mid 2006. The building blocks designed during the SBEP laid a solid foundation for establishing an education system and are all still relevant today. This foundation should now be utilized, improved and built upon. If we ensure that the Education Act is passed so we have a solid foundation to start our building and then use existing building blocks to steadily build upon these structures, teacher professional development can succeed in Southern Sudan.

Quality teaching provides a quality education for the future generation. A well educated future generation provides peace, security and progress. It is in the interests of the international community to provide this future generation with their right to a quality education; not only for their own future but for the future of the whole of Southern Sudan.

⁸ Budget Sector Working Group report, no date

⁹ The MDTF administered by the World Bank is a pooled funding mechanism. For more details on the MDTF and pooled funding mechanisms see section F, 'External Support to Education'.

1. INTRODUCTION

The purpose of this study is to review the current status of teacher professional development in Southern Sudan and explore options and priorities for USAID's expansion of support to teacher professional development programs.

This study was conducted from the 28th September to the 20th October 2009 in Juba with some follow up work done in December.

This study is a holistic review of teacher professional development in Southern Sudan, although its main focus is on primary teacher professional development. At this stage in the development of the education system in Southern Sudan the emphasis must be on primary education which is eight years.

1.1 A History of Teacher Professional Development in Southern Sudan

Prior to the conflict period of the 1980s there were several teacher training institutes operating in Southern Sudan: Atar, Maridi, Malakal, Mbili, Tonj and Arapi Teacher Training Institute.

Teacher Training Institutes followed a national curriculum developed prior to the CPA for all of Sudan and all students sat for a national exam in the Arabic language. Teachers could be transferred to any location in the North or South.

By the mid 1980s the Government of Sudan decided that all primary school teachers should be graduates from university. Most training institutes became colleges of education under the umbrella of a university. This structure supported the government's introduction of new Islamic policies and revived the Arabized - Islamized education system for all schools in Sudan. As a result non-Muslims found themselves disqualified from the teaching profession if they were unable to meet the requirements of knowing the Quran and the Arabic language.

With the resumption of the war in the 1980s, intakes into all the institutes was reduced as insecurity mounted and students found it difficult to leave families and travel from their home to the institutes.

By the early 1990s with the continued conflict the only teacher training institutes still operating in the South were in Wau and Malakal, but due to insecurity, many southerners could not travel to attend, hence intakes were few and restricted to the surrounding communities. Southerners who attended institutes in the North were trained according to the Arabic pattern¹⁰ and few of the graduates from the North returned to the South during this period to teach because of the war and insecurity.

After the signing of the CPA communities became more secure and schools re-opened. However it became difficult to find trained teachers. The few trained teachers available in Southern Sudan had received their training before the war began and therefore their training was in accordance with the Arabic pattern¹¹. The New Sudan Education Policy¹² clearly stated that the medium of instruction in southern schools should be in the mother tongue in primary one to primary three and English thereafter, and thus many teachers had difficulties with language.

¹⁰ Trained in the Arabic language

¹¹ Meeting the Need for Qualified Teachers in Southern Sudan, Maree Melican, SBEP, August 2004

¹² The New Sudan Education Policy was one of the first education policy documents written after peace.

Another difficulty is that there is a whole generation of young people and youth who received little to no education at all. This has meant that the untrained teachers going into the classrooms only have a primary or lower secondary education themselves.

In the last two decades teacher training has been delivered through short workshops that were accredited. In 1994, UNICEF/Operation Lifeline Sudan (OLS) developed a course known as 'Course Alpha on Teacher Education' also known as 'Levels'¹³. Evaluations of the Levels Course and the impact on the teachers concluded that they were insufficient and did not prepare the teachers to a high enough level to teach. Save the Children Sweden (Radda Barnen) responded to the need to develop something more and with UNICEF/OLS, was instrumental in the development of a three-month course to be delivered in three phases. This program, developed in 1996, became known as the Phase Courses and was delivered through course modules. At the end of phase three, a teacher was supposed to have satisfactorily gone through the required minimum nine months of training for a professional teacher. The Phase program though also had limitations: it was not accredited, the standard varied considerably from location to location, student assessment (to ensure the standard of a graduate was the same in each location) was not moderated, no control of quality assurance of the training organizations and no administration of student enrollment, progression, completion and certification.

At this time several NGOs also developed several alternative teacher training programs and delivery structures, (e.g. two-four week teacher training workshops based on an assessment of the needs of the teachers; two year residential programs using the Ugandan Teacher Training curriculum followed by sitting for Ugandan exams and qualifications; and a two-year teacher training program using Kenyan exams, to name a few).

By early 2001 the Distance Learning and Peace Center (DLPC) Distance Teacher Education Program (DTEP) with funding from UNICEF/OLS, was set up as part of the proposed Institute of Development, Environment and Agricultural Studies (IDEAS). The Program was structured to allow for the teachers to upgrade their level of academic education at the same time that they enhance their professional skills. The program was structured over four stages, each equivalent to one year but was also not accredited.

In 2003, USAID initiated the concept of the Sudan Basic Education Program (SBEP) to be supported over a five-year period. This was part of a larger initiative whose goal was to 'achieve an enhanced environment for conflict resolution through education in southern Sudan'. USAID's implementers of the SBEP were a consortium of organizations: The University of Massachusetts, the American Institute for Research and CARE International as the lead agency. These partners worked together to deliver a range of educational services, including teacher professional development, in close consultation with local authorities, including the Sudan People's Liberation Movement's (SPLM) Secretariat for Education (SoE), as well as county, payam and local community structures.

The SBEP supported the SoE in improving education programs through creating a common framework for teacher professional development and educational management, which was really the first time in Southern Sudan a uniform system had been developed. The main activities for teacher professional development included: the rehabilitation of TTIs; development of the CECs; the delivery of pre-service and in-service

¹³ Meeting the Need for Qualified Teachers in Southern Sudan, Maree Melican, SBEP, August 2004. Workshop participants' developed academic (English, mathematics, science/health, vernacular) and professional subject (communication, teaching aids and methods) modules to be used for teacher training in Southern Sudan. Supplementary materials on awareness and the training of war trauma and conflict resolution strategies were also developed. The modular approach was designed to cater for teachers who were often forced to move locations due to the insecurity brought on by the war situation. This would allow them to complete level 1 in one location and level 2 in another location as necessary. The original plan was to develop courses at five different levels, but only levels 1, 2 and 3 were developed. The delivery of the 2 week levels courses began in 1994 through NGOs. A third week for Intensive English was later added.

teacher education programs; the development of the ESN, the mechanism for support and delivery; development of a unified curriculum framework for teacher professional development (with management and supervision activities included); adaptation of core curriculum materials for different modes of delivery (in-service and pre-service); and the development of a teacher certification system.

This framework was developed and all components were initiated, many being completed but not finalized laying the foundation for teacher professional development in Southern Sudan. The SBEP ended abruptly in 2006.

1.2 Teacher Professional Development Today

Today the Government of Southern Sudan (GoSS) and MoEST in particular, is firmly committed to expanding educational opportunities for a population that is coming out of four decades of war and conflict and as a result has one of the highest illiteracy rates in the world, standing at approximately 80%. A great effort has been made in the last three years to promote access to education, particularly primary education and to develop a literate and productive population. The “Go to School” Initiative of GoSS/UNICEF which commenced in 2004, has dramatically increased primary enrollment from 300,000 to 1.1 million¹⁴ children and has established at least 3,000 learning spaces¹⁵. The immediate challenge has been to find and train the requisite number of teachers to teach all these children.

The Education Management Information System (EMIS) estimates that there are currently 23,025¹⁶ primary school teachers in Southern Sudan. The problem is 63% of these 23,025 teachers are untrained as teachers and 96% have no recognized formal teaching qualification¹⁷.

At secondary level there are 613 teachers in Southern Sudan; 28% are formally trained; 51% have some training as teachers and 21% are untrained¹⁸.

The vast majority of these untrained teachers also work under extraordinarily challenging conditions. Enrollment has grown rapidly; student: teacher ratios at the primary level have grown steadily worse; physical facilities have not kept pace with demand; there is a shortage of teaching and learning materials; and during 2009 teachers were frequently underpaid or received their salaries with a 2–3 month delay, leading to strikes and even violence in some states.

The work done during the SBEP was supposed to be picked up by the Multi-Donor Trust Fund (MDTF) administered by the World Bank, but the MDTF Phase 1 has not met the education sector objectives to date. For the past three years, in-service teacher training efforts have been at a virtual standstill. Other donors have continued support, but these are largely uncoordinated and wholly insufficient to meet the need. In-service and pre-service programs have lost momentum, as many of the sub-national Teacher Training Institutes and CECs are not operational and the GoSS/ MoEST has not provided sufficient financing for operational costs. Because of this situation, staff attrition has grown, with teachers leaving their posts for other employment.

At this critical juncture of the current MoEST/MDTF teacher training project, it is imperative that USAID, in collaboration with other donors, begin to re-address teacher education in a more comprehensive way and expand the scope of assistance to cover professional development issues as well. If not the shortage of

¹⁴ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3 2008

¹⁵ Learning spaces are safe places for study and learning

¹⁶ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3 2008

¹⁷ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3 2008

¹⁸ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3 2008

qualified teachers and the corresponding quality of education they are able to deliver for children in Southern Sudan will remain a crucial issue. This study is intended to lay the groundwork for that.

2. METHODOLOGY

A mixed methodological approach has been used to gather information to write this study.

A desk review of key documents; including existing studies and reports, legislation, administrative structures of GoSS and state levels, policies, curriculum documents and an analysis of the ESN structure and its implementation have all been completed. Data from the EMIS has also been studied.

As part of the study, the consultant attended the MoEST workshop on Teacher Development from the 30th September - 2nd October in Juba. This workshop gave a good background to the status of teacher professional development and also allowed the consultant to interact with many colleagues in this field. As well as high level MoEST representation, state ministries, principals of teacher training institutes and some tutors, there was also representation from Juba University, UN agencies, NGOs and faith based organizations (FBOs).

Interviews (informal and formal) with key stake holders (MoEST, SMOE, personnel from the CDC and teacher training facilities, universities, donor community, NGO's and FBOs) have also been undertaken.

It should be emphasized that this is a study, not an evaluation, therefore the data referred to is for background purposes to inform the status of policies and recommendations. It is not empirical evidence that is supported or verified by quantitative data.

3. POLICY, CURRENT STATUS AND RECOMMENDATIONS

Topic A: Policies and Legal Framework

The MoEST is responsible for the governance and management of the education system in Southern Sudan, which functions in accordance with several education policies and legal frameworks, primarily the Education Act. However, currently, the Education Act is in draft form meaning the governance and management of the education system is operating without a stable foundation.

Within this framework the MoEST is responsible for policy formation and implementation. Although several policies have been drafted by GoSS since the CPA, the implementation of policy has been piecemeal and disjointed, acting as an emergency stopgap measure to address particular challenges, without addressing large scale issues in a systematic way. With nothing to anchor itself on, the creation, but principally the implementation of policy, has been particularly difficult. This has affected teacher professional development especially harshly with a lack of structure from recruitment to retention.

A1: Overarching Framework

There are several policies and legal frameworks that have been drafted which include teacher professional development. The CPA between the Government of the Republic of the Sudan and the Sudan People's Liberation Movement; the Southern Sudan Teaching Service Act (2007), which covers all issues concerned with the establishment and regulation of a teaching force; the draft Southern Sudan Education Act (2008), which addresses all issues concerned with the establishment of a modern educational system including a teaching force and the MoEST Teachers' Code of Conduct, which guides all teachers in the course of executing their professional duties and responsibilities. The Education Sector Plan of the New Sudan for the

Pre-Interim Period (January 2005 to December 2010), the Education Policy of the New Sudan and Implementation Guidelines (2002), the Government of Southern Sudan Education Sector Budget Plan (2007-2009), the MoEST Policy Handbook (2007) and the MoEST National Teacher Education Strategy all contain legal frameworks and policies relating to teachers. The main obstacle is that none of these policies drafted are passed as law making their implementation, especially at state level, difficult.

MoEST is firmly committed to enhancing the quality of education through investment in teachers. This has been demonstrated by the establishment of a Directorate of Quality Promotion and Innovation and declaring 2009 as the year of “developing education through judicious investment in teachers”. The MoEST acknowledges that there is also now a need to review and update some of these policies to reflect the current context after the signing of the CPA. There are, in particular, specific policy and legal issues that need to be harmonized related to the ongoing establishment of teacher training institutions (ensuring there is interactive links between institutions), the management and deployment of teachers, and the curriculum content for both in-service and pre service programs. Moreover, linkages and guidelines to establish relationships between the key teacher education institutions (Universities, TTIs and CECs) need to be put in place as described in the ESN.

Within the decentralized system of governance, the State Ministries of Education (SMoE) also have responsibilities. The Interim Constitution indicates that States shall be responsible for primary (including formal and alternative learning programs) and secondary school education, administration and management. As decentralization proceeds, governance and management of the education sector by the State level will evolve and roles and responsibilities will become clearer, but, at present, these roles and responsibilities of central, state and county level are unclear and cause some tensions over policy implementation: e.g. states wanting to move ahead with recruiting teachers and implementing training programs, which is difficult as policies from central level are not passed as law and therefore their level of decision making is somewhat limited. State strategies and work plans should operate to achieve the overarching education sector strategy, including goals and objectives, set by the GoSS MoEST, but so far there has been weak guidance and policy implementation from the central level. However at a state level, some individual states are moving ahead despite a lack of funds and leadership from MoEST, for example, providing financing from state funds, adopting legislation in practice (not waiting for parliamentary approval) and building schools. This again creates tensions sometimes when states decide to implement a policy without central level approval, e.g. Unity state hiring teachers from Kenya and Uganda to teach in secondary schools and paying them outside of the MoEST guidelines.

Providing technical assistance to the MoEST at both GoSS and state level is one way of enhancing capacity that has proved successful through the Technical Assistance Program (TAP) implemented by the Academy for Educational Development (AED). Through the TAP, USAID has a strong presence at the state level. Capacity assessments have been conducted at central and state level and there has been a gradual progression of more analysis of data and more active participation from the state level ministries¹⁹ with people discussing and addressing critical issues. An Institutional Development Framework (IDF) has also been conducted²⁰ in each state ministry where state ministries did a self assessment of their capacity in relationship to organizational features. This has engaged state ministries and resulted in an institutional profile and baseline for system strengthening wherein parties can measure demonstrated capacity against their perceived capacity. The capacity enhancement that USAID is doing with the Ministries is in line with the multiple approaches recommended by a recent study of capacity building in fragile contexts²¹.

¹⁹ Interview with AED, 11th October 2009

²⁰ IDF conducted by AED TA advisors in all SMoEs and MoEST The IDF scores indicate that all but one state ministries rank themselves with scores of less than half in self assessing the capacity of organizational features in the Ministry

²¹ Capacity Development for Education In Fragile Contexts- Working Paper, Lynn Davies, Center for International Education and Research, University of Birmingham in collaboration with the European Training Foundation (ETF),

Recommendations:

Provide TA to support the roll out of ESN.

In any new program MoEST should work closely with states to ensure they feel involved in decision making.

Actively recruit well-qualified, experienced staff for the ministries at both state and central level enabling programs to run efficiently and progress to be made. Strengthen and expand the multiple approaches to enhancing capacity especially in the core functions of all the Ministries.

Review and define policies to clarify roles and responsibilities of GoSS, MoEST and SMoE and ensure implementation.

Ensure close cooperation between MoEST with the SMoEs.

Harmonize policies relating to:

- Establishment of TTIs/ CECs
- Management of the teacher workforce
- Curriculum content
- Linkages and guidelines to establish relationships between Universities, TTIs, CECs

Clarify Indigenous languages Policy to establish roles and responsibilities of who is responsible for language choice for first years of primary.

Combine all policies relating to education in one comprehensive document.

Advocate for the Education Act to be passed and implemented as soon as possible.

Topic A2: Framework for Teacher Professional Development Primary- In-service

This is a formal training program to meet the needs of untrained teachers who are already teaching in the classroom. The in-service teacher education course is a multiple entry/ exit four-year teaching program operating at the county level CECs. The entry level is primary eight leavers²² and above.

The training takes place during school holidays. Students are instructed for three weeks at the CECs and then given modules to take away with them for self-study at their various schools. It is therefore a mixture of residential and distance learning programs. At the end of four years, successful candidates are awarded a grade III primary certificate, which is the recognized qualification for primary school teaching in Southern Sudan. Tutors at the CECs follow-up on these trainees during the self-study distance learning program and provide a strong support mechanism to them. The in-service program is well thought out and appropriate to the context of Southern Sudan.

While there are still disparate in-service teacher training courses operating, run by various NGOs and FBOs, funds have been secured through the MDTF and preparations are underway for the MoEST to pilot the GoSS approved in-service training program beginning in January 2010 in 20 CECs. This funding should allow teacher professional development to really take a strong foothold and the in-service programs to begin in earnest in all 10 states.

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Sector Project Education and Transformation, August 2009

²² Primary eight leaver is someone who has completed primary school in Southern Sudan

The CECs are a central part of the in-service program and ideally should be up and running for the in-service to function effectively. However alternative venues can be used to conduct the in-service program as being considered by the MoEST if the CECs are not ready. CECs also need to be staffed by tutors, so in-service should not be held up while recruitment of tutors takes place.

With 96% of teachers having no formal qualification it is imperative that these teachers who are already in the classroom are the first to receive training.

Recommendation:

The in-service teacher education program must be the modality that we focus on in any new initiative.

Start the in-service program immediately.

