

# GOVERNMENT OF SOUTHERN SUDAN

## STRATEGIC CAPACITY BUILDING STUDY

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## STRATEGIC CAPACITY BUILDING STUDY



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**Management Systems International**

**Corporate Offices**

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## ACRONYMS

AED	Academy for Educational Development
AfDB	African Development Bank
ARD	Associates for Rural Development
CANS	Civil Authority of the New Sudan
CBOS	Central Bank of Sudan
CBTF	Capacity Building Trust Fund
CCSS	Coordinating Council of Southern States
CNPC	China National Petroleum Corporation
CPA	Comprehensive Peace Agreement
CSR	Civil Service Reform
CSC	Civil Service Commission
DAC	Development Assistance Committee
DFID	Department for International Development
EC	European Commission
FA	Functional Assistance
FMS	Financial Management System
GATC	Government Accountancy Training Center
GFS	Government Financial Statistics
GONU	Government of National Unity
GOSS	Government of Southern Sudan
HED	Higher Education for Development
HELM	Human Empowerment and Labor Management
HR	Human Resource
HRD	Human Resource Development
HRIS	Human Resource Information System
ICOSS	Interim Constitution of Southern Sudan
IMAC	Inter-Ministerial Appraisal Committee
IMF	International Monetary Fund

INC	Interim National Constitution
TTP	Interim Training Plan
JAM	Joint Assessment Mission
JDT	Joint Donor Team
KCA	Kenya College of Accountancy, now called KCA University
MDG	Millennium Development Goal
MDTF	Multi-Donor Trust Fund
MOLPSHRD	Ministry of Labor, Public Service and Human Resource Development
MOFEP	Ministry of Finance and Economic Planning
MOLACD	Ministry of Legal Affairs and Constitutional Development
MOTR	Ministry of Transport and Roads
MWRI	Ministry of Water Resources and Irrigation
NGO	Non-Governmental Organization
OD	Organizational Development
ODI	Overseas Development Institute
OECD	Organization for Economic Cooperation and Development
PALAMA	Public Administration Leadership and Management Academy
SEADGOSS	Support to Effective Administrative and Democratic Governance In Southern Sudan
SLA	State Legislative Assembly
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Movement
SSCCSE	Southern Sudan Commission on Census, Statistics and Evaluation
SSLA	Southern Sudan Legislative Assembly
SSRRC	Southern Sudan Reconstruction and Rehabilitation Commission
SSP	Social Service Providers
SRRC	Sudan Reconstruction and Rehabilitation Commission
TA	Technical Assistance
TIDP	Training and Institutional Development Plan
TSST	Transition Support Systems Training
UN	United Nations

UNDP	United Nations Development Program
UNV	United Nations Volunteer
USAID	United States Agency for International Development
WSA	Wealth Sharing Agreement

## I. EXECUTIVE SUMMARY

As the Government of Southern Sudan (GOSS) continues to gain experience and the memories of governing while sitting under trees begin to fade, both the GOSS and the international community are aware of the uneasiness of the present situation. On the one hand, Southern Sudan's government institutions have undergone breathtaking development since 2005. On the other hand, the nascent capacities and power balances are fragile and easily disrupted.

Fieldwork for this study was conducted from mid-March to mid-May 2010 through the USAID/Sudan Services Under Program and Project Offices for Results Tracking (SUPPORT) project, implemented by Management Systems International (MSI). This report was written by Suzanne Bond Hinsz, team leader and change management and organizational development expert, with research assistance from Salla Emmanuel Mike and Mohammed Shakir. The study methodology included (1) a detailed capacity analysis of several capacity building providers, including universities and implementers; (2) a literature review of over 150 papers and project documents; and (3) interviews and written correspondence with over one hundred GOSS officials, implementers, development partners, and educational institutions. While every attempt was made to secure a wide variety of program evaluations, few were shared with the team and many evaluations were internal rather than external. Additionally, a number of parties provided evaluations on the condition that the information in the evaluation was not to be linked to their organization. Furthermore, there is little baseline data with which to assess overall capacity building performance to date.

Sudan presents a particularly challenging environment for capacity building, since capacity building requires trust between the provider and the recipient of those efforts. While many NGOs and agencies have operated in Southern Sudan continuously during the war, there are also a host of new organizations and new faces. To compound matters, international staff have short tenures, and GOSS staff are frequently transferred or switch positions. Lastly, although development partners once had easy access to senior GOSS officials, the increasing sophistication in government operations has meant that GOSS ministers and undersecretaries have by necessity come under pressure to push these interactions onto lower level staff (while often retaining decision-making power).

Capacity building is thus at a pivotal moment in the GOSS' institutional development, a point further evidenced by the recent election that demanded a great deal of attention, time, and capacity on the part of the GOSS and much of the international community. The referendum that is set to take place in 2011 will certainly demand even more resources. If the outcome of the referendum is separation, this may spur an influx of donor resources for programming to benefit the people and government of a new Southern Sudan, and the GOSS will have a host of additional performance burdens, such as the need to run a central bank. While neither the international community nor the GOSS is particularly well-positioned to deal with such additional responsibilities, this is a likely scenario.

Capacity building efforts in Southern Sudan are currently neither strategic nor focused. With few exceptions, its objectives are sweeping, unspecific, detached from actual performance, impossible to measure, and thus unlikely to succeed. One evaluation of a high-quality training provider noted that, "the absence of a clear set of desired outcomes (capacity building for what purpose)"<sup>1</sup> means it is difficult to recommend appropriate targeting of training activities.

As development partners call upon time-strapped GOSS officials to engage in ill-defined activities, partners run the risk of becoming time-wasting bothers rather than partners in development. While much can and has

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<sup>1</sup> Confidential Source A

been written about the shortcomings of the GOSS as a partner, the international community itself could most certainly be providing more strategic, well-articulated, and professionally delivered aid. This study focuses on how the international community can strengthen its assistance to the GOSS. It is important that the international community do everything in its power to assist the GOSS to function well and provide vital services to its people. At the end of the day, the legitimacy of the GOSS will be judged by its citizens on the basis of its *performance*. Thus, basic performance represents a point of convergence between the interests of the international community and the GOSS.

Capacity building is often defined in lofty terms that have little bearing on actual performance. But what is the point of capacity building? Capacity building for what? This study focuses on capacity building for performance, and the key messages that emerged in the course of the study are discussed below.

## **DECISIONS ARE MADE ON THE BASIS OF LOCAL POLITICAL IMPERATIVES AND A WIDER BALANCING OF INTERESTS**

International engagement with GOSS and its officials needs to be cognizant of the political economy of the GOSS, units within the GOSS, and the particular individuals with whom one is engaged. While the international community laments GOSS decision-making capacity—and certainly GOSS officials often lack access to useful information and analyses—decisions are made primarily on the basis of political interests and imperatives. For example, the international community appropriately advocates for transparency in financial, human, land, and mineral resource usage. The reality, though, is that leaders are still trying to balance a wide variety of interests ranging from appeasing political and military rivals to balancing tribal representation. International partners operating without this sensitivity will find their effectiveness undermined because the underlying rules of the game will elude them.

## **EFFECTIVENESS IS CURTAILED BY HUMAN RESOURCE SYSTEMS**

As long as the human resource architecture remains unsupported legally and under-resourced, all capacity-building efforts will remain circumscribed. From a capacity building perspective, it is critical that the legal and institutional framework for human resource management be enacted and developed without delay. Incentive is at the essence of the human experience and human resource management will remain ineffective or impossible while managers remain without authority to rebuke and reward.

## **INCENTIVES ARE CRITICAL AND LARGELY ABSENT**

Similarly, while institutional incentives for performance remain both critical and largely absent, leadership on the part of GOSS officials and the international community can also be pivotal. The international community needs to be clear on both what it hopes to achieve and what it will do to achieve it, and must be ready to communicate and advocate for these goals. Similarly, when a GOSS official wants to implement a change that will improve organizational performance, this moment of opportunity should be seized upon and assisted without delay. Incompatible funding cycles and bureaucratic barriers to change should be diminished whenever possible, and flexible fast-track avenues for implementation should be explored.

## **SUCCESS MUST BE MEASURED ON THE BASIS OF IMPROVED PERFORMANCE**

Many organizations appear to be leaving the purpose out of capacity building. Institutional, organizational, and individual strengthening is not an end in itself; the point of capacity building is to improve performance. In a fragile state, citizens value concrete outcomes and these outcomes need to be the focus of the attention of both the GOSS and international community to improve performance so that people's lives will be improved equitably and sustainably.

Delivery of basic, vital goods and services will bring legitimacy and stability to the GOSS and improve its awful human development indicators. Capacity-building efforts must focus on assisting the government to



perform better rather than distracting it with empty feel-good rhetoric that does not improve performance. The literature on fragile states suggests that, while strategies and vision need to be long-term, goals should be geared towards the short-term and focus on vital services. There is a way to balance long- and short-term development. This study argues there is a need to facilitate delivery of goods and services via short-term initiatives (lasting three months or less) and to use these initiatives to build on present capacity as well as to determine what longer-term strengthening measures are priorities.

## **LACK OF SHARED (GOSS/DEVELOPMENT PARTNER) GOVERNMENTAL CAPACITY BUILDING VISION AND STRATEGY**

It is laudable that the GOSS and development community have made significant progress in agreeing on a shared set of priorities. There is no capacity building vision and strategy, however, to guide the implementation of those priorities. In fact, the draft Multi-Donor Evaluation Stage One Report (page 30) states that the “failure to develop a strategic approach to capacity building is a common theme throughout the evaluations reviewed.” Which specific capacity strength is required and by what point? How will we get there? Is it acceptable to have large numbers of expatriates from neighboring countries come to assist? How should technical assistance (TA) be structured? What should the mutual responsibilities be?