Preparation for the in-service program includes:

- selection of students, orientation and deployment
- recruitment, orientation and deployment of tutors and other staff
- provision of adequate remuneration for staff
- provision of teaching and learning materials including curriculum
- provision of office equipment, stationary and furniture
- identifying alternative venues for training if a CEC is not available
- accommodation for students and tutors
- provision of non food items and food supplies

Use southern and regional universities to train tutors for in-service.

Training for Teacher Tutors

Example of Windle Trust:

Windle Trust currently sponsors students to complete a 10 month course at Kyambogo University in Uganda to become teacher trainers. This course is specifically designed for Southern Sudanese and on completion students are awarded a certificate in teacher education.

Topic A3: Framework for Teacher Professional Development Primary- Pre- service

This is a two- or four-year residential pre-service teaching program run at the state level TTIs. Entry level for the two-year course is secondary school leavers and for the four year course, primary eight leavers. On successful completion of the training, candidates are awarded a grade III primary education certificate.

Currently there are three MoEST TTI functioning operating the pre-service course: Arapi, Maridi and Aramweer²³. There are also two privately owned TTIs, Yei and Kajo Keji also operating the two year pre-service teacher training program. Reducing the 2 year pre-service program to a one year residential course and one year supervised practice in schools to lessen teacher demand and cost could be considered by MoEST. Secondary students with a relatively high content knowledge would then spend the first year acquiring teaching methodology to allow them to transition into the classroom in the second year. Although this would automatically increase the number of teachers in the classroom and allow the TTIs to produce twice as many teachers in half the time, one must also weigh up the implications on quality.

Arapi TTI has been fully functional as a teacher training institute since 2003. It is supported by Norwegian Church Aid (NCA). GoSS pays the salaries of Arapi teaching staff but all other running costs are supported by NCA. Currently it trains 160 students per year in the 2 year pre-service program. There are fixed selection criteria and recruitment is done at county level followed by a placement exam on entry. Arapi uses the MoEST pre-service curriculum supported by the Ugandan curriculum. The final exam is set by Juba University. The pass rate is 90% yet teachers graduating from Arapi find it hard to get employed as teachers by the Ministry.

²³ As of December 2009

The four year pre-service program is currently not operational. The value of implementing a four year pre-service program in this context, when there is such an urgent need to get teachers in the classroom needs to be considered by MoEST. Alternative course structures: for example, the four year pre-service course could be broken into a two year pre-service program followed by two years of supervised teaching linked to the in-service program can also be considered.

Recommendations:

Strengthen and expand pre-service; pre-service may be able to produce the majority of teacher demand after the initial teacher demand is met through in-service.

Reflect on the suggestions to restructure the 2 year and 4 year pre-service courses.

Topic A4: Framework for Teacher Professional Development- Fast Track

This is a 'crash' training program adopted from countries emerging from war to provide initial orientation (e.g. Angola, Namibia) and training for teachers in order to improve the quality of teaching and learning in primary schools. The fast-track program acts as a gateway to in-service training.

The Fast Track Teacher Training Program (FTTTP) was successfully piloted in Southern Sudan in 2007 where 1,229 teachers were trained in all the 10 states. The program is currently not functioning.

Recommendations:

Implement fast track teacher training at the same time as in-service to upgrade teachers before they enter the in-service program.

Ensure linkages to other modalities of teacher professional development programs.

Topic A5: Framework for Teacher Professional Development Secondary- University

To be a secondary teacher in Southern Sudan one must graduate from a university program. There are several routes that can be followed at university: a two-year program leading to a Diploma in Education, a four-year program leading to a Bachelors Degree in Education and a one-year program (for holders of undergraduate degrees) leading to a Diploma in Education.

Currently there are four universities in Southern Sudan: Bahr El Ghazal, Juba, Rumbek and Upper Nile; though Rumbek University is still under construction. Only Juba and Bahr El Ghazal are functioning normally, but still have split campuses with some facilities in the South and some in the North²⁴. The language of instruction is mixed, Arabic and English, in Juba University although once the university is totally in the South the language of instruction will be English. Bahr el Ghazal and Upper Nile use Arabic as the language of instruction. Some level of support could be given to the universities with English language training, especially in the initial years.

Juba University has approximately 700²⁵ students and Upper Nile has 739²⁶ students enrolled in education programs. It is important that we provide some support to the universities to provide teacher training as this is where high quality teachers will be trained who could act as tutors in the CECs or TTIs in the future.

²⁴ Juba University moved to Khartoum during the conflict and has recently begun to be relocated back to Juba. Relocation is expected to be complete by 2010.

²⁵ Interview with Juba University, 20th October 2009.

²⁶ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3

Recommendations

Expand the ESN to incorporate the universities with Juba University taking a lead role.
Provide a minor level of support to the Universities to support teacher training until sufficient primary teachers have been trained and there is sufficient demand for secondary schooling to merit increased focus.

Support universities with English language training.

Topic A6: Framework for Teacher Professional Development- English²⁷

The language of instruction has been a controversial and highly politicized topic in the history of education in Sudan. The original language of instruction was Arabic in all schools; therefore all teachers were trained in the Arabic pattern. Arabic was directly linked with the Islamic religion and as a result non-Muslims found themselves disqualified from the teaching profession if they were unable to meet the requirements of knowing the Quran and the Arabic language. Southerners, who attended institutes in the North, were also trained according in the Arabic pattern. With the signing of the CPA, the GoSS policy is that the medium of instruction in all schools should be English. This represents a significant challenge since according to estimates 19% of the qualified teachers in the South²⁸ have been trained in the Arabic pattern curriculum. With the need for teachers in Southern Sudan it is crucial that we tap into this resource and provide English language courses to enable these teachers to teach effectively in English in the classroom. Many other teachers are also not confident in English and lack the skills to teach the upper primary classes.

To face this challenge MoEST has introduced three English courses: Intensive English, General English and Beginner English²⁹. Windle Trust and the South Sudan Interactive Radio Instruction (SSIRI), a USAID program, implement some of these English courses. The University of Juba also runs intensive English courses for all year one students before the term opens.

Recommendations

Expand English programs for teachers as part of in-service.

Consider the modules that Windle Trust and the University of Juba use to provide some English during the residential component of in-service.

Contemplate using SSIRI as a supplementary English language program, an opportunity to continue English for in-service teachers when they return to their schools.

Expand the intensive English programs for Arabic speaking teachers taking into consideration the length of time it would take to get Arabic pattern teachers fluent enough in English to conduct effectively in the classroom.

Topic A7: Framework for Teacher Professional Development- Civil Society involvement

The relationship between the teacher and the community, and the linkage between the community and the school is extremely important and is mentioned in the SS Unified Teacher Education Curriculum. There is a lack of any significant civil society involvement in schools at present although parent teacher associations

²⁷ For more details on the development of curriculum and materials for English language instruction see topic C.

²⁸ Teacher Education, Past, Present and Future, Edward Kakole -paper presented at the MoEST/ UNICEF Workshop on Teacher Development, October 2009.

²⁹ GoSS MoEST Policy Handbook, Final Draft, January 2007. Intensive English and General English- both 7 week introduction and 9 month course for teachers, government employees, Arabic pattern speakers, businesses, community groups; Beginners English course for 9 months for professional and non professional.

(PTAs) do exist in some schools. While important, this is a long-term goal and therefore not a priority at this time in teacher professional development.

Recommendations:

Consider activities that will strengthen PTA's and enhance school governance.

Topic A8: Examination, Certification and Accreditation

There is no policy in place for examination, certification and accreditation. A comprehensive framework was developed for primary education during the SoE/SBEP program in 2004, which traces the processes of certification and registration from the admission of trainees to the acquisition of the final qualification and status. It is an extremely thorough document that was done in a participatory manner involving the Secretariat of Education (SoE), SBEP staff and some external consultants. However Juba University was not involved as it was still located in Khartoum.

Currently various universities set and mark examinations for the TTIs³⁰ and mark them, but this is on an informal basis only.

Recommendations

Build an effective and reliable examination system based on the unified teacher education curriculum.

Review and implement the framework developed during SoE/USAID involving Juba University.

Ensure Juba University takes a lead role - examining and certifying teachers and issuing Southern Sudan teaching certificates. Consider having the SSIOE will take on this and develop relevant policies accordingly.

Establish affiliation between Juba University (and others) and TTIs/ CECs to help fulfill the mandate of the ESN.

Implement a clear policy on career progression linked to examination, certification and accreditation for primary teachers.

Topic A9: Education Support Network (ESN)

The links between the MoEST, SMoE, TTIs, CECs, PEO and CDC and schools are referred to in many of the policy documents.

The ESN conceptualized during the SoE/SBEP is a system that sets up interactive links among MoEST/CDC/SMoEs/TTIs/CECs/PEO and schools to provide flexible training and instructional support to communities and teachers to improve the quality of education (see Annex G). The ESN is one of the most fundamental structures in the overall teacher professional development framework.

The Curriculum Development Center is the center cogwheel in this interlinked, interactive system. The CDC is linked to the TTIs which are in turn interactively linked to a cluster of surrounding CECs. Subject and methodology specialists from the TTI (known as Program Trainers) lend their expertise to the tutors at the CECs. The CEC is a teacher support center, serving a cluster of surrounding schools. It provides a venue for teachers to meet and share views on professional issues. Ideally, the CEC should have a library/resource center and internet connectivity. The CEC is also the venue for the residential portion of the in-service teacher training program. It should have a director and a full complement of tutors.

³⁰ The University of Juba informally sets examinations for Arapi TTI, the University of Kyambogo in Uganda for Yei and Kajo Keji TTIs.

Unfortunately in reality not every state has a TTI, as the ESN posits; and not every county has a functioning CEC. The interactive link between the TTI and CECs is weak or non-existent. Of the functioning CECs, a minority has a full complement of tutors and many of the tutors currently employed at the CECs are of a low caliber.

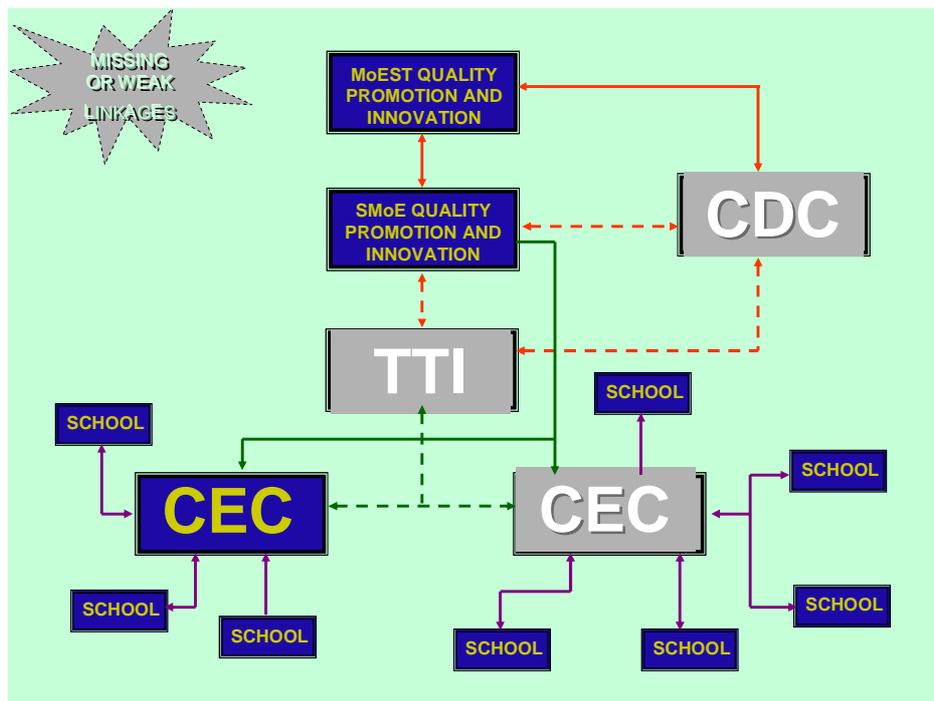
None of the existing CECs has a complete range of facilities, such as dormitories, library, toilet facilities, recreational facilities, etc. The consultative link between the CDC and the TTIs is, practically, non-existent. Therefore all in all the cogs that make up the wheel are not all in place.

At the time of inception the ESN did also not consider the universities role as the University of Juba was in Khartoum, the other universities were not functioning and the SSIoE did not exist. The universities and SSIoE should also be incorporated into the ESN.

There are potentially many roles for the universities in the ESN. Universities could send their students to do teaching practice in the first two years in upper primary rather than secondary schools. The students could then assist the primary school teachers who were enrolled in the in-service training program through the CECs. The TTIs could be directly linked to a university to ensure support. Universities could be responsible for examination, accreditation and certification (see topic A8). Juba University could take the lead in rolling out the ESN through the Nile Institute³¹ building capacity of the TTIs and CECs.

The linkages between educational institutions are the key to the successful structure of teacher professional development in Southern Sudan and the ESN sets up these linkages.

Figure 1³²: Education Support Network missing links



³¹ The Nile Institute is an NGO linked with Juba University bringing together people of an academic background to improve the competence of senior civil servants.

³² Power point presentation: Challenges of linkages, curriculum and related issues, Charles Kanyarusoke, MoEST Teacher Professional Development Workshop, October 2009.

Recommendations:

Operationalize the ESN.

Re- structure the ESN to reflect the Universities and SSIOEs role.

TTIs to be linked to universities so universities have a vested interest in supporting TTIs.

Topic B: Human Resources

The total number of teachers, and their deployment and welfare remains a key outstanding issue for ensuring effective teaching and learning. The main determinant of the total number of teachers needed is the number of pupils. In Southern Sudan enrollment has risen more than five times since the signing of the CPA in 2005, but the teacher needs at primary level are more about quality rather than numbers, with 96%³³ of teachers not having any recognized formal qualification. There is also a huge gender imbalance with female teachers making up less than 10% of the teaching force, no clear selection and recruitment procedures and no clear career path for professional development.

Topic B1: Teacher Demand-Primary

In 2005 it was estimated that about 700,000 primary school-going age pupils were enrolled. They were being taught by about 13,000 teachers.

By 2009, the “Go to School Initiative” begun in 2006 expanded primary school enrollment to 1.1³⁴ million with an estimated 25,000 teachers needed in the classroom. More teachers were recruited raising the number to 23,025³⁵ leaving a shortage of only 1,975 teachers; the problem here is not numbers, but quality. Sixty five percent of these teachers are untrained and 96% have no formal teaching qualification³⁶. This has profound quality implications. The current student/ teacher ratio are 50:1,³⁷ overall but these vary dramatically from state to state. It should also be noted that of the 1.1 million primary school pupils who begin school, only 14,855³⁸ complete, which reduces the pool of potential graduates who qualify to become primary school teachers.

Table 1: Primary Pupil: Teacher Ratio State Level Report 2008

| Area | Total Students | Total Teachers | Student: Teacher Ratio |
|------------------------------------|------------------|----------------|------------------------|
| Central Equatoria | 92,506 | 2,979 | 31:1 |
| Eastern Equatoria | 104,765 | 2,894 | 36:1 |
| Jonglei | 170,580 | 2,131 | 80:1 |
| Lakes | 90,315 | 1,862 | 49:1 |
| Northern Bah El Ghazal | 139,617 | 2,615 | 53:1 |
| Unity | 138,019 | 2,786 | 50:1 |
| Upper Nile | 183,044 | 2,523 | 73:1 |
| Warap | 104,488 | 2,060 | 51:1 |
| Western Bahr El Ghazal | 53,554 | 1,011 | 53:1 |
| Western Equatoria | 79,573 | 2,173 | 37:1 |
| National Totals and Average | 1,156,461 | 23,025 | 50:1 |

³³ EMIS Education Statistics 2008, March 2009, Version 1.3

³⁴ EMIS Education Statistics 2008, March 2009, Version 1.3

³⁵ EMIS Education Statistics 2008, March 2009, Version 1.3

³⁶ EMIS Education Statistics 2008, March 2009, Version 1.3

³⁷ Primary Pupil: Teacher Ratio State Level Report 2008

³⁸ EMIS Education Statistics 2008, March 2009, Version 1.3

It is now estimated that by 2014 Southern Sudan will need 44,000 teachers. The desired ratio is set at 40:1³⁹.

Recommendations

Improve quality through training (the main challenge is not the number of teachers but the fact that they are untrained).

Focus on in-service.

Explore shift teaching/ multi grade classes - ways of reducing the demand on the number of teachers.

Employ retired qualified teachers on contracts.

Provide Arabic pattern teachers with intensive English courses.

Topic B2: Teacher Demand- Secondary

The number of secondary school students are 25,144,⁴⁰ which compared with the primary school enrollment of 1.1million illustrates how few primary students actually complete primary school and are able to go to secondary. The policies state that GoSS will endeavor to provide affordable secondary and higher education, including technical and vocational training. Secondary education is four years in duration⁴¹. There does not appear to be a target student: teacher ratio.

There are currently 1,613⁴² secondary school teachers (male 1,406: female 207) 28% are formally trained; 21% are completely untrained. The ratio is 16:1. Like primary, there is also a huge gender imbalance in the teaching force, no clear selection and recruitment procedures and no clear career path for professional development.

There are four universities: Rumbek, Juba, Upper Nile and Bahr El Ghazal. Two of the four (Juba and Bahr El Ghazal) are functioning normally. Rumbek is still to be constructed. Juba University uses both Arabic and English for teaching and learning though in 2010 when it moves totally to the South all teaching will be in English. The other two universities teach in Arabic.

There are approximately 700 students in all four years in the department of education in Juba University and 739 in Upper Nile, but not all these students are Southerners as both are national universities. Although exact numbers are lacking the numbers of Southerners tends to be less because of the lack of education in the South with relatively few Southerners reaching the level of University. The University of Upper Nile uses Arabic as a medium of instruction as does Bahr El Ghazal. Therefore the teachers graduating from these universities will lack the English skills to effectively teach in the South.

Recommendations

Provide a small level of support to secondary teachers who are training at University level, especially for females.

Topic B3: Selection, Recruitment, Management and Deployment

The MoEST policy is clear on minimum education standards for entering the teaching profession. Primary teachers should have completed primary eight while secondary teachers should have completed secondary

³⁹ MoEST, National Teacher Education Strategy, pg 2, no date.

⁴⁰ EMIS Education Statistics 2008, March 2009, Version 1.3

⁴¹ GoSS, MoEST Policy Handbook, Final draft, January 2007

⁴² EMIS Education Statistics 2008, March 2009, Version 1.3

school. There is no clear policy or detailed principles for selection and recruitment though a basic selection criterion has been developed by MoEST.

The policy also states that SMOEs may hire teachers who hold qualifications that are lower than those stated above if teachers who meet these minimum qualifications are not available, provided that the SMOE provide such teachers with opportunities to upgrade their skills within a period of not more than two years after joining the service⁴³.

It states that the GoSS-MoEST shall develop and monitor the quality of education in Southern Sudan including academic, professional, ethical and infrastructural standards through a Quality Monitoring Framework.

In reality, teachers are employed with no clear selection and recruitment policy. In states where there is a lack of people with the minimum qualifications under qualified personnel are taken but not given the opportunity for training as stated in the policy. The Quality Monitoring Framework has yet to be developed.

Recommendations:

Fine tune the structure of teacher professional development and management in order to determine relationships, hierarchy and levels of organizational authority in a decentralized framework.

Implement a uniform and transparent recruitment, selection and deployment procedure in all states in order to strengthen GoSS efforts at public service reform.

Provide hardship allowances and consider other incentives for teachers posted in difficult areas.

Develop the Quality Monitoring Framework. There is the possibility that monitoring could be done through the ESN model.

Topic B4: Building Professional Teachers- Career Progression

There is no clear policy or path for the professional development of teachers, however the Professional Skills Development Program (PSDP) developed in the SoE/SBEP was a course that prepared tutors to train for, and supervise, the delivery of the various education packages (in-service, pre-service, alternative education) through the ESN to schools and communities.

Teacher professional development to date has failed to have any significant impact on getting teachers into the classroom. There is very limited in-service and pre-service programs currently operating and fast track has only had one cohort of 1,229 teachers in 2007. Fast Track is found to be appropriate for secondary school leavers but as the training focuses on methodology and does not give any content it is not so appropriate for primary school leavers.

There are 104 NGOs⁴⁴, UN agencies and FBOs currently working with the MoEST, but only a handful working with teacher education. Coordination is a challenge between the MoEST and the various organizations. A mapping exercise is underway and an NGO Bill is also in draft and is currently getting input from state levels, which should help with coordination. It is imperative that teacher professional development programs in Southern Sudan should be well coordinated with uniform training materials and standards.

⁴³ De facto management and deployment of teachers is left up to the states although further elaboration of policies is necessary.

⁴⁴ Interview with the Donor Partner Office, MoEST, 6th October 2009

Recommendations:

Develop programs that increase the popularity of teacher training programs and increase respect for the teaching profession. This would include ensuring that teachers are paid adequately and on time as well as linking teacher training to increased levels of certification.

Re-establish the PDSP and ESN programs developed during SoE/USAID.

Consider placing teachers into training courses most appropriate to skill and capacity (ECD, primary, secondary, pastoral, ALP).

Distribute the unified MoEST teacher training curriculum to ensure all teacher training programs are using uniform training materials.

Topic B5: Female Teachers

Rectifying the gender imbalance in the teaching force requires massive affirmative action; currently female teachers make up less than 10% of the total teaching force. At primary level females number 2,781⁴⁵ out of 23,025 and at secondary level females number 207⁴⁶ out of 1,613. The presence of female teachers enhances the retention of girls in schools.

Arapi TTI provides free child care for mothers and also has special facilities so that mothers can come with children and baby sitters.

There is an all female TTI planned in Northern Bahr el Ghazal, Mabil TTI.

The Education Act states that the GoSS-MoEST, in consultation with Ministry of Public Service, Labor and Human Resources, shall develop a comprehensive affirmative action policy for female teachers. No states have formalized strategies to increase the proportion of female teachers, but several are addressing this issue. The Interim Constitution also states that 25% of all legislative and executive organs of government must be female.

In order to address this imbalance there must be affirmative action to keep girls in school so that more females are eligible to train to become primary school teachers. Of the 153,135 girls that enter primary one, 4,498 complete primary eight⁴⁷. Incentives could be developed to keep girls in school and for females to train as teachers using the USAID Gender Equity through Education (GEE) program as a model⁴⁸.

Recommendations:

Develop a comprehensive affirmative action policy focusing on recruitment, promotion, opportunities for professional growth and development, and on-the-job professional support and special incentives to attract and keep women in the teaching profession.

Strengthen and expand affirmative action such as scholarships for girls to complete secondary school and for female teachers to train at TTIs and CECs. The USAID GEE program could be used as a model.

Expand facilities at CECs and TTIs to cater for the specific needs of females.

⁴⁵ EMIS Education Statistics 2008, March 2009, Version 1.3

⁴⁶ EMIS Education Statistics 2008, March 2009, Version 1.3

⁴⁷ EMIS Education Statistics 2008, March 2009, Version 1.3

⁴⁸ GEE is a scholarship program primarily supporting girls in secondary and teacher training institutions

Topic B6: Public Financing

The budget for education has been going down since 2006. Currently in 2009 it is Sudanese Pounds (SDP) 291,300,001 and is planned to be SDP 215, 978,802 in 2010, a cut of 28%⁴⁹. Education is now fifth on the list of priorities for the GoSS but after the signing of the CPA it was initially number two.

Table 2: Education Budget vs. Enrolment

| Year | Student Enrollment | Education Budget | % of National Budget |
|------|--------------------|------------------|----------------------|
| 2005 | 343,000 | not paid by GoSS | |
| 2006 | 850,000 | SDP 156 million | 10% |
| 2007 | 1.2 million | SDP 111 million | 7.5% |
| 2008 | 1.3 million | SDP 110 million | 6.2% |
| 2009 | >1.3 million | SDP 110 million | 6.2% |

The GoSS assigns a percentage of the budget to the MoEST, but no specific portion is mandated by law. The MoEST allocates a percentage of the budget to cover agreed operational costs and teacher's salaries to each state on a monthly basis and the states then disburse funds to county, payam, bomas and schools. Funds are administered by the MoEST at central level and by the SMoE at state levels after funds are released by the Ministries of Finance.

The majority of the budget is spent on teacher's salaries. The payroll was developed in 2007/8 and a teacher head count exercise was conducted in 2008-2009. With the data gathered a computerized payroll system was rolled out in all 10 states. By November 2009 nine out of ten states, plus MoEST, were routinely using the computerized system.

The computerized payroll system has increased transparency, provided electronic management of information down to the level of individual staff, standardized pay and given greater visibility to both unproductive teachers and active teachers not being paid. It has also reduced the number of teachers from an estimated 35,000 to 24,000 though there is still some 'cleaning up' of the payroll to be done. MoEST has issued a letter saying that states that do not clean up their payroll will be at risk of having their conditional grant withdrawn.

There has been a freeze on hiring and promotion throughout the public service. The freeze in budgets to pay teachers puts a restriction on the number of new teachers that Southern Sudan can produce. This obviously curtails any training of new teachers, but does not preclude training of the teachers already on payroll.

There are significant financial obligations related to recurrent costs of maintaining a professional teacher cadre including the costs of teacher's salaries and pensioning off teachers with limited skills. In addition other costs that need to be addressed are the running costs of educational institutions etc. Related to this is the need to establish the financial framework and determining the responsibility for bearing costs between central and state level.

The potential for revenue and the fact that the South should get 100% of the oil revenue post independence (assuming this happens) also assumes that funds should become available to support the public service sector.

Recommendations:

Strengthen and establish the payroll system to incorporate teacher training and professional development activities, performance evaluation and career progression.

⁴⁹ Figures taken from presentation at the MoEST/ UNICEF Workshop on Teacher Development, October 2009, by Acting Director General for Budget and Planning.

Support payroll to ensure it continues to function.

Work with MoEST to address the significant financial obligations related to recurrent costs.

Topic B7: Code of Conduct

The policies state that the GoSS-MoEST shall develop and enforce, in cooperation with the State Ministries of Education, a Teachers' Code of Conduct and that the GoSS-MoEST and SMOE shall enforce the Code of Conduct (CoC) for all employees as contained in the Public Service Act.

The CoC is crucial in ensuring professional conduct of teachers, especially in post- conflict contexts where there is often a high level of abuse of students, especially female students, by teachers. There is a CoC drafted by the MoEST for teachers but as the Education Act is not passed the foundation for this CoC is not there.

Recommendations:

Advocate for the adoption and implementation of the teacher's CoC as part of the Education Act.

Ensure the content, ethos and behavior in the CoC is part of the in-service and pre-service training.

Topic C: Curriculum and Materials Development

The curriculum for primary teacher professional development is incomplete. Teaching and learning materials are lacking in the classroom with a ratio that varies from 1:4 (English books) and up to 1:175 (Kiswahili books) at the primary level⁵⁰. The CDC is barely functioning and has very few resources, staff or capacity to produce materials for teachers and students. The language policy of Southern Sudan also presents challenges for producing material as well as the complex logistics and costs involved in printing and distribution.

Topic C1: Curriculum Development Center (CDC)

Curriculum development (design, testing and revision) as well as preparation of text books and materials for teachers are the remit of the CDC. Currently the CDC is not functioning properly and has no direct linkages to other institutions (MoEST, TTIs, CECs, universities and SSIoE).

Recommendations:

Ensure funding for the CDC.

Appoint a curriculum expert as well as the residential director of the CDC to provide leadership and vision.

Develop the CDC model based on the model developed in SoE/SBEP with a high level use of technology and a full complement of staff.

Operationalize an Institute for Indigenous languages (INL) as part of the CDC or as a sister institute with an overlapping role for material development but for indigenous languages only. The CDC would continue to focus on the curricular needs for the whole of Southern Sudan and development of materials in English, while the INL, with the guidance given by the CDC, would have a special focus on the provision of materials for teaching the indigenous languages of Southern Sudan. The INL could also, in consultation with CDC, make additions or adjustments where needed to the primary curriculum to better accommodate for mother tongue and bilingual education and develop, test and mainstream teacher training materials relating to indigenous languages and bi-lingual education

⁵⁰ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3

Ensure strong linkages between the CDC, TTIs, CECs and other educational institutions (ESN).

Topic C2: Language- Mother tongue

There is clear evidence that using mother tongues as languages of instruction in schools yields positive cognitive and academic outcomes for learners as well as positive social and cultural outcomes for multilingual communities. In addition, strong models of bilingual education result in better learning of a second language and lower school drop out and repetition rates⁵¹. The Implementation Guidelines and National Strategy for the Southern Sudan Languages and Education Policy is in full support of using mother tongue as the language of instruction and states that the mother tongue of the child is to be used from p1-p3, while English is taught as a subject. From primary four-primary eight, English is to be used as the medium of instruction, while the mother tongue of the child is to be taught as a subject.

The policy is simple, the evidence is clear, but its implementation is complex. There are approximately 53⁵² national (indigenous) languages in Southern Sudan. Languages have the potential to cause great tension among the population unless they are handled with the utmost care. The current policy states that in pre-primary and primary one through primary three, the medium of instruction shall be the indigenous language of the area as decided by the community and administration of the school. This policy has the potential to cause tensions in areas where there are several indigenous languages and needs to be changed. The recommendation by the MoEST Department of National Languages is that the indigenous language to be used in schools should be decided by the SMoE, community and school administration and not by the community and school alone.

The policy uses the transitional model, which allows for the use of the learner's mother tongue for 1 - 3 years while transitioning into a second language as a medium of instruction. There are currently very few materials developed in the indigenous languages to use as teaching and learning resources in the first three years and no transitional materials to help transition from mother tongue to English in the subsequent years. International organizations, the Summer Institute for Linguistics (SIL) have developed some basic material in 25⁵³ Sudanese languages in collaboration with the MoEST Department of National Languages. These materials could be used and SIL could also be approached to develop materials in all the indigenous languages as well as transitional materials. It should also be noted that inevitably, implementation will be gradual, i.e. implementation will take place in some payams, counties and with some languages before others.

If the lower levels of primary are to be taught in the mother tongue then this could be an entry for Arabic pattern teachers who have little English. Arabic pattern teachers could focus on teaching the lower primary grades in their mother tongue whilst having intensive English courses to upgrade their English language skills.

Recommendations:

Assess the feasibility to produce materials in an agreed number of the indigenous languages. The assessment should include a review of the extent to which the languages are orthographically developed. If the policy is to teach the first three years in the mother tongue then mother tongue materials must be available.

Develop materials on the language pedagogy of teaching mother tongue.

To help with the transition to English, develop bridging stories written in familiar material in both the mother tongue and English.

⁵¹ Implementation Guidelines and National Strategy for the Southern Sudan Languages and Education Policy, Department of National Languages, MoEST, 2nd draft, May 2009

⁵² Interview with SIL, 8th October 2009

⁵³ Interview with SIL, 8th October 2009

Consider using Arabic pattern teachers to teach the lower primary classes.

In the long term, teacher training relating to indigenous languages should be embedded in the mainstream teacher training.

Support the recommendation by the MoEST Department of National Languages that the indigenous language of instruction be decided by the SMOE in addition to the community and school administration.

Topic C3: Language-English

Because of the history of Southern Sudan a lot of the population lacks English skills: before the war for the majority of time, Southern Sudanese were forced to learn in Arabic, and during the war, the population spoke in their mother tongues, unless they were refugees in Uganda or Kenya and resumed their education in English. Teachers who trained before the war completed their training in the Arabic pattern⁵⁴ and during the war there were no opportunities for teachers to train unless it was in the North, again in the Arabic pattern, or as refugees in neighboring countries. Another difficulty is that there is a whole generation of young people and youth who received little or no education at all. The small number of school leavers also mean that even the untrained teachers going into the classrooms only have a primary or lower secondary education themselves.

Upon the signing of the CPA, the New Sudan Education Policy clearly stated that the medium of instruction in southern schools should be mother tongue and English. This caused many teachers to face challenges in the classroom. Many teachers lack English, especially primary eight leavers who are untrained teachers as well as those trained in the Arabic pattern.

To face this challenge MoEST has introduced three English courses: Intensive English, General English and Beginner English⁵⁵.

English programs are currently being operated by Windle Trust and SSIRI to boost the English language among teachers.

English language skills are also an issue at university level. Juba University teaches in mixed languages but by 2010 when Juba University has totally moved to Juba, English will be the language of instruction. Upper Nile University and Bahr El Ghazal use Arabic. The majority of teaching staff at all universities are fluent in the Arabic pattern and are from the North.

Recommendations:

Expand and continue English language courses.

Incorporate English language instruction as part of the in-service course in the CEC and pre-service course in the TTIs.

Review MoEST, Windle Trust and SSIRI material.

⁵⁴ Meeting the Need for Qualified Teachers in Southern Sudan, Maree Melican, SBEP, August 2004.

⁵⁵ GoSS MoEST Policy Handbook, Final Draft, January 2007. Intensive English and General English- both 7 week introduction and 9 month course for teachers, government employees, Arabic pattern speakers, businesses, community groups; Beginners English course for 9 months for professional and non professional. Unclear if these are in use.

Arabic pattern teachers who are enrolled in the English courses could be used to teach lower primary in mother tongue whilst upgrading their English skills. There could also be the possibility of having English teachers who teach only English from Primary one to Primary eight

Address the pedagogy of transition from mother tongue into English in the curriculum.

Consider ways of assisting the university staff to upgrade English skills.

Topic C4: Materials Development, Printing and Distribution

There is a unified curriculum for primary teacher training in Southern Sudan which also states that teaching and learning materials shall be gender responsive.

There is no policy on printing.

The unified curriculum for teacher education was begun during SoE/SBEP. Stages 1 and 2 of in-service were completed in three years in the four core subjects and professional development. MoEST completed stages 3 and 4 for the four core subjects and professional development in just three months⁵⁶ last year with funding from the MDTF, showing there is the capacity and resources necessary to complete the curriculum if the will and the funding are there. Winrock Bridge funded the revision and completion of stages 1 and 2 (again in the four core subjects plus professional development) which needed some modifications⁵⁷. The in-service curriculum for all four stages in the core subjects is currently under review and awaiting approval in the MoEST (October 2009). The curriculum must be approved, reviewed and distributed by the MoEST for teacher training to take place.

Solidarity for Southern Sudan (SSS) report that in their in-training experience they find the curriculum to be of too high level. Yei TTI uses the GoSS curriculum but supplemented by the Ugandan Curriculum form Kyambogo University.

The entire curriculum has 15 subjects⁵⁸ and is a very 'overloaded' curriculum. In the neighboring countries of Uganda and Kenya the curriculum at primary level is only made up of 4 and 5⁵⁹ subjects respectively. With a teaching force with low capacity and in a post conflict context we need to consider the wisdom and necessity of such a 'thick' curriculum. Also even if we have the teachers trained in these subjects do we really have the resources to teach all of these subjects, (music, physical education, arts and crafts and home science)? Currently the text book ratio in these subjects are 1:128; 1:140; 1:111; 1:167⁶⁰.

Several organizations the author has met with over the course of the consultancy stated that MoEST⁶¹ refused to give them copies of the in-service curriculum as they said it was currently under revision. This is true, however, in the interests of ensuring that training is uniform and piloting the materials in order to get feedback, MoEST must be proactive in sharing the curriculum with partner organizations and encourage its use throughout Southern Sudan.