Despite the progress to date, the GOSS capacity building challenge is enormous and currently under-resourced as compared to other post-conflict reconstruction efforts. While there is a large presence of humanitarian service providers, they remain outside the government and are not structured in such a way that the government gains much managerial capacity from their efforts and gains a smaller still amount of legitimacy on the basis of their performance. If the interventions were structured differently and the GOSS was welcoming, line support mechanisms could deliver these services with the government accruing the capacity and the legitimacy. The overall aid architecture and approach remains far removed from this, and the GOSS appetite for it remains uneven. What follows is a description of the current capacity-building landscape and how it might be strengthened so that Southern Sudanese citizens can better benefit from international and GOSS efforts.

## **II. INTRODUCTION AND OVERVIEW**

### **I.I. DEFINITIONS**

The United States Agency for International Development (USAID) HICD Policy Paper (page 6) defines human and institutional capacity development as:

...a series of structured and integrated processes designed to remove significant barriers to the achievement of an institution’s goals and objectives. Human and institutional capacity development involves the systematic analysis of all the factors that affect performance, followed by specific interventions that address gaps between desired and actual institutional behaviors. Human and institutional capacity development interventions include training to address skill and knowledge gaps, and to deal with other performance barriers such as dysfunctional organizational structure, unsupportive work atmosphere, or lack of necessary tools and incentives. Success of training and other capacity development interventions is measured by improvement in overall organizational performance and output, not the number of individuals trained.

While this definition is useful, particularly in its emphasis on performance, USAID projects in Southern Sudan, like most donors and projects around the world, normally measure little beyond the number of individuals trained. Very few address the underlying purpose of capacity building efforts—improved overall organizational performance and output. For example, few measure the frequency and quality of governmental school inspections or the time required to register a business.

However, the essence of improved capacity lies in the performance of government units in their core mission areas. The international community tends to be lofty in tackling issues of organizational structures or conducive atmosphere. While these issues are compelling, it is unclear their real impact if the organization is unable to deliver sustained services over time. Capacity building is about sustained organizational performance. *Performance* implies that environmental/institutional issues will lie somewhere on a continuum of facilitation and hindrance. *Sustained* relates to the idea that overall success of the performance will be judged by the extent to which it is maintained over time.

## 1.2 THE SOUTHERN SUDAN CONTEXT

While the 2005 Comprehensive Peace Agreement ushered in peace after decades of civil war, it also ushered in hopes on the part of Southern Sudanese citizens for peace dividends that have been slow to come. Health and education remain almost exclusively externally funded, and service delivery remains nascent. The inability of the GOSS to establish and deliver accountable institutions for social service delivery threatens the current peace as well as the viability of a possible independent Southern Sudan.

GOSS officials have made tremendous progress given their starting point in 2005. However, while ministry organizational structures exist on paper, they remain barely functional with only a handful of appropriately trained staff in each. The civil service payrolls remain bloated with staff lacking the skills required for their jobs, and little budget remains after paying civil service salaries. The GOSS remains heavily dependent on oil, which accounts for 98 percent of GOSS revenue, according to the Minister of Finance.

Significant governance concerns are exacerbated by extensive security challenges, including reconciliation of wartime violence and power sharing issues within the South. Competition for scarce resources and limited livelihood options threaten the fragile peace gains that have been realized.

The capacity building challenges for the GOSS are enormous, and pressure to provide social services and good governance is likely to build over time. The lack of capacity to deliver peace dividends may put further pressure on governmental stability as citizens begin to judge the legitimacy of the GOSS on the basis of its performance.

## 1.3 CAPACITY BUILDING IN FRAGILE ENVIRONMENTS

Capacity building in a fragile environment such as Southern Sudan presents a unique set of challenges as compared to a more stable context. In particular, the development community and the GOSS must balance the need for short-term performance with the need for long-term capacity development. Currently, the development community sometimes focuses on timeframes that are so long-range that they risk becoming irrelevant when situations change rapidly. During interviews in August and September 2009, for example, Juba-based World Bank staff estimated it would take five years for the World Bank to facilitate implementation of a robust procurement process. Given that this estimation was on the heels of the 2009 grain scandal during which the GOSS engaged in the extra-budgetary procurement of more than 150% of Southern Sudan's 2009 budget on strategic grain reserve contracts, it was clear that the GOSS and development community could not afford to wait for long-term capacity development. The situation called for short-term performance.

### CAPACITY BUILDING IN NON-FRAGILE DEVELOPING COUNTRIES VERSUS FRAGILE ENVIRONMENTS

SIMILARITIES	DIFFERENCES
Need to consider sustainability and reinforcement of endogenous capacity	Pressure to restore services and security quickly

Long timeframe	Short timeframe
Change agents and champions, political will, and ownership	Limited capacity to build on
Importance of adapting intervention templates	Often not simply rebuilding, but creating new capacities
Systems perspective to capture complexity and interconnections	Little trust and social capital, institutional resilience, etc.
	Hyper-politicized environment

Source: Capacity.org, Issue 32, December 2007, Capacity Development in Fragile States, Dilemmas and Directions by Derick W. Brinkerhoff.

Given the environment, it is little wonder that many projects carried out in Southern Sudan fail, which in this case means they do not deliver the agreed-upon product within the agreed-upon budget and timeframe. Few projects even come close to success. This is not surprising given the very high rate of project failure worldwide—cited consistently in the literature as approximately 70 percent in the private sector—when objectives are relatively clear, funding cycles are fairly straightforward, few agencies are involved, the stakes are comparatively low, and there is little cultural misunderstanding.

### TOP REASONS FOR PROJECT FAILURE

PRIVATE SECTOR	INTERNATIONAL DEVELOPMENT
Leadership uninvolved/uncommitted	Fluid—security, political, and economic imperatives
Lack of user involvement	Design and decision in the hands of the right people?
Long or unrealistic timelines	Wishful thinking
Vague, high level, or unhelpful statements of system requirements	Nascent shared vision—GOSS and partners
Scope creep	Haphazard expansion as money becomes available or with changed political directives
No change control system	Identified areas for future funding/inputs?
Poor testing	M&E as requirement vs. opportunity

Source: adapted from Coley Consulting, “Why Projects Fail.” Coley Consulting, 2010, <http://www.coleyconsulting.co.uk>

Examining why projects fail allows the GOSS and the international community to better anticipate project risks and plan accordingly to mitigate them. Taken together, the fragile states capacity building literature and the project failure literature suggest the following actions:

- Develop a clear view regarding vision and expected outcomes. This helps ward off scope creep and haphazard expansion as money becomes available;
- Anticipate a need to expend political capital to gain support for a shared vision (leadership support is critical);
- Define goals as simple and vital deliverables through engagement of the end user in areas central to the unit’s mission (greater likelihood of leadership’s support);
- Combine long-term strategy with short-term project time frames to increase the likelihood of deliverables being useful to Southern Sudanese and to build support and incentive for future engagement.

Project managers, Sudanese leaders, and the international community are more likely than the 70% in the private sector, to experience project failure because 1) international development is far more complicated and 2) the demands of a fragile environment make success that much harder to achieve. This conclusion is supported by the Multi-Donor Stage 1 report draft findings (page 24), which state the following:

Over-ambitious objectives were often later scaled back, in part because of unrealistic and faulty assumptions that failed to take context as the starting point. This has been compounded by project designs and/or funding mechanisms being insufficiently flexible and responsive to rapid changes. From the evaluations, a strong case emerges for projects to be able to respond to needs as they emerge, and not be constrained by results-oriented management systems based on early project design documents.

## **I.4 CAPACITY BUILDING PRIORITIES IN SOUTHERN SUDAN**

The USAID/Sudan Functional Capacity Prioritization Study completed in 2009 identifies six capacity-building priority areas needing urgent attention. These emerged out of the fragile states literature as well as in discussions with all levels of the GOSS and the international community and include (1) security, (2) executive leadership, (3) financial resource management, (4) human resource management, (5) oil and land resource management, and (6) equitable social service access.

These priorities need to be balanced with the need to develop a future workforce, as capacity-building efforts aimed at today's civil servants will fall short if there are insufficient graduates with the needed skills available to the civil service in the future. Even now, the skills gap between what is needed and what is available in Southern Sudan is huge, particularly in specialized fields.

## **I.5 THE CAPACITY BUILDING LANDSCAPE IN SOUTHERN SUDAN**

The capacity building landscape in Southern Sudan is marked by disconnect and overlap. While the Ministry of Labor, Public Service, and Human Resource Development (MOLPSHRD) is responsible for developing and implementing capacity-building and training policies throughout the GOSS, it has not yet been able to accomplish this. In the interim, ministries, sectors, and states move forward with donor-funded training and capacity-building efforts that are not linked with the MOLPSHRD. There is a national curriculum and a capacity-building structure in ministries and states, but the network is extremely weak, and information and efforts are thus not shared nor built upon. As a consequence, donors pay for the same training development repeatedly, civil servants attend the same trainings repeatedly, and there is little connection between training and capacity building. Some sectors, states, and ministries are in a position to consolidate capacity building inputs into modest performance improvements, but significant opportunities are lost and resources wasted due to a lack of clarity regarding mandates and roles. Many issues are identified in the minister's progress report to the Seventh Governors' Forum (Juba, 2009). Gaps are well-analyzed and articulated in four touchstone documents:

- The Functional Capacity Prioritization Study (USAID 2009) as it pertains to human resource management landscape across the GOSS and its importance considering other imperatives;
- The MOLPSHRD Functional and Management Review by Adam Smith International (ASI) funded by the Multi-Donor Trust Fund (MDTF) in 2009 regarding the MOLPSHRD's roles and functions and its intersects with other GOSS entities;
- The 2009 Capacity Building Unit Baseline Study Report by Emantzi Consulting on behalf of Public Administration Leadership and Management Academy (PALAMA), which covers the Capacity Building Unit within the MOLPSHRD; and
- The Support to Effective Administrative and Democratic Governance in Southern Sudan (SEADGOSS) Baseline Survey Final Report by Skills for Southern Sudan and funded by Department for International Development (DFID) in 2009, which deals with the training delivery relationship between the GOSS Capacity Building Unit and state capacity building units.