⁵⁶ Interview with Charles Kanyarusoke, AED, 3rd October 2009 and Necia Stanford, Winrock Bridge 8th October 2009.

⁵⁷ Confirmed by Winrock; interview 3rd October 2009 and MoEST; interview 9th October 2009.

⁵⁸ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3

⁵⁹ Kenya Examinations Kiswahili, English, Mathematics, Social Science & Science; Uganda Examinations English, Mathematics, Social Sciences & Science

⁶⁰ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3

⁶¹ Winrock, Solidarity for Southern Sudan.

There is no official secondary syllabus for teacher training⁶². In the long term the provision of a secondary school teaching curriculum must also be considered.

There is no printing press in Southern Sudan and materials are printed in neighboring countries. This is extremely expensive. These text books for teachers in the traditional form do not last long in Southern Sudan. Teachers doing the in-service have to travel long distances from their communities to the CECs.

Recommendations:

MoEST needs to review and approve materials as a matter of urgency.

MoEST should distribute an appropriate number of copies to all TTIs, CECs and distribute soft copies to NGOs, FBOs who can duplicate them for teacher training.

Develop an alternative to text books: the use of technology/ waterproof, hard wearing text books can all be options.

MoEST should consider reducing the scope of the curriculum.

Conduct a curriculum review for context and methodology. Ensure critical thinking skills and gender awareness and sensitivity are part of the curriculum review. This should not delay allowing the curriculum to be used, it should be a continuous process as the curriculum is in use, it is through usage and feedback that we will discover how to improve it.

Make funds available for printing of materials for TTIs and CECs to allow in-service and pre-service to begin.

Topic C5: Technology:

Technology (web based, interactive wipe boards, video, mobile phones, radios and others) are an effective and cost-effective way to disseminate material and ensure that a certain level of quality and accuracy in content is maintained even without trained teachers. It seems that the context and the limited capacity of the teaching force in Southern Sudan lend themselves to using technology as a resource in teacher training.

The Education Development Center (EDC) is implementing the Southern Sudan Interactive Radio Instruction (SSIRI), which includes English language and professional studies programs that have been developed from the professional studies modules. SSIRI has demonstrated that Southern Sudanese teachers can use radios in the classroom to improve the quality of teaching and learning⁶³.

There is already a senior inspector in place in the GoSS at state, county and payam level for SIIRI and it has strong support at all levels. With the current structure already in place it would be relatively easy to expand the SSIRI. An expansion of SSIRI or the use of alternative

Yei TTI

- Yei TTI has a capacity for 150 students and currently has 136 students of whom 29 are female.
- Has a functioning governing Board and backing of Episcopal Church.
- Charges SDP100 per term - no government support
- Has a well developed agricultural course and grows a lot of its own food. Sells surplus to outside to supplement income.
- Identified dealing with HIV/AIDS as a problem.
- Plans to increase to 300 students over next two years.
- Yei is the closest institution to a fully functioning TTI in Southern Sudan.

⁶² Confirmed by MoEST but secondary teachers are trained at the universities who use their own teacher training curriculum.

⁶³ Interview with EDC, 5th October 2009.

technology to reach areas of Southern Sudan where there is no radio signal to support teacher training, especially in in-service, should be a large component of any new program. How to use technology in the classroom could be introduced into the in-service programs ensuring a certain level of quality in content and methodology with untrained teachers. There could also be some courses in using technology in the classroom as part of the pre-service course too.

Recommendations:

Continue to support radio-based instruction and expand SSIRI-type programs, especially for use in fast track and in-service instruction.

Develop use of alternative technology as a large component of new program (video, interactive white boards, mobile phones, radios, web based) with complimentary written materials.

Develop modules in the curriculum to enable teachers to teach using alternative technology.

Topic D: Physical Facilities

Physical facilities in Southern Sudan have not kept pace with demand. Construction costs are high; approximately \$500,000 for a TTI or CEC, and construction is very difficult with a lack of materials, bad roads, lack of capacity and insecurity.

Topic D1: TTIs

The Education Framework, envisaged in 2006 following the CPA, described a total of 10 TTIs, one in each state. Each TTI would be linked directly to a CEC and also to the CDC for curriculum materials through the ESN.

At the Thematic Working Group (TWG) for teacher professional development in December it was reported that there are three operational MoEST TTIs: Maridi (Western Equatoria), Aramweer (Lakes) and Arapi (Eastern Equatoria). However reports differ and it is difficult to verify this data. The TTI at Maridi has had only one intake in the last three years and had closed because of food shortages but has recently re opened. The TTI at Aramweer had been closed since July 2006 but has recently opened as well. Principals at the workshop in October ⁶⁴reported that staff levels are low and lacking in quality, appointments are frozen, the flow of remuneration is irregular and curriculum materials are incomplete. School gardens should be considered so that TTIs can grow their own food, especially in locations where the soil is fertile like Maridi.

Malakal (Upper Nile), Panyagor (Jonglei) and Panliet (Warrup) are 3 other TTIs in need of various levels of rehabilitation. There are two TTIs as Centers for Excellence in Science and Math under construction by the Government of Japan (GoJ) in Juba (Central Equatoria), and Maper (Northern Bahr el Ghazal) and three other TTIs in Mabil (Northern Bahr el Ghazal), Mbili (Western Bahr el Ghazal) and Makuac (Jongeli) that are all slotted to become TTIs and are supported by NGOs. For an overview of all TTIs please refer to Annexes D, E and F. Construction is very expensive and difficult in Southern Sudan. Transport, complex logistics, a lack of materials (meaning all materials must be imported) and bad infrastructure all add up to the construction of a CEC or TTI in traditional materials to be in the range of \$500,000.

The other functioning TTIs are private institutions; Yei, sponsored by the Episcopal Church and supported by Across and Kajo Keji supported by HASS. It seems that TTIs can function well when there is partner support and this is something that should be considered in new programs. This was suggested as part of the ESN (see Annex G next steps) where NGO's attached to TTIs provided capacity building as well as financial support.

⁶⁴ MoEST/ UNICEF Workshop on Teacher Development, October 2009

Infrastructure guidelines for construction do exist.

Recommendations:

Phased construction of one TTI in each state – priority is to complete those started.

Look into all appropriate and cost effective technology in construction of TTIs.

Encourage donor/partner support to each TTIs with a clear exit strategy.

The TTIs should be partnered up with a supporting partner; one TTI could be set up as a model TTI to show what a TTI should look like.

TTIs to be linked to universities so universities have a vested interest in supporting TTIs.

Develop sustainable food sources, e.g. school gardens.

Topic D2: CECs

The original plan to have two CECs in every county is ambitious; there are 79 counties therefore that would be 158 CECs.

The CECs that are constructed are only partially constructed (for details please refer to Annexes D, E and F) and many lack libraries, accommodation, sanitation and recreational facilities. Nine are operational and are running the in-service program. Under the MDTF in 2010 20 additional CECs should be operational.

The CEC is key to the success and implementation of the ESN and the in-service courses. However to construct and staff 158 CECs is not only expensive, but also time consuming. Therefore alternative venues that can act as CECs (such as schools) can be used in the short-term to allow the in-service courses to begin.

In the long-term it would be beneficial to have at least one CEC in each county so that the ESN can function effectively. Again, like TTIs, CECs construction costs are very high.

MoEST reported at the TWG in December that states sometimes select sites that are difficult to access or in locations that have security problems or are food insecure.

Recommendations:

Look into all appropriate and cost effective technology in construction of CECs.

Use existing structure as alternative venues for in-service.

MoEST should assess the TTI and CEC sites recommended by states to ensure accessibility, security, proximity to schools etc. The assessment should include feasibility of MoEST and states meeting recurring costs.

Phased construction of one CEC in each country- CECs are a core need for rural counties.

Topic D3: Other educational institutions

There is no policy on other educational institutions in Southern Sudan, There are four universities: Rumbek, Upper Nile, Juba, Bahr El Ghazal. There is also the Southern Sudan Open College of Nation of Africa with

43 students enrolled in education⁶⁵, the Catholic University of Sudan, Southern Sudan Open College, Yei and the Dr. John Garang Institute of Science and Technology⁶⁶. Only Juba and Bahr El Ghazal Universities are functioning, it is unclear if Upper Nile University is functioning normally. Rumbek University is not yet built and the proposed idea is that it will share the facilities of the SSIoE.

Currently the SSIoE is constructed, but it has no hardware or software and was built by UNICEF and handed to MoEST. The vision for the SSoIE is to develop a center for education development similar to the Kenya Institute for Education in Kenya and Kyambogo University in Uganda. It will offer diplomas and degrees, provide education development and management, and conduct research⁶⁷.

The key consideration here is will there be enough students to fill four universities.

Recommendations:

Make clear links between all educational institutions as articulated in the ESN.

In the long term vision the SSIoE will take on a leading role in teacher professional development along with the universities.

Universities are not a priority for teacher professional development unless conducting in-service.

Recommendations for assessing teacher professional development opportunities

Although there is a need for equality among the states, phasing of any teacher professional development program is a must.

A pilot approach would be the best, focusing on three of the best-performing states, those most likely to implement the project well. Criteria would need to be established to select the states. There should be a state-by-state assessment on how they stand with regard to the following:

- Is the TTI functioning? For how long? Are materials available? Are students graduating and being placed?
- Are any CECs functioning? Are there functional linkages between them and the TTI? Has there been any attempt to introduce the ESN? If so, how effective has it been? Assess past experience with Fast Track: how many teachers were trained? Have they been retained in the system?
- Are teachers being certified? What approach is being used? Does certification link to advancement/promotion?
- How strong are the State Ministry and its staff?
- Is the payroll system well done, well understood, and being supported? What evidence exists that teachers are being paid?
- Is EMIS understood at the state level? Is support available for monitoring and evaluation, financial analysis, education planning and budgeting?
- Are school management courses offered for head teachers and others involved with school management (at school, county, state levels)?
- What other NGOs or international partners are providing support to teacher training and professional development? How well are these integrated across activities? Does the state play a lead role in coordination?

—USAID Sudan Education Program Notes

⁶⁵ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3

⁶⁶ EMIS Education Statistics 2008, March 2009, Version 1.3, March 2009, Version 1.3

⁶⁷ Power point given by UNICEF at the TWG, December 2009

Topic E: Other Areas of Education

There are several other areas of education as well as the formal school system that are also in need of teachers.

Topic E1: Vocational

Vocational training comes under the Ministry of Labor (MoL). Vocational education comes under the MoEST.

A draft vocational training policy was handed to the Ministry of Labor in January 2009, but there has been no implementation or revision to date though it has gone to the parliament for legislation⁶⁸. The Vocational Education Program Implementation Guidelines and Policy Document is also drafted, but not yet approved.

As vocational training is not a direct part of teacher training and is under another Ministry, with so many pressures and competing issues for teacher training, vocational training should be kept separate and left to the Ministry of Labor. However, there could be areas that could be shared between vocational training, education and formal teacher training at both primary and secondary levels.

The review earlier this year of a range of activities funded through MDTF identified some priorities for policy implementation, including instructor training. This may be an area that could be shared between teacher training and vocational training and education. The professional studies modules could be used by all three trainees, physical facilities could potentially be shared, English language training modules and the structure and guidance of the teacher qualifications framework).

Recommendations:

Consider sharing of resources for school teachers with vocational teachers and between the two ministries.

Use the professional studies modules from the teacher training course for vocational training graduates who wish to become vocational tutors.

Use some of the English language material developed for the teacher training course for the vocational trainees.

Share facilities between vocational training centers and teacher training institutes and vice versa.

The vocational training curriculum has no qualifications framework and this is another area where they could potentially borrow some structure of guidance from the teacher training qualifications framework.

Topic E2: Alternative Education System (AES)

The alternative education system (AES) is designed for those who have missed the opportunity to complete their basic education and those who have never joined basic education.

The AES system is comprised of 7 programs: Accelerated Learning Program (ALP); Community Girls' School Program (CGS); Basic Adult Literacy Program (BALP); Intensive English Course; Interactive Radio Instruction (IRI); Pastoralist Education Program (PEP) and Agro-forestry Program (AFP).

Though all are recognized in the formal structure of the education system the majority are being implemented on an ad-hoc basis by various NGOs, FBOs and UN agencies with limited MoEST involvement.

⁶⁸ Interview with the International Labor Organization, 5th October 2009

Recommendations:

Consider teachers for the AES when recruiting for in-service where there are natural links (i.e. IRI, Community Girls Schools or Pastoralist education).

Consider ways to involve out of school youth (public /private partnerships).

Topic E3: Early Childhood Development (ECD)

Pre-primary education (ECD) serves as an initiation process to the formal school system. MoEST policy states that ECD is two years in duration. There is very limited implementation of ECD in Southern Sudan, a lack of ECD teachers with no institution in the South to train them (the handful of qualified ECD teachers available are trained in Kenya⁶⁹) and the majority of ECD centers are without physical facilities and have few resources. This bad start for children in their first experience of education does not bode well for future enrollment and retention at higher levels of education.

Recommendations

Not a priority for teacher professional development at this stage however it is important in a medium to long term strategy because of the overwhelming demand for basic education.

Topic F: External Support to Education⁷⁰

Southern Sudan has suffered from decades of underdevelopment, war, famine, drought and flood, resulting in the devastation of the South's economic, political and social structures. Donor support to education is necessary after such a long conflict especially with the education budget going down and enrollment rates going up.

Topic F1: Bilateral- USAID

USAID's policy is to support the 2005 Comprehensive Peace Agreement (CPA).

It is specifically to help Sudanese citizens realize tangible peace dividends, such as health and education services and new economic opportunities and to promote national stability and democratic transformation.

USAID currently supports education (2009: USD 21.7 million) through providing:

- Technical assistance to the Ministry of Education at central, state and county level.
- Interactive radio instruction, professional studies and English language for teachers.
- Girl's scholarships especially trying to promote female teachers.
- Technical assistance to the Ministry of Gender at central and state level.
- Support to curriculum development for teachers.
- Support to the CDC.
- An integrated health and education project.

USAID also established the first development program in education in Southern Sudan through the Sudan Basic Education Program (SBEP). This project delivered many of the building blocks for re-establishing the education system. It was a 25 million five-year project.

⁶⁹ NSEA trained 56 ECD teachers at certificate level and 23 at diploma level in Githunguri ECD teacher training college in Kenya.

⁷⁰ This section provides only an overview of the main sources of external financing. For additional details see The GoSS MoEST Education Sector Budget 2010.

Recommendations:

Re-invigorate the foundation blocks of the SBEP established during SoE/USAID, particularly the: Education Support Network, Curriculum Development Center, Professional Development Skills Program and the In-service and Pre-service training support to CECs and TTIs.

Topic F2: Bilateral- JICA and others

The Government of Japan (GoJ) has been providing assistance for curriculum development for math and science teachers and plans to increase the level of its support significantly in 2010 including the construction of two TTIs.

Topic F3: Multi lateral- (Pooled Funding) MDTF

The Joint Donor Office (JDO) are the governments of Canada, Denmark, Netherlands, Norway, Sweden and UK who established joint donor team (JDT) to co-ordinate and strengthen development efforts in 3 focus areas: Public Sector, Basic Services and Governance of Rule and Law.

The JDO supports the GoSS through the Multi Donor Trust Fund (MDTF) which is administered by the World Bank (WB). The MDTF phase I has not been successfully implemented in the area of education because of limited capacity of the MoEST, complex procurement procedures and limited support from the WB to the MoEST.

The World Bank is now adopting a new strategy called the rapid results approach (RRA) using the rapid results initiative (RRI) which breaks the long term tasks into short term commitments and results. The RRI addresses immediate concerns that can give a quick impact and build lessons and confidence to achieve tangible results within a specified time. The tasks are broken into 'bite size' chunks of 100 days focusing on results and not just processes.

Recommendations:

Consider the level of implementation of the MDTF teacher training project to determine the focus and scope of support that USAID can give teacher professional development.

Monitor progress of the MDTF Education Recovery Program (ERP) implementation through the RRI mechanism. Identify lapses or gaps in implementation and link to the development of future USAID assistance programs in teacher professional development.

Topic F4: Multi lateral- (Pooled Funding) Other

The JDO also supports the GoSS through the following funding mechanisms for education: the Basic Service Fund (BSF), Capacity Building Trust Fund (CBTF) and the Common Humanitarian Fund (CHF)⁷¹.

The CBTF successfully supported the establishment of a payroll system for education and the BSF implemented school construction, text book distribution and some teacher training through small grants to NGO's and FBOs. Given the problems with the MDTF ERP phase I donors did not support phase II for education and are considering other funding mechanisms particularly CBTF and BSF.

Recommendations:

Continue funding for payroll until the system is sustainable without external support.

⁷¹ Please see annex 10.3 for details of pooled funding mechanisms in Southern Sudan.

Continue support for small scale projects at the community level to support education.
Seek additional avenues for support to quality inputs (including teacher professional development).

Topic F5: UN agencies (UNICEF, WFP, UNESCO, UNHCR)

The United Nations Children’s Fund (UNICEF) is the lead counterpart for education playing a major role in dialogue between GoSS and education partners and overseeing a significant level of financial support.

United Nations (UN) agencies have been given substantial contributions in terms of school buildings and school feeding as well as contributions from the GoJ for construction of TTIs and primary schools.

Topic F6: NGO’s and FBOs

There is an NGO policy in draft.

There are 104 NGO’s and FBOs working in education. The coordination of partners is very challenging and needs to be streamlined. FBOs carry out a lot of excellent work in Southern Sudan, are committed, often work in hard to reach areas and are here long term.

Recommendations:

NGO’s and FBOs increase focus on teacher professional development with other donors under guidance of GoSS.

4. USAID COMPARATIVE ADVANTAGE

USAID has several comparative advantages. It has been working in Southern Sudan for approximately a decade and is well established and respected. It has worked in education for a number of years and was the donor for the first development education program, SBEP. This gives USAID the experience, historical understanding, institutional knowledge and familiarity of the systems, structures, staff and Ministries as well as logistics and context, which in Southern Sudan is extremely important. The understanding of the context and the relationships with key players is also of a comparative advantage to USAID.

The SBEP was a comprehensive program that laid the foundations for the reconstruction of the education system. USAID has access and ownership (with MoEST) of this work and could continue to build on a lot of what was developed during this time. It is also currently active in the education sector and is implementing several education programs which were follow ups to programs in the SBEP. This provides some level of continuity to the teacher education programs.

USAID has the comparative advantage that its access to funding coupled with the organizational and logistical capacity and their ability to mobilize quickly allows USAID to operate effectively in the context of Southern Sudan.

USAID already has a policy of supporting decentralized service provision. Interventions in education aimed at the state level would fit in with this overall policy;

USAID could support the MoEST in ensuring the RRI 100 days are successful so that MoEST is on track to start the in-service program. The success of the MoEST/MDTF program could affect programming decisions of USAID.

USAID could consider the recommendations of this report in determining program direction in teacher professional development.

5. ANNEXES

Annex A. The Status of Teacher Professional Development in Southern Sudan: Summary of Main Findings

| | | |
|---|---|---|
| <p>Topic A: Policies & Legal Framework. The implementation of education policy since the CPA has been piecemeal and disjointed, acting as an emergency stopgap measure to address particular challenges, without addressing large scale issues in a systematic way. There are several policies and legal frameworks drafted, which include teacher professional development, but none are passed to date. The MoEST acknowledges the need to review and update these policies and prepare clear policy statements to support a system of teaching and learning that is relevant and reflects the current context of Southern Sudan.</p> | | |
| <p>Topic A1: Overarching Policies</p> | | |
| <p>Policy</p> <ul style="list-style-type: none"> The Education Sector Plan of the New Sudan for the Pre-Interim Period January 2005 to December 2010 Education Policy of the New Sudan and Implementation Guidelines (2002) Government of Southern Sudan Education Sector Budget Plan 2007-2009 The Education Act, 2007 MoEST Policy Handbook, 2007 MoEST National Teacher Education Strategy Implementation Guidelines & National Strategy for the Southern Sudan Languages & Education Policy MoEST Policy Guidelines <p>MoEST is responsible for the governance and management of the education system in Southern Sudan which shall function in accordance with the Education Act. The MOEST is responsible for policy formation and management responsibilities.</p> | <p>Status</p> <p>All in draft form, none passed</p> <p>Education Act drafted, in Parliament, not passed.</p> <p>The capacity enhancement of the MoEST is ongoing.</p> | <p>Recommendations</p> <p>Review and define policies to clarify roles and responsibilities of GoSS, MoEST and SMoE & ensure implementation. . Coordination from MoEST with the SMoE is imperative. Harmonize polices relating to:</p> <ul style="list-style-type: none"> Establishment of TTIs/ CECs Management & deployment of teachers Curriculum content Linkages & guidelines to establish relationships between Universities, TTIs, CECs <p>Clarify Indigenous languages Policy to establish roles and responsibilities of who is responsible for language choice for first years of primary. Combine all policies relating to education in one comprehensive document. Advocate for the Education Act to be passed and implemented as soon as possible.</p> <p>Strengthen & expand the multiple approaches to enhancing capacity through the TA especially in the core functions of all the Ministries. Focus on empowering MoEST and ensuring ownership of programs.</p> |
| <p>Topic A2: Framework for Teacher Professional Development Primary - In-service</p> | | |
| <p>Policy</p> <p>Multiple entry/ exit four year in-service teaching program operating at the county level CECs. Entry level- primary 8 leavers and above.</p> | <p>Status</p> <p>Disparate in-service teacher training currently operating by various NGO's and FBOs. Funds have been secured through the MDTF and preparations are underway for the MOEST to pilot the in-service training program beginning in January 2010 in 20 CECs.</p> | <p>Recommendations</p> <p>Focus on in-service as priority. Start the in-service program immediately. Use southern and regional universities to train tutors for in-service.</p> |

| Topic A3: Framework for Teacher Professional Development Primary- Pre- service | | |
|--|---|---|
| <p>Policy</p> <p>Two or four year residential pre-service teaching program run at the state level TTIs.</p> <p>Entry level- 2 year course-secondary school leavers; 4 year course-primary 8 leavers.</p> | <p>Status</p> <p>Arapi, Yei & Kajo Keji TTIs are currently operating the 2 year pre-service teacher training program. Yei & Kajo-Keji are private TTIs. The 4 year pre-service program is not operational.</p> <p>Consider the value of a 2 year pre-service program followed by 2 years of supervised teaching linked to the in-service program.</p> | <p>Recommendations</p> <p>Strengthen & expand pre-service; pre-service may be able to produce majority of teacher demand after initial teacher demand is met through in-service.</p> <p>Consider reducing the 2 year pre-service program to one year residential and one year supervised practice in schools to lessen teacher demand and cost.</p> |
| Topic A4: Framework for Teacher Professional Development Primary- Fast Track | | |
| <p>Policy</p> <p>Crash training program/non-formal serves as a gateway to pre-service or in-service training. Duration 1 month.</p> | <p>Status</p> <p>Piloted in 2007 -1,229 teachers trained in 10 states. Currently not functioning.</p> | <p>Recommendations</p> <p>Implement fast track teacher training at the same time as in-service & pre-service.</p> <p>Ensure linkages to other modalities of teacher professional development programs.</p> |
| Topic A5: Framework for Teacher Professional Development Secondary - University | | |
| <p>Policy</p> <p>Two year program- Diploma in Education.</p> <p>Four year program- Bachelors Degree in Education.</p> <p>One year program (for holders of undergraduate degrees) -Diploma in Education.</p> | <p>Status</p> <p>Bahr el Gazal, Juba, Rumbek & Upper Nile Universities</p> <p>Juba University has approximately 700 students & Upper Nile has 739 students enrolled in education programs.</p> <p>Only Juba University & Bahr el Gazal universities functioning normally.</p> | <p>Recommendations</p> <p>Support universities with English language training.</p> <p>Expand the ESN to incorporate the universities with Juba University taking a lead role.</p> |
| Topic A6: Framework for Teacher Professional Development- English | | |
| <p>Policy</p> <p>Intensive English course -6 month.</p> <p>Beginner's English course- 6 months.</p> | <p>Status</p> <p>Currently 1500 teachers on the Windle Trust programs.</p> <p>19% of trained teachers are Arabic pattern teachers.</p> <p>SSIRI also operating English courses.</p> | <p>Recommendations</p> <p>Expand English courses for teachers as part of the in-service program.</p> <p>Incorporate IRI as supplementary English language program.</p> <p>Continue English courses for Arabic speaking teachers.</p> |
| Topic A7: Framework for Teacher Professional Development- Civil Society involvement | | |
| <p>Policy</p> <p>Relationship of teacher & community/ linkage between community & school is mentioned in the SS Unified Teacher Education Curriculum 2005 & the rights and responsibility of parents is clearly stated in the Education Act.</p> <p>Roles and responsibilities are clearly laid out for PTA's.</p> | <p>Status</p> <p>Lack of any significant civil society involvement.</p> <p>Lack of real parent involvement except through PTA's which are not yet functioning effectively in the majority of schools.</p> | <p>Recommendations</p> <p>This is a long term goal therefore not a priority at this time in teacher professional development.</p> <p>Consider activities that will enhance school governance.</p> |

| Topic A8: Examination Certification & Accreditation | | |
|---|--|---|
| Policy No policy in place. | Status Comprehensive framework developed during SoE/USAID -traces the processes of certification & registration from the admission of trainees to the acquisition of the final qualification and status. | Recommendations Build an effective & reliable examinations system based on the unified curriculum. Review and implement the framework developed during SoE/USAID. Ensure Juba University takes a lead role- examining and certifying teachers and issuing Southern Sudan teaching certificates. Establish affiliation between Juba University (and others) and TTIs/ CECs (ESN). Clear policy on career progression. |
| Topic A9: Education Support Network (ESN) | | |
| Policy The links between the MoEST, TTIs, CECs & PEO, CDC and schools are referred to in policy documents. | Status The ESN conceptualized during the SoE/ USAID -system that set up interactive links among MoEST/CDC/SMoEs/TTIs/CECs/PEO & schools to provide flexible training & instructional support to communities & teachers to improve the quality of education. | Recommendations Re- structure the ESN to reflect the Universities role & operationize the ESN. |
| <p>Topic B: Human Resources The total number of teachers, their deployment and welfare remains a key outstanding issue for ensuring effective teaching and learning. The main determinant of the total number of teachers needed is the number of pupils. In Southern Sudan enrolment has risen more than five times since the signing of the CPA in 2005, but in Southern Sudan the teacher demand is about quality rather than numbers; 96% of teachers do not have any recognized formal qualification. There is also a huge gender imbalance in the teaching force, no clear selection and recruitment procedures and no clear career path for professional development.</p> | | |
| Topic B1: Teacher demand-Primary | | |
| Policy Primary education is free and compulsory; 8 year duration. Number of teachers needed: 2009- 25,000 estimated 2010 -29,000 estimated 2011- 31,000 estimated 2012 -35,000 estimated 2013- 38,000 estimated 2014 -44,000 estimated Ratio is set at 40:1 | Status Currently 23,025 teachers (male female) Shortage of 1975 teachers in 2009 according to estimates. Problem is 63% of 23,025 teachers are completely untrained; 96% have no recognized formal teaching qualification. Teacher demand varies from state to state. Current ratio's are 31:1 but vary dramatically from state to state. | Recommendations Improve quality through training (the main challenge is not the number of teachers but the fact that they are untrained). Focus on in-service. Explore shift teaching/ multi grade classes - ways of reducing the demand on the number of teachers. Employ retired teachers on contracts. Give Arabic pattern teachers intensive English course. |

| Topic B2: Teacher demand- Secondary | | |
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| <p>Policy Secondary education; 4 year duration. Goss will endeavor to avail the necessary financial resources to make education affordable at secondary & higher levels, including technical & vocational training.</p> <p>Cannot find a student: teacher ratio</p> | <p>Status Currently 1613 teachers (male 1406: female 207). 28% are formally trained; 21% are completely untrained. Ratio is 16:1</p> | <p>Recommendations Provide a small level of support to secondary teachers who are training at University level, especially for females.</p> |
| Topic B3: Selection, Recruitment, Management and Deployment | | |
| <p>Policy Primary teachers should be minimum grade 8 leavers. Secondary teachers should be university graduates at under graduate level. No clear policy or detailed principles for selection & recruitment/basic selection criteria developed by MoEST. SMoEs may hire teachers who hold qualifications that are lower than those stated above if teachers who meet these minimum qualifications are not available, provided that the SMoE shall provide such teachers with opportunities for training, within a period of not more than two years after joining the service, to upgrade their skills. GoSS-MoEST shall develop and monitor the quality of education in Southern Sudan including academic, professional, ethical and infrastructural standards through a Quality Monitoring Framework.</p> | <p>Status Teachers are employed with no clear selection & recruitment policy. In states where there is a lack of people with the minimum qualifications under qualified personnel are taken but not given the opportunity for training as stated in the policy. The Quality Monitoring Framework has yet to be developed.</p> | <p>Recommendations Fine tune the structure of teacher professional development & management in order to determine relationships, hierarchy & levels of organizational authority in a decentralized framework. Implement a uniform & transparent recruitment, selection & deployment procedure in all states. Provide hardship allowances for teachers serving or posted to difficult areas. Develop the Quality Monitoring Framework- possibility that monitoring could be done through the ESN model.</p> |
| Topic B4: Building Professional Teachers- Career Progression | | |
| <p>Policy No clear policy.</p> | <p>Status No structure for professional development but the Professional Skills Development Program (PSDP) developed in SoE/USAID prepares tutors to train for & supervise the delivery of education packages through the ESN to schools & communities.</p> | <p>Recommendations Put respect back into teaching. Re-establish the PDSP & ESN programs developed during SoE/USAID. Consider placing teachers into training courses most appropriate to skill & capacity (ecd, primary, secondary, pastoral, alp)</p> |
| Topic B5: Female Teachers | | |
| <p>Policy The Education Act states that the GoSS-MoEST in consultation with Ministry of Public Service, Labor and Human Resources, shall develop a comprehensive affirmative action policy for female teachers. Interim Constitution states that 25% of all legislative & executive organs of government must be female.</p> | <p>Status 10% of teachers are female. No states have formalized strategies to increase the proportion of female teachers but several are addressing this. Rectifying gender imbalance in the teaching force requires massive affirmative action-develop incentives for females to train as teachers/provide child care at CECs & TTIs/scholarship program.</p> | <p>Recommendations Develop a comprehensive affirmative action policy focusing on recruitment, promotion, opportunities for professional growth and development, and on-the-job professional support. Strengthen & expand affirmative action such as scholarships for female teachers. The USAID GEE program could be used as a model.</p> |

| Topic B6: Public Financing | | |
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| <p>Policy</p> <p>GoSS assigns percentage of budget to MoEST. No specific portion is mandated. MoEST assigns percentage of budget to cover agreed operational costs and teacher's salaries to each state on a monthly basis and state disburse funds to county, payam, bomas and schools. Funds are administered by MoE at central & state level but channeled through Ministry of Finance.</p> | <p>Status</p> <p>The payroll was developed and a teacher head count exercise was conducted in 2008-2009. With the data gathered a basic computerized payroll system was rolled out in all 10 states. The payroll has increased transparency, provided electronic management of information to the level of individual staff, standardized pay& given greater visibility to unproductive teachers as well as active teachers not being paid.</p> <p>October 2009 9/10 states plus MoEST are using the computerized system.</p> <p>Current freeze on hiring & promotion throughout the public service.</p> | <p>Recommendations</p> <p>Strengthen & establish the payroll to reflect teacher professional development including career progression.</p> <p>Support payroll to ensure it continues to function.</p> |
| Topic B7: Code of Conduct (CoC) | | |
| <p>Policy</p> <p>The governing body of all public schools shall adopt a Learners' Code of Conduct after consultation with the learners, parents and teachers of the school.</p> <p>GoSS-MoEST shall develop and enforce in cooperation with the State Ministries of Education a Teachers' Code of Conduct.</p> <p>GoSS-MoEST and SMOEs shall enforce the Code of Conduct for all employees as contained in the Public Service Act.</p> | <p>Status</p> <p>Unclear.</p> | <p>Recommendations</p> <p>The CoC is crucial in ensuring professional conduct of teachers. Ensure the content, ethos & behavior in the CoC is part of the in-service & pre-service training.</p> |
| <p>Topic C: Curriculum and Material Development The curriculum for teacher professional development is incomplete. The CDC is barely functioning and has very few resources, staff or capacity.</p> | | |
| Topic C1: Curriculum Development Center (CDC) | | |
| <p>Policy</p> <p>The Curriculum Development Center is the intellectual and academic center of the MoEST. Its central task is to develop curriculum materials – overall design, scope and sequence, textbooks for children and students, and guides and materials for teachers. It should also be linked to the TTIs, CECs & Universities.</p> <p>Policy</p> <p>The Curriculum Development Center is the intellectual and academic center of the MoEST. Its central task is to develop curriculum materials – overall design, scope and sequence, textbooks for children and students, and guides and materials for teachers. It should also be linked to the TTIs, CECs & Universities.</p> | <p>Status</p> <p>CDC is not functioning properly & has no linkages to other institutions.</p> | <p>Recommendations</p> <p>Appoint curriculum expert as the residential director of the CDC to provide leadership & vision.</p> <p>Develop the CDC model based on the SBEP with a high level use of technology and a full complement of staff.</p> <p>Develop Institute for Indigenous languages as part of the CDC or as a sister institute with an overlapping role for material development but for indigenous languages only.</p> <p>Ensure strong linkages between the CDC, TTIs, CECs and other educational institutions (ESN).</p> <p>Ensure funding for the CDC.</p> |

| Topic C2: Language- Mother tongue | | |
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| <p>Policy Implementation Guidelines & National Strategy for the Southern Sudan Languages & Education Policy P1-P3 to be taught in indigenous language of the area as decided by the community & administration of the school & thereafter as a subject.</p> | <p>Status Very few materials developed (SIL have developed some).</p> | <p>Recommendations Develop mother tongue materials and language pedagogy of teaching mother tongue.</p> |
| Topic C3: Language-English | | |
| <p>Policy P4-P8 to be taught in English.</p> | <p>Status English programs operated by Windle Trust & SSIRI are operating. 19% of teachers are fluent in the Arabic pattern & need English language.</p> | <p>Recommendations Address the pedagogy of transition from mother tongue into English in the curriculum. Expand & continue English language courses- review Windle Trust course, possibly no need to write materials.</p> |
| Topic C4: Material Development, Printing & Distribution | | |
| <p>Policy There is a unified curriculum for teacher professional development in Southern Sudan. Teaching & Learning materials shall be gender responsive. No policy on printing.</p> | <p>Status In-service materials stages 1-4 in four core subjects & professional studies are complete. Currently under review and approval in the MoEST (October 2009). No secondary teacher education curriculum. No printing press in Southern Sudan. Materials are printed in neighboring countries.</p> | <p>Recommendations MoEST to review & approve materials as a matter of urgency. Distribute appropriate number of copies to all TTIs, CECs. Distribute soft copies to NGO's, FBOs who can be responsible for duplicating. Develop alternative to text books (use of technology/ waterproof, hard wearing text books). Consider reducing scope of curriculum. Conduct a curriculum review for context & methodology of curriculum- ensure critical thinking skills are developed & gender awareness & sensitivity. Make funds available for printing of materials for TTIs & CECs to allow in-service & pre-service to begin. Establish a printing press as part of the CDC.</p> |
| Topic C5 :Technology: | | |
| <p>Policy Unclear.</p> | <p>Status EDC implementing SSIRI Senior inspector for GoSS at state, county and payam level for SSIRI</p> | <p>Recommendations Develop use of alternative technology as a large component of new programs- (video, interactive white boards, mobile phones, radios, web based). Develop modules in the curriculum to enable teachers to teach using alternative technology.</p> |