Experience in other post-conflict reconstructions suggests that capacity-building efforts will be largely circumscribed in the absence of appropriate legal and policy frameworks.

## **I.6 STUDY NATURE AND METHODOLOGY**

Recognizing a relatively low skill level prevalent in the civil service due to years of civil war, the ability of the GOSS to govern effectively is constrained. USAID intends to use the results of this study to inform its human and institutional capacity development (HICD) strategy, to help its Implementing Partners more effectively address capacity development within their programs, to inform the design of capacity building throughout USAID Sudan programming, and to debrief GOSS development partners regarding effective capacity building arrangements and strategies.

A draft methodology was tested with organizations in Juba, shared, and finalized with USAID. A preliminary list of organizations to be assessed was based on conversations with stakeholders engaged in the topic, such as DfID, CIDA, GOSS, and other members of the Capacity Enhancement Working Group (CEWG). Some organizations with high potential for large scale capacity building (such as public universities) were targeted for detailed capacity assessments while others, such as private universities, were targeted for gathering summary data.

During the course of the assignment, the scope was expanded to include examining organizations currently doing capacity building (such as Skills for Southern Sudan) to determine which, if any, of these organizations would likely be good partners for USAID in furthering its GOSS capacity building efforts objectives. The scope was further expanded to include reviewing the approaches and results of all capacity building providers working to assist the GOSS. Assessments included:

- Current and planned areas of training and related volume of training on an annual basis,
- The perceived quality of the trainings,
- Physical and technological capacity for additional training/teaching,
- Technical areas of potential training expansion and likely clients (including effective demand for training),
- Organizational areas of strength, and those needing strengthening,
- Existing linkages that could be expanded,
- Opportunities for new linkages, especially with US universities, and
- Factors that distinguish the niche in which the organization can/could operate.

Nearly all assessments were conducted in Juba, but a few additional assessments were conducted in Khartoum for Southern Sudanese universities currently operating in Khartoum. Existing and potential linkages between Southern Sudanese institutions and those elsewhere around the world were explored by phone, Internet, and email.

In addition to the organizational assessments, a literature review of over 150 papers and project documents was also conducted.

Lastly, interviews were conducted with over one hundred GOSS officials, implementers, development partners, and educational institutions.

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Assessment team results are limited by scarce baseline data, relatively few evaluations that have been conducted, and fewer still that were shared. The team is grateful for those organizations that did share evaluation information and has made every attempt to maintain confidentiality as agreed.

### III. CURRENT MAJOR CAPACITY BUILDING PROVIDERS AND INSTITUTIONS IN SOUTHERN SUDAN

Many training providers operate in Southern Sudan, but few link into the national curriculum developed by Skills for Southern Sudan (Skills) with the UK’s Department for International Development (DFID) support. At present, the Capacity Building Unit within MOLPSHRD lacks sufficient capacity to effectively carry out its mandate. In this section, the role of the Capacity Building Unit is discussed along with the major training and capacity building providers. While the presence of a national curriculum suggests that training offered across the government would build upon the curriculum and refine it for the intended audience, only one training program currently does so, GTZ’s Local Government Administrative Officer training. The Capacity Building, Institutional and Human Resource Development Project’s (CABIHRD) Public Service Training, funded by the World Bank’s Multi-Donor Trust Fund (MDTF), set out to develop training based upon the national curriculum, but failed to do so; the project manager explained that the project could not source a copy of the national curriculum in good time to use it.

This lack of linkage to the national curriculum does not correspond to a lack of training. There are a huge number of cross-sectoral trainings provided to the GOSS with varying titles and lengths, but without order regarding what is covered in training and what a trainee should be able to do as a result of training participation. A training of trainers (TOT) course may last three months (as is the case for Skills) or twelve months (as in the case for the Government Accountancy Training Center (GATC)/Human Empowerment and Labor Management (HELM)). Training most often confers a certificate of attendance rather than any measure of the knowledge gained. As public service management improves over time, it will be difficult for human resource managers to link individuals with job descriptions when knowledge arising from training varies as much as it does in Southern Sudan. The table below is an overview of the major cross-sectoral training provided as well as support to MOLPSHRD. A more comprehensive list of training providers serving the GOSS is given in Annex IX. There are many service providers in the capacity-building landscape, and while all work with the ministry, they remain uncoordinated.

#### MOLPSHRD TRAINING AND CAPACITY BUILDING PARTNERS

DONOR	PARTNER	STATUS
DFID	Skills Support to Effective Administrative and Democratic Governance In Southern Sudan (SEADGOSS) program—comprehensive curriculum, trained trainers, and training delivery framework at GOSS and state levels	Funding ending July 2010
MDTF/ CABIHRD	Public Service Training delivered by Adam Smith International, vocational training centers, pensions, functional reviews, GOSS email system	Current funding ends July 2010
USAID	Deloitte supported Public Service Act, Regulations, and Code of Conduct; three-year strategic plan; travel allowance policy; job description forms and instructions; organizational structure manual; staff establishment; draft training policy; draft induction manual; and pensions	1 MOLPSHRD advisor now
Government of	Trained 232 GOSS staff since 2005 (IT, English, Public	Appears to have ended

India	Administration, etc.)	
Government of Egypt	Trained 25 people on labor administration	Appears to have ended
Japanese International Cooperation Agency	Primarily involved in vocational training (trained 3,159 people) and training center rehabilitation.	Phase II of this program extends to December 2012
Government of Uganda	Provided exchange program for interacting with counterparts, some training at Makerere University	Appears to have ended
Government of Kenya	Kenyan Institute of Administration campus in Juba, the Government Accountancy Training Center (GATC) Trained 686 GOSS in Kenya since 2007 (leadership and management, project and strategic planning, and management) Trained 135 in Juba TA as needed, did study for Management Development Institute site The priority public administration training areas are public finance management and public administration, state and regional government operation and coordination seminars	TA—5 persons now On-going training
Government of South Africa - University of South Africa (UNISA) and PALAMA	Trained 340 in leadership and management, governance, and diplomacy Trained 258 in public administration, public financial management, communication, justice and security Trained 308 in local government, diplomacy, intergovernmental coordination PALAMA and Capacity Building Unit started partnership in 2008 to transform Capacity Building Unit into a Management Development Institute	PALAMA funding is through the Canadian International Development Agency's Regional Capacity Building project Other training agreements are through the South African Ministry of Foreign Affairs
United Nations Industrial Development Organization	Trained 105 in vocational teaching, IT, English, training of trainers, and management	Appears to have ended
International Labor Organization	Trained 59 in labor administration and law, organized exchange program in Kenya, developed vocational training policy	Appears to have ended
African Development Bank	Trained 1024 in monitoring and evaluation, budgeting and planning	Reports that it has committed funds for a civil service institute but unable to verify amount and purpose
Government of Canada	Mixed reports from within the government of Canada Canadian International Development Agency is funding the PALAMA Regional Capacity Building project that aims at transforming the MOLPSHRD Capacity Building Unit into a Management Development Institute Over the five-year project period, the intent is to train a total of 6,780 senior and middle managers from the public sector within the three partner countries (Rwanda, Burundi, and Southern Sudan).	Budget is approximately \$10M for the three countries over five years.

Sources: H.E. Awut Deng Acuil, Report to the 7th Governors Forum, August 2009; PALAMA Formative Review Process of the Capacity Building Unit in the MOLPSHRD, February 2010; Capacity Building Unit South Sudan Baseline Study Final 25 Nov 2009, and JICA project documents.



In addition to the donor-funded training noted above, there are many training providers, both private and donor-funded, who are involved in the capacity-building landscape including (1) the South Sudan Executive Leadership Program offered through South Africa's Nelson Mandela Metropolitan University Business School Leadership Academy; (2) the Leadership Institute of New Sudan program operated in partnership with the University of Denver Josef Korbel School of International Studies; and numerous private sector providers such as Capacity Africa, which operates throughout the region and also offers courses in Juba.

In addition, there are numerous Juba-based firms offering a variety of short courses in areas such as project management, report writing, IT, and office management. For short courses such as those many donors are funding, there are private sector firms in Juba that currently provide similar training.

Many donors support MOLPSHRD and more still provide training that is meant to be coordinated by MOLPSHRD's Capacity Building Unit (discussed in the following section). Reports arising from within MOLPSHRD and the donor community suggest that it is a difficult environment for capacity building efforts to have an impact for two primary reasons:

1. TA is badly coordinated such that information (i.e. terms of reference) is not shared, work is duplicated, and therefore different donors and service providers repeatedly ask staff working within MOLPSHRD for the same information; and
2. There are insufficient GOSS staff with whom to effectively partner.

MOLPSHRD is a key ministry for capacity building throughout the GOSS from the national to sub-national level. It appears to suffer from an inability to manage the donors and information that is being provided and is unable to hire staff to help manage this assistance. Further, MOLPSHRD is hampered by the absence of a fundamental framework to guide its work and give it a legal basis (the Public Service Act remains in the Ministry of Legal Affairs and Constitutional Development, or MOLACD). In addition, the Civil Service Commission bill does not clarify the roles of MOLPSHRD and the Civil Service Commission regarding unified public service laws and implementation oversight of policies. This framework is essential in delivering a high-performing civil service since it addresses merit-based hiring and promotion as well as essential mechanisms in rational human resource management and development. It is the framework for building human capital throughout the civil service.