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| Topic D: Physical Facilities Physical facilities in Southern Sudan have not kept pace with demand. Construction costs are high, approximately \$500,000 for a TTI or CEC and construction is very difficult with lack of materials, bad roads, lack of capacity and insecurity. | | |
| Topic D1: TTIs | | |
| Policy One TTI in each state. Total 10. | Status Three TTIs functioning. 2 TTIs as centers for excellence in math and science under construction (GoJ.) Malakal, Panliet, Panyagor need rehabilitation. Mbili, Makuac & Mabil supported by NGOs not yet functioning. Other private TTIs are functioning (Yei- supported by Across, Kajo-Keji- supported by HASS) Infrastructure guidelines exist. | Recommendations Look into all appropriate & cost effective technology in construction of TTIs. Encourage donor/partner support to each TTIs with clear exit strategy. Phased construction of one TTI in each state –priority to complete those started. |
| Topic D2: CECs | | |
| Policy Two CECs in each county. Total 158. | Status Nine operational , 21 not operational but committed to operating in-service. | Recommendations Look into all appropriate & cost effective technology in construction of CECs. Use existing structure as alternative venues for in-service. Phased construction of one CEC in each country- CECs are a core need for rural counties. |
| Topic D3: Other educational institutions | | |
| Policy No policy on other educational institutions. Four universities, Rumbek, Upper Nile, Juba, Bhar el Ghazal | Status Southern Sudan Institute of Education (SSIoE) built in Rumbek but no hardware or software. Bahr el Gazal, Juba & Upper Nile Universities Only Juba & Upper Nile functioning. Southern Sudan Open College of Nation of Africa (43 students enrolled in education). | Recommendations Make clear links between all educational institutions (ESN). Long term vision- SSioE to take on leading role in teacher professional development along with universities. Universities not a priority for teacher professional development unless conducting in-service. |
| Topic E: Other areas of education. There are several other areas of education as well as the formal school system that are also in need of teachers. | | |
| Topic E1: Vocational | | |
| Policy Vocational training comes under the Ministry of Labor. Vocational education comes under MoEST. | Status Policy for vocational training is drafted but not yet approved. Vocational Education Program Implementation Guidelines & Policy Document drafted but not yet approved. | Recommendations Consider sharing of resources for school teachers with vocational teachers & between the two ministries (professional studies modules, English language training, physical facilities, structure & guidance of teacher qualifications framework). |

| Topic E2: Alternative Education System (AES) | | |
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| <p>Policy Designed for those who have missed the opportunity to complete their basic education and those who have never joined basic education. The AES system shall be comprised of 7 programs: Accelerated Learning Program (ALP); Community Girls' School Program (CGS); Basic Adult Literacy Program (BALP); Intensive English Course; Interactive Radio Instruction (IRI); Pastoralist Education Program (PEP) & Agro-forestry Program (AFP). ALS provides opportunities for out of school youth (BALS, ALP).</p> | <p>Status Though all are recognized in the formal structure of the education system the majority are being implemented on an ad-hoc basis by various NGO's, FBOs and UN agencies with limited MoEST involvement.</p> | <p>Recommendations Consider teachers for the AES when recruiting for in-service where there are natural links (i.e. IRI, Community Girls Schools or Pastoralist education). Consider ways to involve out of school youth (public /private partnerships).</p> |
| Topic E3: Pre-Primary Education | | |
| <p>Policy Pre- primary education is 2 year duration serves as an initiation process to formal school system.</p> | <p>Status Very limited implementation.</p> | <p>Recommendations Not a priority for teacher professional development at this stage however it is important in a medium to long term strategy.</p> |
| Topic F: External Support to Education Donor support to education is necessary in Southern Sudan with the education budget going down and enrollment rates going up. | | |
| Topic F1: Bilateral- USAID | | |
| <p>Policy USAID's policy is to support the 2005 Comprehensive Peace Agreement (CPA). It is specifically to help Sudanese citizens realize tangible peace dividends, such as health and education services and new economic opportunities and to promote national stability and democratic transformation.</p> | <p>Status USAID currently supports education (2009: USD 21.7 million) through providing:</p> <ul style="list-style-type: none"> • Girl's scholarships especially trying to promote female teachers. • Technical assistance to the Ministry of Gender at central & state level. • Technical assistance to the Ministry of Education at central, state & county level. • Some support to curriculum development for teachers. • Interactive radio instruction, professional studies & English language for teachers. • Support to the CDC. • Health & education project. <p>Total funding 2009 USD21.7million</p> <p>USAID established the first development program in education in Southern Sudan through the Sudan Basic Education Program (SBEP). This project delivered many of the building blocks for re-establishing the education system.</p> | <p>Recommendations Re-invigorate the foundation blocks for SBEP established during SoE/USAID, particularly the: Education Support Network Curriculum Development Center Professional Development Skills Program In-service & Pre-service training support to CECs & TTIs</p> |

| Topic F2: Bilateral- JICA (& others) | | |
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| Policy Currently unavailable. | Status JICA providing assistance for curriculum & development of teaching math & sciences & constructing TTIs. | Recommendations To be developed after consultation with the bilaterals. |
| Topic F3: Multi lateral- (Pooled Funding) MDTF | | |
| Policy JDO supports GoSS through the following funding mechanisms: MDTF. | Status JDO-governments of Canada, Denmark, Netherlands, Norway, Sweden & UK established joint donor team to co-ordinate and strengthen development efforts in 3 focus areas: Public Sector/ Basic Services/ Governance of Rule & Law. MDTF-phase I has not been successfully implemented in the area of education; limited capacity of MoEST, complex procurement procedures & little support from WB to MoEST. RRI- 100days now in process to re-invigorate Phase I. | Recommendations Consider the level of implementation of the MDTF teacher professional development proposal through the RRI 100 days to determine the level & focus of the support that USAID can give teacher professional development. Monitor progress of the ERP implementation through RRI mechanism. Identify progress & or lapses in implementation & link to development of future USAID assistance program to teacher professional development. |
| Topic F4: Multi lateral- (Pooled Funding) Other | | |
| Policy JDO supports GoSS through the following funding mechanisms: SRF, CBTF, BSF & CHF. | Status CBTF: successfully supported establishment of a payroll system for education. BSF: implemented school construction, text book distribution, teacher training through small grants to NGO's & FBOs. Given problems with ERP phase I donors did not support phase II for education & are considering other funding mechanisms particularly CBTF & BSF. | Recommendations Continue funding for payroll until the system is sustainable without external support. Continue support for small scale projects at the community level to support education. Seek additional avenues for support to quality inputs (including teacher professional development). |
| Topic F5: UN agencies (UNICEF, WFP, UNESCO, UNHCR) | | |
| Policy Will be researched. | Status UNICEF is lead counterpart for education & plays major role in dialogue between GoSS & education partners & oversees a significant level of financial support. UN agencies have given substantial contributions in terms of school buildings & school feeding | Recommendations To be developed. |
| Topic F6: NGO's & FBOs | | |
| Policy GoSS policy in draft. | Status Approximately 104 NGO's & FBOs working in education. | Recommendations NGO's & FBOs increase focus on teacher professional development with other donors under guidance of GoSS. FBOs carry out a lot of excellent work in Southern Sudan, are committed, often work in hard to reach areas and are here long term. They should be considered for implementing teacher professional development programs. |

Annex B. The Education Support Network (ESN)

1. The ESN is the training network of the Secretariat for Education. Six networks, each centered on an RTTI will provide flexible training and instructional support services to communities throughout South Sudan. The ESN aims at improved instruction for basic education learners including children, youth and adults.
2. A community may need their PTA to receive new skills. Or a young person must be trained to run an Accelerated Learning Program (ALP) for the community's demobilized soldiers. Perhaps the priority is for their head teacher to be given the basic skills of school management. Whatever the need ESN will provide tried and tested training programs reinforced by regular follow-up support. The learning of women and girls will be a special emphasis in the ESN.

Some Training Programs Currently Planned for ESN Delivery

- Diploma in Teacher Education through distance (4 stages with Stage One developed)
- Community Girls Schools
- Accelerated Learning Programs (4 levels with levels 1 and 2 developed)
- Gender awareness in education
- Education Management Programs for education officers, head teachers and PTAs under development
- Vocational training programs to be developed
- In-service training for the new primary curriculum

3. The community will request services of the ESN through their Payam Education Offices. The activities of the ESN will be planned by all the stakeholders of the county led by the County Education Officer and including all the payams. Stakeholders will include educators, government officials, active NGOs, local faith based organizations and the regional RTTI serving the county. ESN resources should be additional to, rather than replace, existing commitments to education in a county.
4. The county plan developed by the stakeholders will determine the training and support services provided during each annual cycle of the ESN. The RTTI will provide technical support for the implementation of this plan while funding will flow through the County Education Office.
5. In each county the staff of the ESN will consist of a team of tutors posted by the RTTI to a County Education Center (CEC). The tutors will carry out residential training at the CEC. They will engage additional resource persons as facilitators as required. In addition the tutors will visit the payams regularly to carry out one-day non-residential trainings as well as support visits to schools and trainees.
6. The Payam Education Office staff will play an important role in linking the community and the various trainees to the tutors. They will assist in communicating to the communities and learning centers. They will help to organize venues for local training. They will be trained to co-facilitate trainings in the payam and to carry out monitoring visits to schools and learning centers.

ESN Staffing

| | |
|---------------|---|
| RTTI | Principal, Deputy Principal (ESN), Program Trainers x 5*, subject specialist tutors*, administrator and where there is residential training Deputy Residential Training. |
| County | Five County Education Center Tutors (but 3 in small counties) covering teacher training, non-formal education and management/community specializations. |
| Payam | The normal complement of three Payam Education Office staff will be empowered to provide coordination and follow up as well as assisting with payam and school level seminar facilitation |

* Program Trainers will handle tutor training and monitoring for distance teacher education, non-formal education and management/community programs. Subject specialist tutors will deliver residential programs and act as short term resource persons to counties on an as-needed basis.

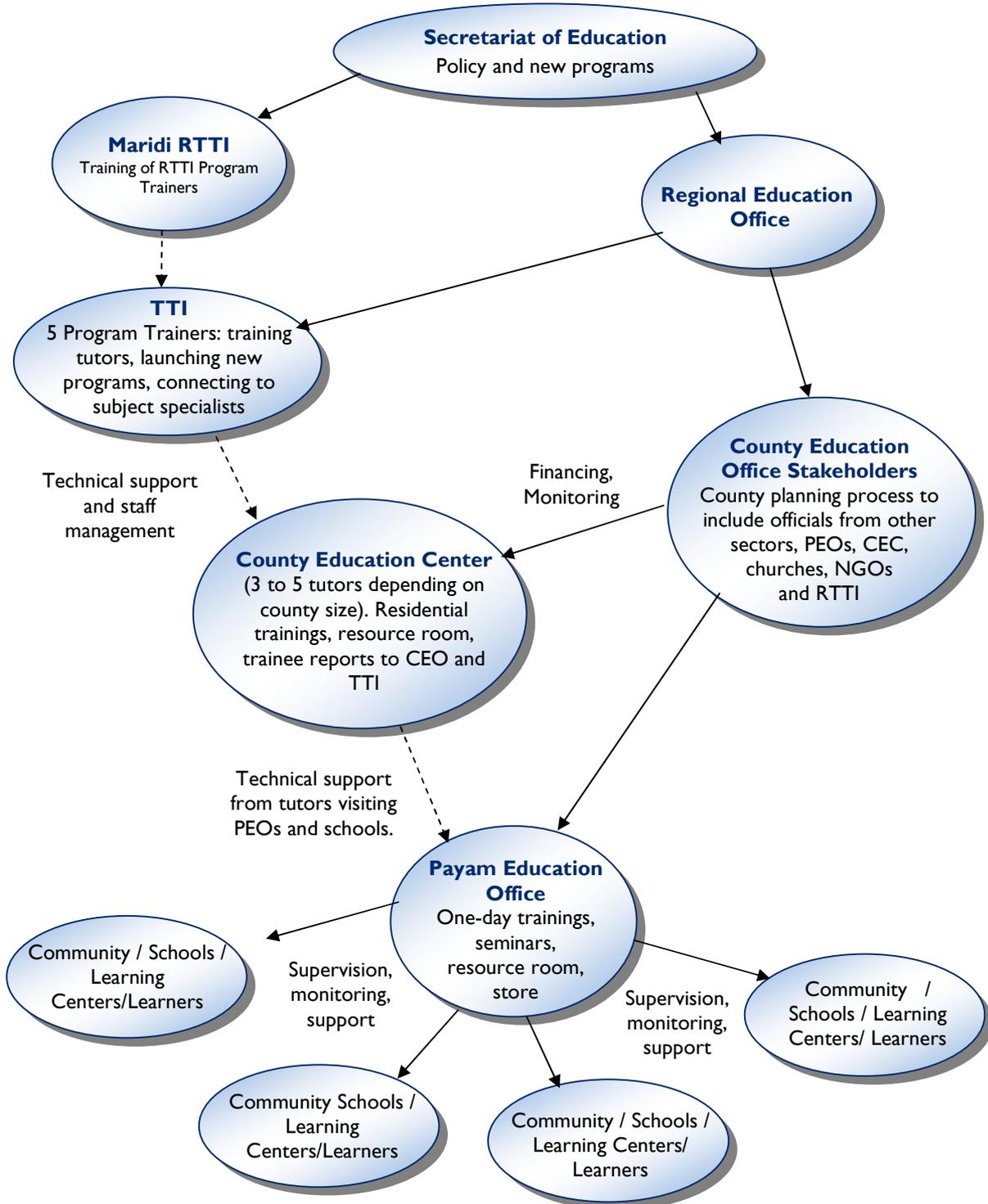
7. All members of the ESN will be Secretariat (SoE) staff. The RTTI level staff and the CEC Tutors will be employed through the RTTI while the Payam level are already existing posts within the county establishment. All those delivering ESN services including occasional resource persons will receive incentives based on each activity they implement. Typical activities include facilitation of training, ESN planning and management meetings, school and student support visits.
8. For ESN staff involved almost full time in ESN activities incentive payments will equate to a month salary. When the Civil Authorities of the New Sudan (CANS) is able to provide civil servants with salaries these will replace the incentive payments for ESN staff except where the incentive is reimbursing costs.
9. In each Region of the South there will be two ESNs each based around an RTTI. The RTTIs will report to the Secretariat of Education through the Regional Education Offices and receive technical support from Maridi RTTI as a National RTTI and Curriculum Development Center. Each RTTI will perform the functions of a CEC in the county where it is located in addition to providing staff training and program quality control for all the counties in its ESN area.
10. The ESN will be launched at first in four RTTIs (Akot, Arapi, Maridi and Upper Nile). In Upper Nile the RTTI ESN staff may commence their work as mobile resource persons to the county education centers. In the first year each RTTI will start programs in two to three counties, adding further counties as security and resources allow in subsequent years.
11. The County Education Center (including the facilities at the RTTIs) will include a training/resource center and small flexible-use dormitory units to accommodate up to 50 trainees. There will also be an office for the tutors and a store.
12. The Payam Education Office (PEO) should be at a central location within the payam communities and be close to a school or other facility where one-day trainings can be conducted and where a small resource center/materials store can be established. Where the current office does not fulfill these criteria the payam will be asked to review the PEO location. The local community will be asked to develop a simple rest house facility for the visiting tutors and trainees from distant villages.
13. NGOs which have a proven track record of support to education in their areas of operation will be asked to facilitate capacity building of each RTTI and County. They will provide institution building advice, technical and managerial training and mentoring to personnel within the ESN system. Before

banking facilities and financial accountability systems are established and proven the NGOs will handle financial and logistical matters in close coordination with counterparts.

14. The development of new program for delivery through the ESN will be done directly under the supervision of the SoE using specialized technical committees drawn from key offices, pioneer organizations and technical experts as appropriate.
15. The performance of the ESN will be overseen by SoE. At local levels wide stakeholder involvement in monitoring will be accomplished through establishing representative RTTI Boards of Governors and county education committees.