## **I.1 MINISTRY OF LABOR, PUBLIC SERVICE, AND HUMAN RESOURCE DEVELOPMENT CAPACITY BUILDING UNIT**

The critical component for capacity building within MOLPSHRD, both at GOSS and state levels, is the Capacity Building Unit (CBU). The CBU has three full time staff: the Director General, the Senior Inspector for Training, and the Inspector for Capacity Building and Coordination. Others sit in other ministries, serve the entire MOLPSHRD, or are seconded to the Capacity Building Unit or MOLPSHRD. If all affiliated GOSS staff are included, there are eleven people, including five trainers. It is impossible for the Capacity Building Unit to carry out its responsibilities with only three full time staff.

Reviews of the Capacity Building Unit point out that while the unit is able to send letters to ministries (GOSS, but not state level) inviting them to send people for training and keep records from trainings (i.e. the number of trainees, training provider, and course) there are still significant limitations to its current functionality:

- Lack of capacity building strategy or training strategy;
- Lack of capacity to coordinate effectively training with state capacity building units and capacity building units within GOSS ministries;



- Lack of capacity to monitor training or implement actions called for by training participants and providers;
- Lack of capacity to effectively disseminate information regarding what training providers and organizations liaising with and working with Capacity Building Unit are doing;
- Lacks capacity to evaluate training; and
- Lack of capacity to link training to capacity building.

Led by PALAMA, the Capacity Building Unit is currently undergoing a transformation from a training coordination unit into a Management Development Institute. The current thinking is that the Management Development Institute would be able to analyze training needs; develop, deliver, and revise training; and, eventually, provide human resource consulting services.

The Capacity Building Unit is instituting a paper-based filing system to improve its operations and has initiated a Capacity Building Working Group to help coordinate capacity building. These efforts are steps in the right direction and should be applauded. Recommendations arising from studies of the Capacity Building Unit and from evaluations of training providers dealing with the Capacity Building Unit include:

- Shortening the time lag between letter of invitation to training and communication of the same to potential participants because if this is delayed, training attendance is negatively impacted;
- Organizing meetings and maintaining relationships with ministerial capacity building staff;
- Maintaining soft and hard copies of training materials for dissemination to training service providers;
- Maintaining findings and recommendations arising from training provider evaluations such that information and best practices can be shared; and
- Developing a capacity building strategy for the GOSS with MOLPSHRD and other stakeholders.

The importance of the Capacity Building Unit's role cannot be underestimated, and efforts to strengthen it should be encouraged.

## **I.2 SKILLS FOR SOUTHERN SUDAN**

Skills for Southern Sudan is an NGO with a rich history, originally formed in 1995 by UK-based Southern Sudanese and gaining NGO status in Kenya and Southern Sudan in 2005. Primarily supported by DFID, Skills has been MOLPSHRD's primary long-term partner and has provided ongoing support for human capital development in areas including:

- Conducting a baseline survey conducted in 2005 essentially listing the educational attainment of approximately 16,000 Southern Sudanese professionals based in Southern Sudan as well as the diaspora;
- Developing a "Public Service Master Curriculum" with 62 course areas of which 30 topics have been developed into training materials;
- Putting in place a "Training Delivery Framework" of five trainers in each state as well as GOSS staff who are trained to deliver courses within the national curriculum and are linked to their Capacity Building Unit counterparts; and
- Training of 11,500 participants in their SEADGOSS program and another 502 in other programs.

Skills' funding has largely come from DFID (US\$1,700,000 per annum from June 2008 to September 2010) and it has no other core funding (see table below). The end of this funding leaves the future of the Training Delivery Framework and the linkages with MOLPSHRD state capacity building units in doubt because these linkages are still developing. The state-based trainers are not civil servants, but are paid by Skills, so there is a significant risk they will be lost. Skills has well-established relationships throughout GOSS— particularly with MOLPSHRD—which is a significant base upon which to build.

### **DONOR SUPPORT FOR SKILLS FOR SOUTHERN SUDAN**

PARTNER	NATURE OF PARTNERSHIP	TIMEFRAME	VALUE PER ANNUM
DFID	Donor supporting SEADGOSS program of MOLPSHRD and Ministry of Parliamentary Affairs implemented by Skills	June 2008 to September 2010	\$1,700,000
Baring and John Ellerman Foundations	Donor supporting capacity building for civil society organizations and girl child education implemented by Skills	January 2007 to November 2010	\$162,854
Japanese International Cooperation Agency	Donor supporting computer training implemented by Skills	August 2007 to December 2009	\$100,000
UNIFEM	Donor supporting work with civil society organizations implemented by Skills	November 2008 to May 2009	\$95,000
International Office of Migration - United Nations Development Program (UNDP)	Donor supporting voter registration and voter education implemented by Skills	November 2009 to April 2010	\$181,573
MDTF	Donor supporting Public Service Training in Southern Sudan implemented by Adam Smith International in partnership with Skills.	June 2009 to May 2010	\$671,000

Source: Skills

As reported by partner organizations, the education and quality of the trainers is highly variable: some are university graduates, but others have only secondary education. Currently they are trained to teach in just two areas, which appears to be an underutilization of their skills.

While SEADGOSS training was designed to have an on-the-job, follow-up component, it does not currently include this. Skills training to the State Legislative Assembly, however, does provide follow-up and on-the-job support. An evaluation of these two training approaches concludes that the effectiveness of State Legislative Assembly training is enhanced by the additional support.

Participants in SEADGOSS training were initially given evaluation forms to complete at the end of the course, but trainers stopped doing this. Behavior-based evaluation of training is recommended by program evaluators but not yet implemented. Certificates are not provided for trainees when they complete training, and there is not yet an established training revision cycle.

## **I.3 GOVERNMENT ACCOUNTANCY TRAINING CENTER/TRIBAL HELM**

The GATC, originally called the Regional Accountancy Training Center, was established in 1978 by UNDP. UNDP and the University of Juba determined training standards and the center trained civil servants from Equatoria, Upper Nile, and Bahr el Ghazal. UNDP handed the center over to the government in the 1980s when the war broke out and they were unable to operate it. The GATC operated during the war with only

short interruptions, providing training in subjects such as bookkeeping and accounting. Some courses lasted as long as several months. Trainees applied for training and were pre-screened by level of education. Training was provided for approximately four hours per day, and trainees were assessed at the end of the training and given certificates after passing exams administered by GATC.

The HELM Corporation came to GATC in 2006 with funding from CBTF I and began training delivery in 2007. In June 2009, the African Development Bank (AfDB) started funding HELM, and this funding will end June 2010. HELM training (largely delivered from the GATC) is often referred to as GATC training, but this is a misnomer; GATC used to be an institution but is now a venue.

GATC now operates under a GOSS steering committee headed by the Ministry of Finance and Economic Planning (MOFEP) Director General for Budget. It has 15 employees, which currently include four trainers, some of who are now in Yambio and Torit. Those on-site include a director, deputy director (both of whom used to be trainers), a trainer, and unclassified staff such as cleaners and gardeners.

GATC has five classrooms: one computer classroom, two classrooms with capacity for 30-35 trainees, and two classrooms with capacity for 20 trainees. In addition, there is an auditorium, kitchen and dining hall, and there has been some discussion regarding the construction of a dormitory and a library. GATC used to have a library, but it was destroyed during the war.

Along with eleven others based elsewhere, the GATC staff member who is a trainer has started to receive TOT training. Other than that, the senior level staff are little-engaged in managing or running training. They manage correspondence with other GOSS entities, but do not maintain records related to GATC trainees and complain that while they are interested in being trainers and being more involved in managing the center, they are “just kept idle.” They feel the longer HELM is there, the longer they will remain idle.

GATC submitted a budget to the GATC Steering Committee, but it was rejected and the Committee suggested GATC improve management of the funding it receives (approximately \$3.50 per trainee per day). GATC prepared a recruitment plan for MOFEP approval in March 2010, which included 15 posts for trainers of Grades 7–9 for GATC to be able to teach courses historically within GATC’s purview such as procurement, budgeting, and accounting. The outcome of that request is unknown.

The GATC Director proposed that all TOTs should be from the GATC so that these individuals will remain the instructors for the center. This is because if TOTs are other ministries’ employees they would then go back to their own ministries and not be a reliable pool of trainers for future HELM trainings. While the TOT training of 12 staff from various ministries is a step in the right direction for HELM training to become more sustainable, without trained trainers at GATC delivering the training, there is little likelihood of sustainability.

To the extent that Steering Committee minutes accurately reflect the situation, there is room for better cooperation on the part of both GATC and HELM, and any potential donor will need to ensure that contracts incentivize capacity building on all sides (MOFEP, GATC, and HELM).

It was proposed that HELM design new courses on ethics and governance and strategic planning. These new subjects are tangential to the original mandate of the HELM training, which was public financial management, and overlap significantly with the national curriculum. When asked why MOFEP is engaging in MOLPSHRD training, HELM responded that MOLPSHRD is represented on the GATC Steering Committee (the meeting minutes confirm the MOLPSHRD Director of Capacity Building, although not the Director of the Capacity Building Unit, was present) and neither raised objection nor pointed HELM in the direction of the national curriculum. When asked why HELM should be providing MOLPSHRD training without using the national curriculum, the Director of the Capacity Building Unit said that they should not.

HELM is widely praised for its training quality and has extended its training to six states. For example, it was delivered in Rumbek through the Sudan BRIDGE project in which HELM delivered courses and BRIDGE organized transport and logistics. HELM program evaluators found a number of challenges and strengths to the current training provided.