Taken from the SBEP Summary of ESN

EDUCATION SUPPORT NETWORK RELATIONSHIPS



—————> Solid line = direct management

- - - - -> Dotted line: non-management relationship

Annex C. The PSDP Program Package

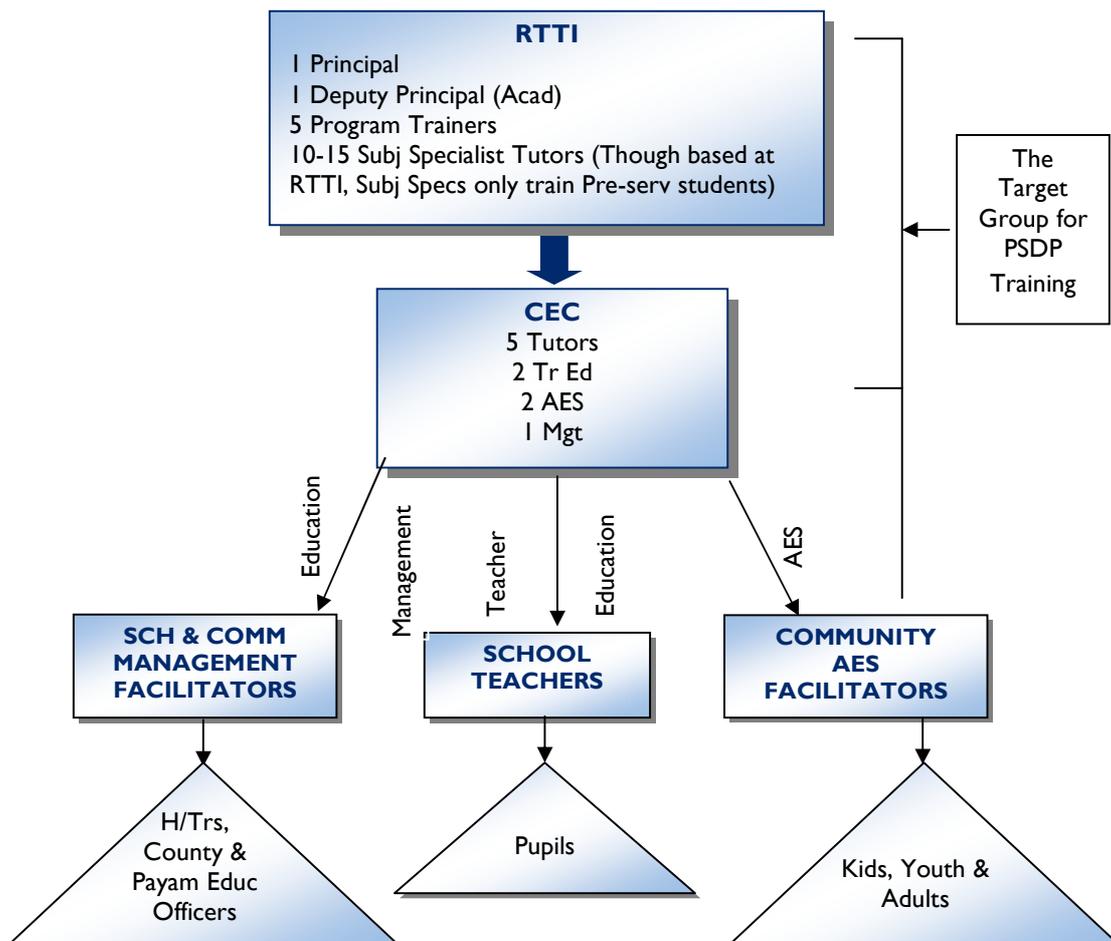
Name of Program: Professional Skills Development Program (PSDP) for RTTI and CEC Academic staff.

Target Group: a) Program Trainers, Principals and Deputy Principals (Academic) at the RTTI
 b) Tutors at the CEC and Subject Specialists Tutors based at RTTI's Program
 Description

The program prepares professional Tutors to train for and supervise the delivery of education packages through the ESN to the schools and communities. The education packages that are due to be delivered are in the areas of Teacher Education, Alternative Education and Education Management. The PSDP itself is considered an education program package that supports the delivery of the other packages.

At the RTTI level, the program will equip Program Trainers, Principals and Deputy Principals with relevant knowledge and professional skills to enable them to develop CEC Tutors (in-service) and Subject Specialist Tutors (pre-service) into professional teacher educators. Both Program Trainers at the RTTI and Tutors at the CEC will specialize in either Teacher Education (Tr Ed), or Alternative Education System (AES) or Education Management. The CEC Tutors, in their turn, will become the trainers and supervisors of classroom teachers, AES facilitators and school level education managers.

The training ladder in the Professional Skills Development Program



Proposed Courses

Due to the two – step approach to the training and the urgency to prepare RTTI staff, CEC Tutors and teachers to take up their roles, both short-term and long-term courses are being prepared.

Professional Skills Development Courses for Program Trainers, Subject Specialist Tutors and CEC Tutors

Two separate, one-year courses will be developed, one for Program Trainers and other RTTI Academic staff and the other for Tutors. The purpose of these courses will be to develop the professional knowledge and skills of these senior teacher educators in delivering quality education. A series of self-study modules for each category will help them learn to be more effective in their jobs as Program Trainers and Tutors. The modules will contain both theoretical and practical aspects of professional development that is integrated with the delivery of AES, Teacher Education and Education Management. Modules will be delivered in a distance learning mode with two or three face-to-face workshops a year. Follow-up work will be conducted to monitor peer group activities, module work and field-based practicals. Professionals enrolled in this course will be assessed on their progress and on competencies attained and awarded certificates at the end of their course.

The Program Trainers' course will come first for one year, now scheduled for January to December 2005. During their training, the Program Trainers will consolidate their own skills by training Tutors in similar skills they will have acquired, using Tutor Manuals. This training for the Tutors will not earn them a qualification. It will, however, give them survival skills in their new posts and also prepare them to take the more comprehensive 1-Year PSDP Tutors course.

The graduates of the Program Trainers' course will be involved in developing the 1-year course and training materials for the CEC Tutors. The Program Trainers will then train the CEC Tutors for one year, provisionally scheduled for 2006/7.

Taken from the SBEP Summary of the PDSP.

Annex D. The Status of Teacher Training Institutes in Southern Sudan- MoEST Workshop on Teacher Professional Development, Juba October 2009

| S/No | Name of Institution | Location | Remarks |
|------|------------------------------------|----------|---|
| 1 | Arapi NTTI | EES | Opened by SEO in 2004. Running normally |
| 2 | Aramweer | Lakes | Opened by former SOE in 2005 Had problems but now running normally |
| 3 | Maridi | WES | Operating normally but recently closed due to shortage of food |
| 4 | Malakal | UN | Premises occupied by the Quranic University. MOEST claimed it. A principal appointed Waiting public service permission for recruiting tutors |
| 5 | Panyangor | Jonglei | Constructed by USAID handed to MOEST in 2008 Awaiting arrival of furniture, and appointment of principal and other staff. |
| 6 | Panliet | Warrap | Structures are awaiting renovation through MTDF |
| 7 | South Sudan Institute of Education | Lakes | Facilities handed to MOEST by UNICEF. Awaiting appointment of 5 core staff to be trained and start developing the concept note for operation. |

Annex E. The Status of TTIs and CECs in Southern Sudan, December 2009

| Priority Ranking | State | Name of Institution | County | Support | Status | Gaps | Illustrative Budget USD |
|------------------|-------------------|--|----------------|--|---|--|-------------------------|
| Tier 1 | Jonglei | Panyagor TTI | Twic East | USAID/MoEST | Phase 1 est. \$1,000,000 8 c-rooms, 5 office block, M/F latrines + teacher latrines, water point, fenced, library block, furniture (beds, desks), store. NOT operational. | 1 house for headmaster; tutor housing (row rooms) dormitories for 100; kitchen, dining hall; additional M/F latrines; v-sat and computers | 700,000 |
| Tier 1 | Jonglei | Makuach CEC - | Bor South | Save For more information, we can contact Save | Handed over by SAVE to state MoE. NOT operational. | Needs assessment | 500,000 |
| Tier 1 | Lakes | Pachong CEC | Rumbek Central | MDTF | Re-bidding Phase 1 for completion/ complete by end of 2010 | Phase 2 can proceed at same time w/possible same contractor. Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 1 | Lakes | Aramweer TTI - security needs monitoring | Rumbek East | USAID/ MoEST | MoEST says security has improved -SAVE is based in Aramweer. 8 c-rooms, 5 office block, furniture; Operational | Phase 2 one house for headmaster; tutor housing (row rooms) need dormitories for 100; kitchen, dining hall; additional set of latrines; v-sat and computers | 700,000 |
| Tier 1 | Warrap | Lietnhom CEC | Gongrial East | MDTF | Phase I Under construction | Phase 2 possible piggyback w/current contractor. Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 1 | Warrap | Romic CEC | Tonj | MDTF | Phase I Under construction | Phase 2 possible piggyback w/current contractor. Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 1 | Western Equatoria | Maridi TTI | Maridi | USAID/MoEST | Operational | Dining hall, additional dorms, renovation for Curriculum Development Center, latrines, tutor's houses | 500,000 |
| Tier 1 | Western Equatoria | Maridi CEC | Maridi | MDTF | Phase I Under construction | Phase 2. Possible to piggyback with current contractor. Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| | | | | | | Sub-total | 4,400,000 |

| Priority Ranking | State | Name of Institution | County | Support | Status | Gaps | Illustrative Budget USD |
|------------------|-------------------------|--|---------------|-------------------|---|---|-------------------------|
| Tier 2 | Central Equatoria | Lainya CEC | Lainya | MDTF | Phase I completed Operational by IBIS (Training for AES teachers) | Phase 2. Dormitories, kitchen & dining, bathrooms, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 2 | Eastern Equatoria | Kapoeta CEC | Kapoeta South | MDTF | Phase I completed Not operational | Phase 2. Dormitories, kitchen & dining, bathrooms, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 2 | Western Bahr el Ghazal | Mbili Secondary & TTI (just outside of Wau town) | Jur River | TBD | There are bldgs for a Girls Secondary and a former TTI for women. Windle Trust has plans to renovate secondary school. Need to contact Windle for more information.. Big potential for quick start in WBeG for a women's only TTI. Not operational. | Assessment. Complete renovation needed. | 700,000 |
| Tier 2 | Western Bahr el Ghazal | CEC | Raga | MDTF- Was dropped | Not operational | This will need phase 1, 2 & 3 construction | 700,000 |
| | | | | | | Sub-total | 6,800,000 |
| Tier 3 | Northern Bahr el Ghazal | Malekalel CEC | Aweil South | MDTF | Phase I completed Not operational | Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 3 | Upper Nile | Malakal TTI | Malakal | Windle Trust | Not operational. Need major renovation and phase 2 construction | BRIDGE/MC potential partner | 700,000 |
| Tier 3 | Upper Nile | Malakal CEC | Malakal | MDTF | Phase I completed Not operational | lacks dormitories, kitchen & dining, furniture, fencing, internet, additional toilets, etc | 500,000 |
| | | | | | | Sub-total | 8,500,000 |
| Tier 4 | Unity- MoEST | Leer CEC | Leer | MDTF - Dropped | New construction | USAID will explore BRIDGE/Winrock potential partner for some works. | 500,000 |
| Tier 4 | Unity | Solo CEC | Rubkona | MDTF - Dropped | New construction | USAID will explore BRIDGE/Winrock potential partner for some works. | 500,000 |

| Priority Ranking | State | Name of Institution | County | Support | Status | Gaps | Illustrative Budget USD |
|------------------|---|--|------------|-----------|--|--|-------------------------|
| Tier 4 | Unity- TTI - MoEST discuss w/state poss. Of Oil Co corporate partnerships | | | | No buildings that we know of. | MoEST discuss w/state possibility of oil company corporate partnerships to fund TTI and/or CECs. Planning figure: | 1,000,000 |
| | | | | | | Sub-total | 10,500,000 |
| Tier 5 | Central Equatoria | Somba CEC | Juba | MDTF | Phase I completed Not operational | Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 5 | Lakes | Pagarau CEC | Yirol East | MDTF | Re-bidding Phase 1 for completion/ complete by end of 2010 | Possible piggyback w/new contractor. Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 5 | Northern Bahr el Ghazal | Wanyok CEC | Aweil East | MDTF | Phase I completed Not operational | Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 5 | Upper Nile | Renk CEC | Renk | MDTF | Phase I completed Not operational | lacks dormitories, kitchen & dining, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| Tier 5 | Western Equatoria | Mundri CEC | Mundri | MDTF | Phase I completed Not operational | Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | 500,000 |
| | | | | | | Sub-total | 13,000,000 |
| | Central Equatoria | Yei TTI | Yei | Across | Operational | | |
| | Central Equatoria | Kajo Keji TTI | Kajo Keji | HASS | Operational | No information from MoEST | |
| | Central Equatoria | Juba TTI - Maths & Sciences; Underconstruction | Juba | Goj | Not operational | No Gaps | |
| | Eastern Equatoria | Arapi TTI - USAID some support SBEP | Magwi | NCA/MoEST | Operational | NCA plans on additional support. additional dormitories for male and teachers' houses, latrines, and bath shelters | |
| | Eastern Equatoria | Ikotos CEC | Ikotos | NCA | Not operational | No details from MoEST | |

| Priority Ranking | State | Name of Institution | County | Support | Status | Gaps | Illustrative Budget USD |
|------------------|-------------------------|--------------------------------------|---------------------|-------------------------------|---|---|-------------------------|
| | Eastern Equatoria | Ibone CEC | Lapor | MDTF | Phase I completed Not operational. Tribal Insecurity and poor access to site. | Dormitories, kitchen & dining, water points, furniture, fencing, electricity, internet, additional toilets, etc | |
| | Jonglei | Bor CEC | Bor South | Save | Operational | | |
| | Jonglei | Boma CEC | Pibor | Across | Operational | No information from MoEST | |
| | Jonglei | | | MDTF - Dropped | | | |
| | Jonglei | | | MDTF - Dropped | | | |
| | Lakes | SS IoE Center of Excellence/research | Rumbek Central | Unicef/ MoEST | Not operational | UNICEF is considering addressing all the gaps | |
| | Northern Bahr el Ghazal | Mabil TTI Females only | Aweil East | Amurt | Operational | BRIDGE/Winrock potential partner; GEE scholarships | |
| | Northern Bahr el Ghazal | Maper TTI Maths & Science | Unknown | Goj | Not operational | | |
| | Northern Bahr el Ghazal | Pantit CEC | Aweil West | NGO? | Not operational | | |
| | Northern Bahr el Ghazal | Malok along CEC | Aweil West or East? | NGO? | Not operational | No details available from MoEST | |
| | Northern Bahr el Ghazal | Bakyor CEC | Aweil East | NGO? | Not operational | No information from MoEST | |
| | Upper Nile | Malakal CEC | Malakal | Solidarity for Southern Sudan | Operational | No information from MoEST | |
| | Warrap | Panliet TTI - Proposed TTI | Warrup | none | very limited construction- MoEST suggested exploring Tonj old TTI site. | BRIDGE/Winrock potential partner | |
| | Warrap | Panliet CEC | Warrup | Save | It has a few classrooms and some furniture | | |
| | Warrap | Kurlueth CEC | Warrup | CEAS | Operational ?? | No information from MoEST | |
| | Warrap | Turalei | Warrap | ADRA | Operation | No information from MoEST | |
| | Western Bahr el Ghazal | CEC | Wau | MDTF - Dropped | Many buildings in Wau that can be used for training and CECs. | This will need phase 1, 2 & 3 construction | |
| | Western Equatoria | Ri - Menze CEC | Yambio County | Solidarity for Southern Sudan | Operational | | |
| | Western Equatoria | Yambio CEC | Yambio | ADRA | Not operational | Need for Phase two construction | |

| Priority Ranking | State | Name of Institution | County | Support | Status | Gaps | Illustrative Budget USD |
|------------------|--|---------------------|--------|---------|--------|------|-------------------------|
| Notes: | TTIs USAID previous support | | | | | | |
| | TTIs | | | | | | |
| | MDTF 20 CECs; 14 were bid; 9 completed | | | | | | |
| | Priorities | | | | | | |
| | The Three states of Western Bahr El Ghazal, Unity and Jonglei were dropped from MDTF phase one because of: 1) No contractors applied, 2 No qualified bidders, 3) inadequate funding for phase 1 from MDTF) | | | | | | |
| CECs | Phase 1 means: 2 Classrooms, 1 room library, 1 lab & 1 store; 4 rooms for administration block and 4 each latrines for M/F | | | | | | |
| CECs | Phase 2 means: Dormitories, dinning, kitchen, water point, additional latrines, fence, electricity, furniture, internet, Stores | | | | | | |
| CECs | Phase 3 means: Teachers' houses, house for the principal, toilets etc | | | | | | |

Annex F. Report of the In-service teacher training facilities in Southern Sudan, MoEST, December 2009

Summary of Recommendations for Venues for the Feb 2010 In-service Training

| H/Trs, | County | & | Payam | Educ |
|--------------------------------------|---|--|---|---|
| Central Equatoria State | i) Arapi Resource Center | Continue to use schools nearby. | Needs heavy renovation, construction of latrines, dormitories and fencing. | About US\$ 50,000 renovation. |
| | ii) Lanya CEC | Highly recommended. | Needs: dormitories, dining hall, kitchen, bathing rooms and power. | About US\$ 30,000 may be needed for construction. Yei TTC and Yei Crop Training Center are alternative venues. |
| Eastern Equatoria State | i) Chukudum County Education Center | Recommended but security problems be sorted. | Built more dormitories, and tutors' houses, fencing and classrooms. | Construction work be undertaken. |
| | ii) Kapoeta South County Education Center | Not recommended | Facility not ready for 2010 Training | Construction work be undertaken. |
| | iii) Arapi National Teacher Training Institute | Highly recommended | More dining furniture and a bigger generator can easily be purchased. | About US\$ 10,000 can meet their basics. |
| Jonglei State | i) Makuac TTI | Recommended | Tents can be used for tutors' houses, kitchen and store | Hejar estimates US\$,324,568.50 |
| | ii) Panyagor TTI | Recommended | Tents can be used for tutors' houses, kitchen and store | Hejar estimates US\$,236,381.70 |
| Lakes State | i) Aramweer National Teacher Training Institute ii) Southern Sudan Institute iii) Adol Training Center iv) Rumbek Girls Primary School | Recommended but security needs sorting Highly recommended Highly recommended Highly recommended | Police could be posted to Aramweer Has all facilities Has all needed facilities All facilities are present | |
| Northern Bahr el Ghazal State | i) Malek Alel | Highly recommended | All facilities are okay | |
| | ii) Bokyar | Highly recommended | No dining but a tent could be used | |
| | iii) Pantit | Highly recommended | Meets all parameters | |

| H/Trs, | County | & | Payam | Educ |
|-------------------------------------|--|--|---|--|
| Unity State | i) Leer | Highly recommended | Some of the dormitories can be used as classrooms and tutors sleep in tents | Construction needs to begin |
| | ii) Solo | Highly recommended | A tent can serve as dining hall | Construction work needed for the future |
| Upper Nile State | Malakal NTTI | Highly recommended | Furniture can be easily bought while tents can serve as dining and kitchen | |
| | Renk CEC | Lacks too many facilities | Major construction work needed. | |
| | Malakal CEC | Lacks very many facilities | Major construction work needed. | |
| Warrap State | i) Panliet Training Center | Highly recommended | Needs tutors' houses, dormitory, library, latrines, kitchen and dining hall | Tents can be used in all cases if time is a problem. |
| | ii) Majak Aheer Training Center | Highly recommended | Library, kitchen laboratory and tutors' houses be constructed | Tents can be used in all cases if time is a problem. |
| | iii) Kurlueth Teacher Training College | Not recommended unless access road is opened | No access road | Access road needs opening then other things can follow |
| Western Bahr el Ghazal State | i) Wau A Girls P. Sch | Highly recommended | Suitable for non-residential course only | Effort be made to construct CECs in WBGS. |
| | ii) Comboni Sec. Sch. | Highly recommended | Suitable for non-residential course only | |
| Western Equatoria State | i) Yambio CEC | Highly recommended | Kitchen, dining hall, fencing and generator | Needed SDG 82, 276.22 |
| | ii) Maridi NTTI | Highly recommended | Dining hall, bathrooms, generator and fencing. | Little renovation needed. |

Annex G. Pooled Funding Mechanisms in Southern Sudan

| | MDTF | CBTF | SRF | BSF | CHF |
|------------------------------|--|---|--|--|--|
| Fund Type | Development | Development | Recovery | Recovery | Humanitarian |
| Administrator | World Bank | UNICEF/JDT | UN | Private Sector | UN |
| Start Date | 2005 | 2005 | 2008 | 2006 | 2005 |
| End Date | 2011 | 2011 | 2011 | 2010 | Unknown |
| Major Donors | UK, EC, Norway, Italy, Netherlands, Sweden, Canada, Germany, Spain, Denmark, Finland | UK, EC, Norway, Italy, Netherlands, Sweden | UK, Netherlands | UK, Netherlands, Norway, Canada | Multiple |
| Donor Funding 2005 – 2008 | \$432 million | \$22m | \$20m | \$32m | \$180m |
| Length of interventions | 2 – 5 years | 1 – 3 years | 18 months – 3 years | 18 months | 6 – 12 months |
| Average Size | \$10m - \$150m | \$0.2m - \$2m | \$0.5m - \$3m | \$2m - \$3m | \$0.2m |
| Type of Intervention | Large-scale infrastructure Service delivery Productive Capacity Core government systems Cross-cutting (gender and environment) | Public Sector Reform Public Financial Management – training and systems development | Phase 1: Productive Capacity & Community Development Phase 3: State-level Capacity and Recovery | Service Delivery (Primary Health, Basic Education, Water and Sanitation) | Emergency Response Service Delivery (existing safety nets and essential pipelines) |
| GoSS Sectors of Intervention | All except Security | Accountability Public Administration Health Education | Phase 1: Natural Resources Social and Humanitarian | Health Education Infrastructure (Water) | Health, Education Natural Resources Infrastructure Security Social and Humanitarian |
| Implementation Modality | GoSS Agency, Private Contractor, UN Agency and NGO | Private Contractor | UN Agency and NGO | NGO | UN Agency and NGO |
| Government Role | Oversight and Implementer | Oversight | Oversight | Oversight | None |
| Capacity Building | <ul style="list-style-type: none"> Formal training; On-the-job training | <ul style="list-style-type: none"> Formal training; On-the-job systems training | <ul style="list-style-type: none"> Phase 1: Limited Phase 3: State-level | <ul style="list-style-type: none"> Short-term State-level trainings for service providers | <ul style="list-style-type: none"> Variable |
| States Engagement | Indirect | Indirect | Direct | Indirect | Indirect |

Annex H. List of SBEP Consultancy and Trip Reports

| | Title | Author | Date |
|-----|--|---|-----------------------|
| 1. | Community Mobilization Design | Samir El-Sabagh | July 2003 |
| 2. | A Participatory Learning and Action (PLA) Manual for Facilitators and Practitioners in Education | Enoch Harun Opuka | July 2003 |
| 3. | Towards A Girls' Education Support Program | Jackie Kirk | July 2003 |
| 4. | Community Mobilization Design Workshop (Part 2) | Enoch Harun Opuka and Samir El-Sabagh | July 2003 |
| 5. | Visit to Accrediting Educational Institutions in Tanzania | Arthus Bagunywa | August 2003 |
| 6. | Report on the Curriculum Development Workshop for Alternative Education Program | Mary Muito | August 2003 |
| 7. | Manual for Community Mobilization Model/Design for Improving Education | Samir El-Sabagh | August 2003 |
| 8. | Non-Formal Education and Distance Learning | Mamadou Millogo | September 2003 |
| 9. | Gender Equity | Jackie Kirk | September 2003 |
| 10. | Food for Education: A Review of Program Options | Jeane Downen | October 2003 |
| 11. | Certification | Arthur K. Bagunywa | October 2003 |
| 12. | Baseline Survey Report | Peter M. Mwaura Moses W. Ngware Michael N. Karanja | November 2003 |
| 13. | Desktop Publishing | Rob Booker | 25 November 2003 |
| 14. | Capacity Building Plan | Susanne Hinsz | December 2003 |
| 15. | Sudan Basic Education Radio Program Content Development Report | Kimani Njogu | December 2003 |
| 16. | Education Support Network | Ian Smith | January-February 2004 |
| 17. | New Sudan Secretariat of Educational Structure | Suzanne Hinsz Joan Sullivan- Owomoyela | February 2004 |
| 18. | Intensive English Language Course | Barbara Harvey | June 2004 |
| 19. | Teacher Certification and Registration: Rumbek Workshop | Arthur Baragunywa and Alfred Lokujii | June 2004 |
| 20. | Non-Formal Education | John Philips | June – July 2004 |
| 21. | Gender Equity and HIV/Aids Strategy for the South Sudan Education Program | Dorothy Southern | July 2004 |
| 22. | Meeting the Demand for Qualified Teachers in Southern Sudan | Maree Melican (2 copies) | August 2004 |
| 23. | Opportunities for Monitoring and Evaluation Capacity Building and Collaboration Between SBEP and SOE: A Preliminary Assessment and Recommendations | Karen Tietjen | August 2004 |
| 24. | Non-Formal Education | Jon Phillips | August-September 2004 |
| 25. | Summary of Work, Preliminary Findings and Recommendations | Mark Lynd and the Teacher Education Formative Evaluation Committee | August-September 2004 |
| 26. | SBEP Community Girls' Schools: A Rapid Review | Jackie Kirk | September 2004 |
| 27. | Manual for the Formative Evaluation of the Teacher Education Curriculum | Mark Lynd | September 2004 |
| 28. | Designing an Education Planning-Budgeting System in Support of Decentralized Governance in South Sudan | Dr. M. Joseph Bastian | January 2005 |

Annex I. Outcomes & Overall Recommendations and Action Plan for teacher Development Strategy- Teacher Development Workshop, October 2009

MoEST Workshop on Teacher Professional Development, Juba October 2009- Outcomes

The expected outcomes of the workshop are as follows:

To develop a medium-term roadmap for developing a well-functioning, effective teacher development system, including:

- Establishing current teacher education context including institutions and their linkages
- Developing a roadmap for developing a Qualifications Framework in South Sudan
- Developing a conceptual framework of teacher education program with special emphasis on institutions and their linkages within a decentralized system
- Setting out critical steps towards establishing a legal and policy framework for issues surrounding teacher development
- Identifying critical management and administrative issues affecting teacher education and development of a strategic framework for addressing gaps
- Identifying specific methods of linking policy initiatives to positive impacts at the individual school level

Overall Recommendations and Action Plan

| NO | Issue | Recommendation | Action by and time frame |
|----|-----------------------------------|--|--|
| 1 | Awareness seminar | <ul style="list-style-type: none"> • There should be a seminar to look into already developed structures, recommendations, policies and materials that have been produced up to 2006. During this seminar, copies of these documents that were developed should be available. • | 1 Month MoEST |
| 2 | Curriculum & Material Development | <ul style="list-style-type: none"> • Define the status of the CDC within the legal framework of the Ministry of Education Science and Technology-GoSS. • There is urgent need to appoint a permanent resident director at the CDC who is a curriculum specialist • The few CDOs at the center have provisional appointment. There is urgent need to confirm their appointments • Need to Recruit CDOs for the remaining 9 subjects. There is urgent need to develop the remaining subjects- need to consider wisdom of such a thick curriculum at this time. • Secure funding for setting up a full fledged book printing press and binding operation so that all textbooks can be printed in-house to reduce cost. • The curriculum center should have a strong link to the Universities, TTIs and CECs (ESN) • Link curriculum of different levels of teacher training (ESN) • MoEST to review and approve the existing in-service materials for CECs and send to print. | Immediate -MoEST Long term |
| 3 | Framework | <ul style="list-style-type: none"> • Review the existing draft document on teacher certification and registration • Juba University to be requested by the Ministry of Education Science and Technology-GoSS to continue with examinations for TTIs and initiate a committee to go round all the TTIs. | Immediate- MoEST-Juba University |

| NO | Issue | Recommendation | Action by and time frame |
|----|---|--|---|
| | | <ul style="list-style-type: none"> • There is a need to establish an independent National Body to accelerate the process of affiliation, accreditation / harmonization of certification. The GoSS to provide secretariat for the board and legal framework. • Give funding priority to the in-service program • The Minimum entry requirement in TTIs should be Sudan School certificate (Secondary leaver) • Practicing teachers who do not have the minimum requirement for admission to TTIs may join the in-service program at the CECs, but they follow one program. • | |
| 4 | Operationalization of the TTIs and CECs | <ul style="list-style-type: none"> • Acceleration of the in-service mode of training with support of the Southern and regional Universities to produce program trainers and tutors • Make use of the existing tutors. • Require TTIs to participate in food production for food security • MoEST to encourage donors/partners to support each TTI. • Ensure that there active management boards in all TTIs • Continue with fast track program and enroll the graduates in to the in-service program • Differentiate teachers salaries based on qualification to motivate teachers • | Immediate — MOEST, , Universities |
| 5. | Human Resources | <ul style="list-style-type: none"> • There should be child care centers in TTIs and CECs so that mothers come with their babies • Develop a comprehensive teacher development management policy | |
| 7 | Other areas of education | <ul style="list-style-type: none"> • AES • Pastoral • Vocational • Pre primary | |

Annex J. Scope of Work

USAID SUDAN: BASIC EDUCATION PROGRAM SCOPE OF WORK TEACHER PROFESSIONAL DEVELOPMENT STATUS REVIEW

Purpose

USAID Sudan will use this Scope of Work to engage a consultant to assist the Mission in reviewing the current status of teacher professional development in Southern Sudan and preparing a report exploring options and priorities for USAID's expansion of support to such programs. The Consultant will begin by attending the Ministry of Education, Science and Technology Workshop planned for September 30th- 2nd October and an additional two weeks LOE to produce a study/report to USAID Sudan by mid-October 2009.

Scope of Work

The Consultant, to be mobilized and in-country by September 28th, will participate in the UNICEF Teacher Development Workshop (September 30- October 2nd) and will subsequently undertake the above captioned Status Review. S/he will review:

- (i) Relevant background documents and statistics (i.e. EMIS) regarding teachers and materials pertaining to teacher professional development for teachers in formal programs at primary and secondary levels, non-formal programs, and pastoralist education programs.
- (ii) Policies, legislation and administrative structures at the GoSS and state levels that support or impede teacher professional development and career progression.

Current conditions adversely affecting the teaching profession (late payment of salaries, delayed implementation of public service reform, delayed introduction of education policies at the state level, etc).

Adequacy of curriculum for teacher education, including both pedagogical and classroom management aspects.

Adequacy of learning materials for teacher education.

Status of implementation of the Education Support Network, which includes cluster schools (school networks), County Education Centers, TTIs, etc.

Role of tertiary institutions in building a solid teacher professional development framework.

Gender policies and implementation (to determine, inter alia, whether females are kept out of teaching due to adverse conditions and have the same access to professional development opportunities).

The Consultant will also identify the gaps in the current MoEST/MDTF teacher training plans that donors can provide support for to ensure solid implementation of ministry activities and make recommendations as to strengths and weakness of ongoing donor support to teacher professional development and the comparative advantages of USAID in this area.

The Consultant will consult with USAID/Sudan (the Education Team), Ministry of Education, Science and Technology, State Ministries of Education, other donors and development partners, and – if possible – teachers and instructors.

Methodological Approach

USAID/Sudan seeks a mixed methodological approach for this study. An initial desk review of existing studies and project reports on the education and professional development situation for teachers in Southern Sudan should be undertaken by the Consultant that assesses the current situation and identifies needs. This will be followed by the formal evaluation, which should include interviews key stakeholders within MoEST, SMOEs, teacher training facilities, teacher training faculties at universities, and the donor community and relevant NGOs. Time permitting a site visit to the Curriculum Development Center in Maridi will be undertaken.

Required Tasks and Tentative Work Plan

| Task | Timeline for completion |
|---|--|
| Travel to Juba | Arrive 28 th September |
| Document review and initial briefings | 29 th - 5 th October |
| Participation in UNICEF/ MoEST workshop | 30 th -1 st October |
| Make appointments to interview key stake holders | 30 th - 1 st October |
| Prepare interview questions/ outline | 3 rd October |
| Prepare study outline and work plan | 5 th October |
| Interviews with key stakeholders * see list of interviews already arranged and proposed | 5 th - 14 th October |
| Out-brief presentation to USAID (video conference with EGAT) | 16 th October |
| Write up of findings & recommendations | 16 th -20 th October |
| First draft of report | 20 th October |
| Travel to Dar es Salaam | 21 st October |
| USAID review and comments | 26 th October |
| Final write up incorporating comments from USAID | 29 th October |
| Final draft submitted to USAID & out brief presentation | 30 th October |

Consultant Qualifications

The Consultant should have the following education, background, and experience:

- M.A. or PhD in education or related field;
- 7 – 10 years working on teacher education or professional development in developing countries;
- Analyzing and designing one or more of the following: (i) pre- and in-service teacher training programs; (ii) appropriate curriculum and learning materials; (iii) recruitment, hiring, and retention of teachers; (iv) teacher qualification frameworks and (v) professional development strategies and conditions of employment issues.
- Experience in fragile or conflicted states or Africa is a plus.

Activities and Timing

The Consultant will collaborate closely with USAID, UNICEF and MoEST staff. S/he will be responsible for organizing the work, and ensuring quality control and delivery of the required report as agreed by both parties. The USAID/Sudan Mission requests that MSI organize logistics.

During initial meetings in Juba, the Consultant will present in writing and orally a Study Outline and proposed Work Plan for the entire period with respect to the submission of the draft and final study. While subject to change with the acceptance by both parties, it is envisioned that the Consultant will be in Sudan for approximately twenty-three working days and deliver a draft document before leaving the country. A six-day work week is authorized.

Deliverables

Deliverables will include: Study Outline and Work Plan, the Out-briefing presentation, and the Report. All work will be completed in-country. A draft report will be due 10 days after acceptance of the Study Outline and Work Plan. An out-brief presentation of the findings, conclusions, and recommendations (if any) will follow. The final report will be due 2 days after receipt of comments by USAID.

The final study document, in MS Word, will not exceed 40 pages (excluding executive summary and annexes). Single line spacing and 11 point font are acceptable. The Mission will receive four paper copies of the final study/report as well as an electronic version. The report should include:

Executive Summary (not to exceed 10 pages, which can be used as an independent briefing paper)

Introduction

Study Methodology

Study Findings

Recommendations and Conclusions

Annexes. This section may include, inter alia, an annex of data sources utilized, key informants interviewed, and conceptual and background documentation used in analyzing and formulating the study document.

Annex K: List of people interviewed

| Name and title | Date |
|--|--|
| MoEST -Sisto Otim | 7th October |
| EDC- CoP- Tom Tilson | 5th October |
| MoEST- Donor Partner Office -George Ali and Utem Watba | 6th October |
| World Bank –George Khasiani | 6th October |
| Consultant AED- Christine Kiganda | 6th October |
| MoEST -Edward Kakole | 9th October |
| Joint Donor Office- Ketil Vaas | 13th October |
| NCA- Kenyi Emmanuel | 7th October |
| Solidarity with Southern Sudan- Bill Firman | 7th October |
| Winrock – Necia Stanford | 8th October |
| SIL- Jackie Marshall | 8th October |
| International Labor Organization- Nick Waterman | 5th October |
| University of Juba –Former Vice Chancellor-Professor Sabrino | 20 th October |
| Windle Trust- David Masua | 9th October |
| UNICEF - Charles Nabango | Various conversations, TWG December 2009 |
| AED- Charles Kanyarusoke | 3rd October |
| AED –CoP Grace Akukwe | 11th October |
| USAID – Inez Andrews | 29th September; 8th,10th, 16th, 19th, 20th October |
| JICA – Yuki Nakamura | TWG December 2009 |

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