## **Training challenges:**

There was poor selection of trainees, including trainees with a lack of basic literacy and numeracy, inadequate English-language skills, and insufficient knowledge base to make good use of training. As a result, it was found that some graduates of foundation courses did not grasp basics at the close of training. To mitigate this it is necessary to conduct a baseline assessment of trainees' skill levels, exams or course work to continually assess trainee understanding of course content, and follow up with robust impact assessments. Adding implementation plans to training curriculum for when the participant re-enters the workplace could strengthen training.

There is also a challenge in superiors being resistant to new procedures and limiting the impact of trained individuals and due to lack of GOSS/donor strategic linkage between training and changed practices in government, difficult to assess the extent to which training is producing change in the workplace. To address this, it is necessary to ensure trained staff are deployed appropriately to harness their new knowledge (e.g., those trained in procurement need to be doing procurement after training) and receive greater support back on the job.

A scattered rather than concentrated training provision means "critical mass" of trained staff will be hard to achieve. A lack of human resource strategy means training cannot be as focused as might be desirable. That being said, training courses should be as customized as possible for each training group. Challenges related to infrastructure and human resource needs include the necessity to meet the demands for weekend and evening courses, the need for long term investment for state level training facilities (rather than continuing to rent space for trainings), and the need to link state-based trainers with other organizations like Skills.

## **Training strengths:**

Participants feel HELM's training methodology is quite good and overall product is of high quality compared to other training they have attended. This included trainers being viewed by participants as skilled presenters, participants appreciating the practical nature of the training, and the modular course structure. Handouts are welcomed and used, especially paper-based workbooks developed for on the job support. Internationally acknowledged certifications available for some advanced courses and certifications are highly valued by participants.

## **1.4 CAPACITY BUILDING, INSTITUTIONAL AND HUMAN RESOURCE DEVELOPMENT (CABIHRD) PUBLIC SERVICE TRAINING**

The World Bank/MDTF—CABIHRD Public Service Training started in May 2009 and will finish May 2010. The training is developed and delivered by Adam Smith International. Public Service Training courses include:

- General Management Development Program for middle and senior managers in GOSS and the states
- Fast Stream for Leaders of the Future (must be graduates)
- Executive Management Program: aimed at senior civil servants
- Ministry Reform Committee Program: each ministry has a Ministry Reform Committee and Public Service Training is intended to equip them with the skills and knowledge to drive reform
- Human Resource Management Course: for human resource professionals at GOSS level
- Senior Women in Management Course: women attend from all over Southern Sudan

The training was meant to be developed on the basis of the national curriculum, but training developers were unable to get access to the curriculum despite the involvement of Skills (developers of the national curriculum) as trainers in the Public Service Training. The Director of the Capacity Building Unit assumed the training was developed based upon the national curriculum and was surprised that it was not.

## **I.5 UNDP STATE GOVERNMENT CAPACITY BUILDING**

UNDP is supporting state-level government by having UN Volunteers (UNV) provide technical expertise to state government. The project has not yet been evaluated, so it is difficult to know its impact or what lessons can be drawn from UNDP's experience. UNDP is satisfied that embedding staff within state government and sharing resources are good practices. UNDP feels the program is cost effective and seeks to scale it up significantly to include specialists in the following areas: (a) Development Planning, (b) Finance Management/Treasury, (c) Revenue, (d) Statistics, (e) Anti-Corruption, (f) Urban Planning, and (g) Information Technology.

## **I.6 GTZ LOCAL GOVERNMENT ADMINISTRATIVE OFFICER TRAINING**

The Interim Constitution gives responsibility to the Local Government Board (LGB) for training local government officials at GOSS, state, and sub-state levels. In order to professionalize local government staff, the LGB screened all 3,517 officers to test whether they met the minimum qualifications. The screening included developing a personal profile, testing knowledge of local government issues, and testing general knowledge, aptitude, and ability to communicate in English. The 1,583 who passed this process (comprising just 45 percent of those screened) will receive Local Government Administrative Officer training.

The Local Government Administrative Officer training offered by GTZ is marked by several elements that are both positive and unusual in Southern Sudan. (1) Participants are screened before joining this training - therefore participants will have a knowledge base appropriate to the training they will undergo; (2) The training is based upon an appropriately detailed training needs assessment and designed to be totally relevant to the job performed (i.e. grounded in appropriate law and policy); (3) Training is based upon the national curriculum and is owned by the relevant ministry; (4) Participants are tested for knowledge received and cannot move on to higher level courses if they fail lower levels; and (5) It is planned as part of the course that a trainer will offer on-the-job support after training.

There is now a Local Government Training Institute run by the Local Government Board where the training is conducted and the planned on-the-job support may well extend and support classroom gains. The screening process documented several issues that apply to numerous areas within the GOSS, including: (1) An urgent need for English language training; (2) Staff re-grading since graduates can be found in grades 9, 10, 11, 12 or entry-level depending upon the state; (3) A need to transition staff who do not meet job requirements (retirement, retraining, retrenchment, and redeployment); and (4) Integration and rationalization of civil servants recruited under various structures including CANS, CCSS, Regional Government and Central Government (Khartoum). The Local Government Board/GTZ training has a number of elements likely to enhance its effectiveness and stands out as an example of a sound approach in Southern Sudan.

## **I.7 UNIVERSITIES**

National universities were designated a Government of National Unity (GONU) competence under the Comprehensive Peace Agreement (CPA), and university development in Southern Sudan has suffered as a result. The state universities include University of Juba, University of Upper Nile at Malakal, University of Western Bahr el Ghazal at Wau, and Rumbek University. There is also a Dr. John Garang Institute of Science and Technology at Bor that was recently conferred university status by the GONU National Council for Higher Education of the Sudan. During the recent election, the Sudanese president committed to provide

universities for Northern Bahr el Ghazal at Aweil, Western Equatoria State at Yambio, and Torit for Eastern Equatoria. It is unclear when these universities might become operational, since even Rumbek University has not yet begun operations. It is further unclear if there is a sufficient student and financial base to warrant so many universities. These universities will face a challenge in attracting qualified staff since even the well-established University of Juba has difficulty with this.

In addition to the state universities, nine new private universities have been registered with the Ministry of Education, Science, and Technology's (MOEST) Higher Education Department of Accreditation in the last two years. The MOEST does not have a comprehensive list of Southern Sudanese universities, so one cannot draw conclusions about the magnitude of this change, but it appears that this is a significant surge in the number of universities. It is unclear how the emergence of private universities will impact the ability of state universities to attract and retain staff.

The surge in private universities may speak to demand for university education, the ability of students to afford higher education, confidence in the Southern Sudanese environment, or other factors. While the private universities are relatively weak, several are now offering more programs than in the past and all are affiliated with other universities outside Southern Sudan. For detailed information regarding universities, programs on offer, and their external linkages, refer to Annexes I and II.

The Accreditation Department does not have anyone who can do accreditations, therefore it offers inchoate universities a "letter of no objection" so they can operate.

### NEW INSTITUTIONS OF HIGHER LEARNING IN SOUTH SUDAN

S/N	NAME	YEAR EST.	LOCATION	ACCREDITATION STATUS
1.	Bridge University	2010	Juba	Shifted to university status
2.	The Catholic Health Institute	2010	Wau	Letter of no objection
3.	The New Generation University College	2009	Juba	Letter of no objection
4.	Agape Christian University of Science and Technology	2009	Juba	Letter of no objection
5.	Legal Study Center	2010	Juba	Letter of no objection
6.	Pan African University	2009	Juba	Shifting to university status
7.	Institute of Management Studies	2009	Juba	Letter of no objection
8.	Ras University of Juba	2009	Juba	Not known
9.	Christian Leadership Institute of Sudan	2009	Yei	Not known
10.	The Catholic University of South Sudan	2009	Juba	Letter of no objection
11.	The South Sudan Christian University of Science and Technology	2009	Juba	Letter of no objection

Source: MOEST Higher Education Department of Accreditation

### Donor support to universities

As donors have focused on primary education, the state higher education sector remains relatively unsupported, and there has been a boom in the higher education private sector. The major development partner for Southern Sudan universities is the government of Norway with a total package of support to higher education of approximately \$8 million from 2007–2012.

## UNIVERSITY OF JUBA (JUBA AND KHARTOUM)

Location: 60% of its operation is in Juba and 40% is in Khartoum—relocation process is ongoing
Date established in Juba: 1975
Total staff (Juba): 1,429 Faculty: 393 Administration: 416 Support: 620
Total staff (Khartoum): 779 Faculty: 262 Administration: 207 Support: 310
Number of students 2009 (Juba): 2,773 Full time: 2,673 Part time: 100
Number of students 2009 (Khartoum): 19,418 Full time: 11,918 Part time: 7,500
Current maximum capacity, full time students (Juba): 4,500
Desired maximum capacity, full time students (Juba): 12,000 after full relocation

The University of Juba was opened in 1975 and teaching started with 150 students in four colleges in 1977. Because of the war, in 1989 the University transferred to Khartoum. It started with a student population of 800, an academic staff of 161 (31 foreigners and 130 locals) and five colleges: Natural Resources and Environmental Studies, Education, Social and Economic Studies, Adult Education and Training, and Medicine.

While in Khartoum, the university expanded to 12 colleges and five centers, with Adult Education and Training changing its name to Community Studies and Rural Development. Academic staff (who are predominately local) now number 655.

After the signing of the Comprehensive Peace Agreement (CPA) in 2005, University of Juba began planning its return to Juba. Juba's intake of first-year students began in 2007 for the colleges of Education and Community Studies and Rural Development. In 2008, first-year students of science-based colleges (Industrial and Applied Sciences, Natural Resources and Environmental Studies, Engineering and Architecture, and Medicine) transferred to Juba.

Now only final-year classes of the colleges of Education and Community Studies and Rural Development remain in Khartoum, while the first three classes of the science-based colleges are in Juba.

Four colleges (Law, Arts and Humanities, Social and Economic Studies, and the School of Management Sciences) still remain wholly in Khartoum. There is an ongoing consultation between the University of Juba and certain stakeholders regarding the transfer of the College of Law, as a whole, to Juba where a project document was submitted to potential donors. The College of Art, Music, and Drama has remained in Juba throughout, while the College of Computer Science and Information Technology will have its first intake of students in Juba in the 2010 academic year.

University of Juba benefits from having approximately 300 acres of land in Juba. While unauthorized building has eroded the university's control of its land, the university appears to be gradually reestablishing management of its lands. Given the difficulty of securing land in Juba, this is a significant asset.

It will cost a great deal to renovate existing facilities, since many are in extremely poor condition. Furthermore, due to the inflated housing market in Juba, renovating housing for university faculty is essential as housing prices outstrip university remuneration.

Funding is the major stumbling block regarding the repatriation of colleges to Juba. Beyond the cost of vital renovation necessary, it is expensive to move university assets.

University of Juba also plans to rehabilitate its Belinyang Campus on the eastern bank of the Nile. This campus was originally built with European funding in the 1980s, but suffered severe damages during the war. No new funding source has yet been identified.



The Royal Norwegian Government is the primary donor to the University of Juba, but other donors are beginning to contribute, as seen in the table below. Funded by USAID through Higher Education for Development (HED), the University of Juba along with the Catholic University of Sudan will form a partnership with Virginia Tech and Virginia State Universities to establish an agriculture training curriculum in late 2010. The funding amount is still to be determined.

### UNIVERSITY OF JUBA PARTNERSHIPS

PARTNER	NATURE OF PARTNERSHIP	TIME	VALUE
Norwegian government	Juba construction projects include library, microbiology lab, and guest house (eight to ten self-contained rooms), printing press, and staff capacity building and development	2007–2012	Total value approx. \$4,344,000
CNPC (China National Petroleum Corporation)	Construction of a building for the College of Computer Science and Information Technology.	Almost complete	N.A.
Lundin Oil Co.	Computer Science Training Center construction	N.A.	N.A.
JDT, UNDP, and others	College of Law relocation to Juba	2010	\$10 million
Other	In the process of signing MoUs with Harvard University and Virginia Tech as well as other universities		

Source: University of Juba

### UPPER NILE UNIVERSITY (MALAKAL, RENK, AND KHARTOUM)

Date established in Malakal: 1991
Total staff (Malakal): 300 Faculty: 150 Administration: 100 Support: 50
Total staff (Khartoum): 204 Faculty: 50 Administration: 100 Support: 54
Total staff (Renk): 125 Faculty: 80 Administration: 15 Support: 30
Number of students 2009 (Malakal): 3,200 Full time: 3,200 Part time: N/A
Number of students 2009 (Khartoum): 1,700 Full time: 1,700 Part time: N/A
Number of students 2009 (Renk): 500 Full time: 500 Part time: N/A
Current maximum capacity, full time students (Malakal): 3,200
Desired maximum capacity, full time students (Malakal): 8,000 if new buildings are constructed

Upper Nile University was established in 1991 and is located in the northern zone of Malakal town near the airport. In the south, the university has seven colleges, two schools, and two specialized centers.

The Malakal campus has five colleges and one specialized center (College of Education, College of Animal Production, College of Veterinary Medicine, College of Human Development, College of Postgraduate Studies, and a Center for Child and Woman Studies).

The Renk campus is two years old and is home to two colleges (College of Agriculture and the College of Forestry and Range Sciences).

In Khartoum there is one college, two schools, and one specialized center (College of Medicine and Health Sciences, School of Nursing, School of Public and Environmental Health and the Center for Computer Science Studies). The Center for Computer Science Studies is subordinate to the College of Human Development and gives diplomas for students who pass secondary school.



Most of the property of Upper Nile University in Malakal (buildings, cars, furniture, and other facilities) was destroyed twice: once in 2006 and a second time in 2009 during the battles between the Joint Forces. The university was completely looted, including a farm that was connected to it. As a result of this situation, there are now significant deficiencies with respect to classrooms, administrative offices, laboratory equipment, computers, stable electricity supply, cars and other transport, student accommodation, office furniture, and libraries (particularly reference materials in English and scientific periodicals).

The university is now using the Industrial Secondary School as a campus and operates the classrooms from 7 a.m. to 7 p.m. In the past, classes went until 10 p.m., but the operating time was reduced for security reasons. Three of the classrooms are laboratories for biology, chemistry, and physics. The classes can accommodate about 40–50 students.

The shortage in classroom space is so severe that there is a queue for the classrooms: when the time is up, the teacher leaves with his students, and another class from another college uses the room, meaning that studies can run very late.

The university community is committed to returning to Malakal, and the Executive Director feels that if the infrastructure were available to accommodate teachers and students, the university could return in one year.

## **DR. JOHN GARANG MEMORIAL UNIVERSITY OF SCIENCE AND TECHNOLOGY**

<b>Location:</b> Bor, Jongolei State
<b>Contacts:</b> Prof. Aggrey A. Majok, Vice Chancellor Mob. +249 (0) 914 709 272; e-mail: agmajok@yahoo.com
<b>Date established in Bor:</b> July 23, 2008 as Institute of Science and Technology. March 17, 2010 as University
<b>Total staff :Faculty:</b> Administration 22, support 27, unskilled 50
<b>Organization mission or mandate:</b> Prepare specialists with higher education skills able to meet development needs of the State and the country, and integrate into the Sudanese and international labor markets.
<b>Number of students 2009:</b> 101 <b>Full time:</b> 101 <b>Part time:</b> 0 <b>Female:</b> 4 <b>2010:</b> 261 <b>Full time:</b> 261 <b>Part time:</b> 0
<b>Current maximum capacity, full time students:</b> 362
<b>Desired maximum capacity, full time students :</b> Not yet determined as the University is still developing

Dr. John Garang University of Science and Technology began as a local initiative by the Government of Jonglei State and the Government of Southern Sudan (GOSS), with support from Ascom Oil Exploration Company, operating in Jonglei State. Initially, it started as an Institute and a branch of the Free International University of Moldova. The University was established in memory of the Late Dr. John Garang de Mabior, in his birthplace, Bor.

Academic degree programs started in September 2008, with four disciplines, Forestry and Public Gardens, Pharmaceutical Technology, Environmental Studies and Law. In September 2009, academic programs were reviewed by the University Council and regrouped into the following: Basic Sciences and Technological Studies, Agriculture and Forestry, Environmental Studies (with emphasis on Fish Biology and Production) and Law. Students in these programs are now in the second year of their studies. The University intends to establish two more colleges next academic year: Veterinary Medicine and Education, and then to establish offices for academic programs. The University was accredited in 2010 by the Ministry of Higher Education.

The University is still in the very early stages of development. They continue to develop processes and procedures for recruiting students and faculty (especially women). Currently, the University has only four

female students, though they believe that using English as the language of instruction will attract female students in future admissions cycles. The main challenge for this new university is the lack of physical infrastructure. There are limited classroom spaces (only for 40 students currently) and students sleep in tents.

The University has recently begun initiating partnerships with a number of American Universities including Texas A&M, Iowa State, State University of New York at Oswego and Michigan State University. An initial meeting was held in Bor on June 14, 2010, with representatives of these Universities. Universities of Juba and Khartoum are included in this partnership.

### University of Bahr El Ghazal (Wau and Khartoum)

Date established in Wau: 1991
Total staff (Wau): 484 Faculty: 166 Administration: 38 Support: 280
Total staff (Khartoum): 492 Faculty: 160 Administration: 72 Support: 260
Number of students 2009 (Wau): 2,595 of those Full time: 2,595 Part time: N/A
Number of students 2009 (Khartoum): 994 Full time: 994 Part time: N/A
Current maximum capacity, full time students (Wau): 2,595
Desired maximum capacity, full time students (Wau): 7,500 if new buildings are constructed

Bahr El Ghazal University was established in 1991 by presidential decree. Its first three colleges were Education, Veterinary Science, and Medicine and Health Sciences. The College of Education was established in Wau, while the other two were established in Khartoum. The university continued in Wau until 1997, when it was transferred to Khartoum due to the war.

During the 2003–2004 school year, the College of Education was again returned to Wau, and the College of Economic and Social Studies and the Institute of Public and Environmental Health were also launched there; upon the signing the CPA, the government decided to transfer all colleges to Wau.

So far, only the Colleges of Education and Economic and Social Studies and the Institute of Public and Environmental Health have been fully transferred. The university aimed to transfer Veterinary Sciences and to establish the College of Agriculture, Forestry, and Animal Production by the end of 2008, but it still needs significant funding in order to be able to do so. The university also seeks to transfer the College of Medicine and Health Sciences but lacks funding. If the hospital in Wau is rehabilitated to become a teaching hospital, it would be a significant step toward transferring the college. It may be difficult to get teachers to move to Wau, however, since they are from the North and salaries are an insufficient incentive for them to move and leave their families behind.

### Linkages between Southern Sudan universities and others

The state universities are most heavily linked with the Norwegian government, as discussed above, while the private universities are primarily linked with regional institutions. The linkages support quality assurances such as accreditation, academic standards, issuance of certificates, marking and grading, and maintenance of academic standards. Other support includes faculty exchange and sharing programs. External funding sources appear modest. St. Mary's received construction support from Christian Blind Mission, and several report having received funding in the past from Pan-African Global Education Initiative, but that funding appears to have ended. Catholic University received a \$50,000 planning grant from HED in 2009 which partners the university with Virginia Tech University (USA), Virginia State University (USA) and University of Juba.

## LINKAGES BETWEEN SOUTHERN SUDAN UNIVERSITIES AND UNIVERSITIES IN OTHER COUNTRIES

UGANDAN UNIVERSITIES LINKED TO SOUTHERN SUDANESE UNIVERSITIES	KENYAN UNIVERSITIES LINKED TO SOUTHERN SUDANESE UNIVERSITIES	OTHER UNIVERSITIES LINKED TO SOUTHERN SUDANESE UNIVERSITIES
Kyambogo University	Kenya Methodist University	Nile University Juba
Makarere University	Pan-African Christian University	University of Juba
Maseno University		Virginia Tech University (USA)
Nkumba University	Catholic University of East Africa	Virginia State University (USA)
Ndeje University		International Leadership Institute (Ethiopia and USA)
Martyr's University		

### 1.8 THINK TANKS

It is critical that credible, apolitical policy advice be available to GOSS policy makers. Think tanks could fill a vital capacity building role in Southern Sudan. There are several nascent think-tank efforts, notably the Nile Institute for Strategic Policy and Development Studies (commonly referred to as the Nile Institute), the Sudan Institute of Policy Research Analysis, and an initiative by Overseas Development Institute and North-South Institute.

Perhaps the most well-known Southern Sudanese think tank was the Kush Institute, which was established by the Southern Sudan Legislative Assembly via the Kush Institute Act in 2007. However, its leader, Professor Deng Ajak, was tragically killed in 2009, and the institute appears to no longer be active.

The Nile Institute was originally registered in 2005 with the Humanitarian Aid Commission in Khartoum and moved to Juba in 2008. It is now registered with Ministry of Legal Affairs and Constitutional Development (MOLACD) and as an institution of higher learning with MOEST. While independent, its Executive Director was Vice Chancellor of the University of Juba until August 2009, and its research affiliates are drawn from state universities. The Nile Institute's design calls for five staff, but it currently has just two who have concurrent teaching responsibilities at the University of Juba. It has undertaken a number of projects, including strategic planning and education-related evaluations and is currently undertaking land-related research.

The Nile Institute receives core funding from the US-based National Endowment for Democracy: \$28,200 in 2004; \$35,000 in 2007; and \$36,000 in 2009. HED confirms that the Nile Institute's mission fits within HED's core mandate, and that it would potentially be an appropriate partner organization.

SIPRA reportedly received \$50,000 to organize the 5–7 March 2010 GOSS retreat in Yambio, but this appears to have been its only activity to date. The organization appears to lack a board or Southern Sudan registration. Despite repeated attempts to contact the organization's director and those involved in the organization, it was not possible to confirm this information.

ODI and NSI jointly approached USAID regarding initiating a think tank, but none has been formed nor partnered with at the time of writing.

There are several think tanks on the continent with which Southern Sudan-based institutions could partner or that GOSS could call upon while local think tanks remain nascent. They are primarily located in South Africa, Ghana, and Kenya. Annex X lists the top-ranked think tanks in Africa. Many of the organizations listed

below hold seminars and conferences that growing Southern Sudanese institutions could attend to network and establish partnerships to strengthen their capacity.

### **AFRICAN THINK TANKS**

THINK TANK	MISSION
Sudan Studies Society and Sudan Studies Association	Independent professional society founded in the United States in 1981 that promotes Sudanese studies and scholarship. Membership is open to scholars, teachers, students, and others with interest in the Sudan.
Africa Institute of South Africa	Independent research organization focusing on Africa in its policy analysis and research in politics, socioeconomics, and development issues; over 40 years old.
Center for Strategic Studies	The Africa Center is the preeminent US Department of Defense institution for strategic security studies, research, and outreach in Africa. It has regional offices Addis Ababa, Ethiopia and Dakar, Senegal.
Institute for Global Dialogue	Independent South African NGO broadly concerned with international affairs and how these affect South Africa, southern Africa, and Africa as a whole.
International Institute for Strategic Studies	A UK-based organization providing global security analysis.
Rift Valley Institute	The Rift Valley Institute is an independent, non-profit research and educational association established in 2001 and based in Kenya, the US, and the UK.
The South African Institute of International Affairs	Founded in 1934, this international relations institute was ranked 2009's best think tank in Africa in the annual international survey conducted by the University of Pennsylvania. It is based at South Africa's University of the Witwatersrand.
Center for Conflict Resolution	Independent training, mediation, and policy research and development institution established by the University of Cape Town, South Africa in 1968.

SOURCE: AUTHOR

## **IV. FINDINGS RELATED TO CAPACITY BUILDING APPROACHES AND MEASUREMENT**

### **I.1 LESSONS LEARNED IN OTHER SETTINGS**

#### **The human resource structure must be in place to support change**

Among the lessons learned in Angola, Cambodia, and Botswana reconstructions is that for change to become permanent, the appropriate human resource structures and incentives need to be in place. In Botswana, for example, evaluations of the capacity building approach concluded that sound public sector policies and a depoliticized working environment were preconditions for successful capacity building.

Similarly, in Tanzania, evaluations of capacity building efforts found that, while training was necessary and led to enhanced individual effectiveness, it failed to evolve into institutional development and effectiveness until processes, systems, resources, and authorities joined their individual capacities.

In Southern Sudan, a World Bank Survey of Public Service Personnel (2006) cited in Emantzi (p xiii) found that “formal enactment of the Public Service Bill and the promulgation of a national public service training strategy, together with the requisite training infrastructure and coordination mechanism, are both necessary and urgent.” These changes are necessary (but insufficient) conditions for capacity building efforts to bear fruit.

## **A unit-by-unit approach can be effective**

While it is sensible to implement public sector reform across government, it is not always possible to take a government-wide approach. Instead it is sometimes advisable to usher in change on a unit-by-unit basis, based upon an overarching plan. It may be most cost-effective to work with the largest unit possible (such as an entire ministry), but if the requisite political will cannot be garnered for transformation, using a smaller unit-by-unit approach is appropriate. This approach allows for many different specific approaches to be taken so long as they fit within the thrust of the overall plan. In fact, even state-by-state approaches now being employed by organizations such as Academy for Educational Development (AED) vary strongly by state due to a variety of factors such as state leadership, human capital within the education sector, and overall level of educational system development within the state. One strength of a unit-by-unit approach is that if information is shared well between units, there is potential for unit change champions to learn from one another's efforts. This information-sharing creates opportunities for speedier implementation, cost savings, and synergy across units. A non-Southern Sudan example is Liberia. In that post-conflict reconstruction, each unit prepared its own reform program (based on the national reform plan), which set goals, defined indicators and benchmarks, proposed a schedule, and identified the resources needed for its implementation. This approach has been put forward as being highly successful.

## **Focus on simple but vital deliverables and short-term, tangible gains as well as a long-term strategy**

The Education Sector Development Program was introduced in 1997 by the Ethiopian government and found that a focus on simple, vital deliverables (e.g. increasing the number and the quality of teachers) was effective. In another example from Sierra Leone, local councils were provided small grants averaging \$30,000 and were backed up by coaches to help them achieve results (typically in water and sanitation, agricultural production, and constructing feeder roads) within short time frames. Their successes include reducing the travel time between two districts from one hour to 15 minutes while reducing transportation costs from \$1.75 to \$0.70 and increasing garbage volume in two markets by 90 percent; such results were achieved within just three months. This short-term, project-based approach has worked in numerous countries, including Southern Sudan.

## **Excellent communication is essential for synergistic effects**

When organizations want to create system change, communication across units within the organization is necessary to create synergistic effects, as it enables units to build on each others' experiences. Projects intent on producing change need to build communication mechanisms into the plan to create opportunities for units to learn from one another.

## **Monitoring capacity and performance can create momentum**

Regular monitoring of both capacity and performance may help create momentum. During the transformation of the Rwanda Revenue Authority, capacity and performance measurement were monitored and helped instill an enthusiasm for performance. This drive to succeed helped compensate for capacity deficits in related areas.

## **Well-led non-state actors can be transformative**

While it makes sense to engage with governments to build capacity, this perspective can overlook the role that non-state actors can play. An example of this is St. Mary's Hospital, Uganda. In an area ravaged by war and facing ongoing insecurity in the form of attacks, lootings, and kidnappings of senior staff, this missionary-initiated hospital was able to transform into the second-largest medical center in the Ugandan national health care system. While there are many reasons for its success, a major component appears to be visionary leadership with high integrity and persistent nurturing of core competencies. Leadership "created a

culture based on hard work, honesty, no compromise on patient issues, good relationships, and friendships, and being with the people” (Baser 2008 p. 57). While the international community’s focus on building GOSS capacity is important, opportunities to support well-positioned non-state actors should also not be missed.

## **I.2 FINDINGS RELATED TO TRAINING**

### **The environment is extremely poor for training to significantly impact on the job behavior**

A finding by UNESCO related to the usefulness of training within the capacity building landscape in other country contexts accurately sums up the Southern Sudan environment well. “When internal staff supervision and support is weak and then the organization itself is not held to account by any powerful actor, it is hardly surprising that organizational ineffectiveness at times renders the effect of individual learning nearly nil,” (International Development Research Center, 2009). AED, a long-term capacity building provider in Southern Sudan, finds that “general training, without on-the-job support, is virtually useless.”

The potential of training as a mode of performance improvement is diminished significantly by poor or absent legal and organizational mandates, policy frameworks, and working processes (particularly between units, ministries, and levels of government). The lack of job descriptions, such that trainees are trained in order to have the knowledge to perform in a particular way back on the job is also a serious issue. Poor or absent certification of trainer quality and of supervisors or managers (when back at work) can significantly reduce impact of a training programs as well. Without assurance that training fits into the government curriculum or a master plan it can be difficult to gauge performance improvement. The lack of incentives, in that hiring and promotions are not merit-based for individuals and the lack of the MOEST Directorate of Higher and Tertiary Education ability to accredit institutions can significantly reduce potential impact. Without sufficient training needs analyses (very few analyses that are robust), appropriate selection of training participants, and training quality assurance (including certification that participants have understood what they learned) -- the impact on performance will not be as substantial as it could be.

While many donors and implementing partners appear to construe individual training and institutional or organizational capacity building as the same entity, that view is not justified in Southern Sudan. Training effectiveness is highly compromised due to an overall lack of supportive environment.

### **Without support, general training has little opportunity to change job performance**

While cross-cutting skills training across groups is good for generating ideas, sharing information, and creating networks, it is unlikely to change job performance in that it fails to create a critical mass of trained staff within a particular unit. If general training is to be applied in this environment, it has the greatest chance for impact when the entire unit or an entire group within a unit goes through the training simultaneously. In one state, for example, all civil servants within a particular state ministry underwent English language training every day for two hours in the afternoon, and the head of the ministry said that at one point in the training all staff were required to speak only English in the office. Within four months, he reported, all staff were able to speak English, which he felt resulted from them being able to help one another as they went through the experience together.

Training in specific areas with immediate relevance to job performance, such as accounting or Excel, seems to have a better chance of being useful.

## **GOSS lacks a training strategy, but has a national curriculum and training delivery framework to draw upon and strengthen**

While lacking an overall training or capacity building strategy, two foundational elements are present: the national curriculum and a training delivery framework that extends to all states as well as at GOSS levels. These are significant resources upon which training service providers and those with a capacity building mandate can build.

## **GOSS Capacity Building Unit has limited capacity to coordinate training and keep records**

The GOSS Capacity Building Unit, discussed at length above, is the GOSS center tasked with keeping training records. This is with a view to coordinating training and training service providers, but with only a handful of staff and a weak network with capacity building units at other levels of government and at other ministries, it is not in a position currently to perform this role in a robust way. One training service provider reports that this inability to coordinate training also results in clashing training schedules. This is particularly difficult due to the high number of training service providers in the environment. The 2009 CIDA/PALAMA Baseline study report survey garnered 90 respondents in five ministries. Of those, 19 reported having attended management and administration/communication, development, and personnel training offered by 15 different providers. Similarly, eight reported receiving project management/planning/proposal and report writing training, and listed seven different training providers.

## **The same group is trained repeatedly with no expectation of or support for improved performance**

Training service providers note that training effectiveness is significantly undermined by a lack of strategic participant selection, and even those who have been carefully selected rarely have any on-the-job incentive to perform. One provider notes that Directors, Directors General, and Undersecretaries in particular have been trained so often that they will only attend training with a hefty per diem. Another notes that GOSS does “not avail the appropriately qualified staff for either training or implementation of agreed actions,” which also diminishes training effectiveness. Nearly every training review notes that supervisors often send participants to training who are not at an appropriate job grade, lack the sufficient knowledge or language base for the training, or have jobs that render the training useless in improving their performance. Many people emerge from training in a specific area only to be redeployed soon after to a new role in which their newly acquired knowledge is irrelevant.

## **High demand for training**

Training service providers find high demand for training among both government leaders and employees. Civil servants seem to recognize training as necessary for career advancement. Training that produces certificates of achievement or internationally-recognized certifications is particularly in demand.

## **Approaches that have civil servants learning by doing with on the job coaching and just-in-time training appear to be effective**

Academy for Educational Development (AED), a USAID implementing partner in Southern Sudan, is an example of a training provider that works in this way. AED has advisors placed in each State Ministry of Education who provide training when it is appropriate. When a group appears to need training, a group training will be organized and followed up with on-the-job support. Another training service provider finds

that “motivation is high when the classes or tutorials are practical rather than theoretical and when it is clearly connected to the current or future work of the staff.”<sup>2</sup>

### **Approaches that differentiate participants by level of ability appear effective**

Students as well as training service providers seem to have a positive experience when incoming students are differentiated by their levels of ability. Windle Trust is an example of one provider that does this effectively: students wishing to embark on a non-entry level of English training must first show testing results that prove proficiency. Several training program evaluations point out that students need to be streamed into appropriate levels. When training is given to audiences with highly variable basic understanding, those with poor understanding may finish the training without having learned its core concepts.

### **Poor English language skill diminishes training effectiveness while good English language skill unlocks Arabic pattern intellectual capital**

Across the board, English language training is highlighted as critical in unlocking the capacity of government officials in Southern Sudan. A selection of quotes illustrates the point:

“100% felt that the need for English as a Second Language Training is very necessary because their work and productivity is hampered by inability to speak English.”

“Spoken and written English is needed even at a senior level.”

“English language training [enables] trainees to receive other relevant training in their technical areas, such as law, banking, and finance.”

“The training is formally delivered in the English language [while] about 30 percent of the training participants are primarily Arabic speakers.”

“Those who took the exams in Arabic performed much better than those who took in English.”

Low levels of literacy and numeracy also have a major impact on training effectiveness.

Windle Trust and the Education Development Center’s South Sudan Interactive Radio Instruction are two of the primary English-language training providers. Windle Trust programs for government officials conduct English- language training two hours each afternoon. Windle does an entry assessment covering reading, writing, and speaking, and then groups the learners as beginners, pre-intermediates, intermediates, and advanced. Learners are assessed regularly throughout the training, and take a test at the end of the six-month training; if their achievements (as demonstrated by their score) are not high enough, the learner is not allowed to advance to the next level of training.

There is evidence that technology-based English language training can also be very effective if there is a teacher or moderator involved in facilitating the program. The technology might be radio-based, but could alternately use MP3 players or specially designed players with good speakers. There may well be other technologies worth exploring, but it appears that all benefit heavily from the involvement of a facilitator.

### **State-level training venues**

There is no central location for information regarding venues available at state level, although many training service providers require this information. For an assessment of training facilities available in several states, please refer to Annex V

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<sup>2</sup> Source: Non-public document A



## I.3 TRAINING MEASUREMENT

The standard measure of training effectiveness was developed by Donald Kirkpatrick. It is a four-level system wherein assessment at each level is increasingly difficulty and costly. In the private sector, an additional level, return on investment, is often added.

Level I, or Reaction, simply measures the participant's immediate response to the training. The bare minimum for training measurement, it can be useful in identifying effective or ineffective trainers; the appropriateness of the venue, food and accommodation; and general satisfaction with the training experience. This level of measurement may also identify learning barriers. A number of training providers do this in Southern Sudan, although few have a system to follow up with participant feedback. Reaction might be measured by a post-training questionnaire, a focus group, or by comments made by participants.

Level II, Learning, measures the knowledge and skills gained as a result of the training. Windle Trust assesses learning for some English language training, GTZ conducts learning assessments for the Local Government Administrative Officer training, and HELM/GATC measures learning for intermediate and advanced levels of training. This level of measurement may identify learning-related issues that prevent a trainee from exhibiting behavior changes measured at the next level. Learning might be measured by pre- and post-training tests of knowledge, assessments conducted on the job, and feedback gained from colleagues in the workplace.

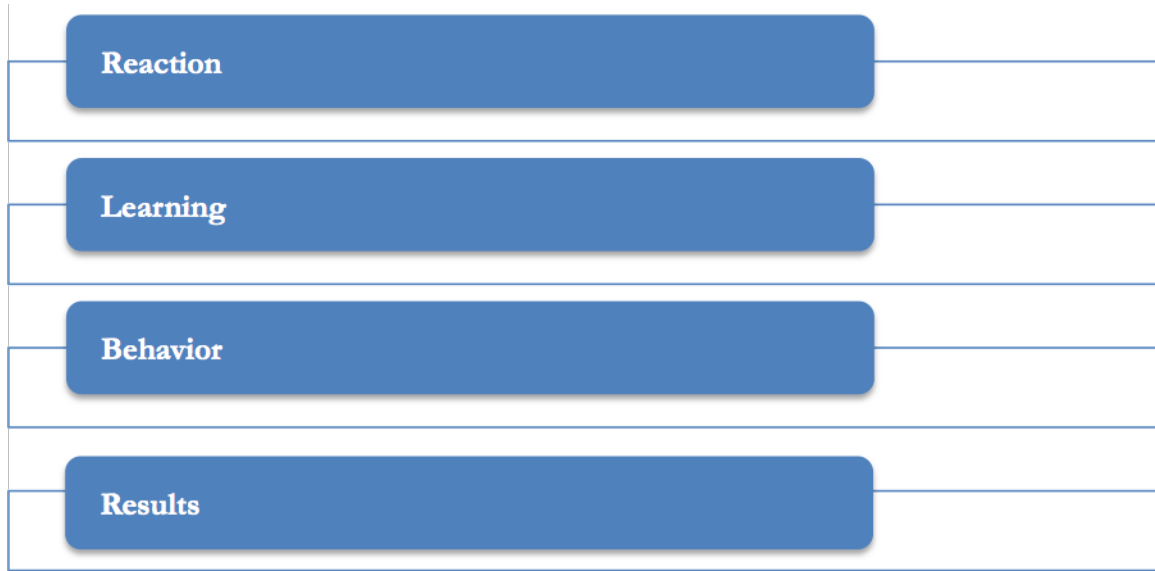
Level III, Behavior, measures conduct once the participant is back on the job. Does the trained manager now delegate appropriately? Does the accountant now keep appropriate entries correctly? How does the training translate into behavior when the trainee returns to the workplace? Behavior can be measured by on-the-job assessment, feedback from colleagues, and possibly from self assessments.

Level IV, Results, measures how the training translates into performance improvement. Results are the gold standard since they are usually the reason the training program was initiated. Has the training resulted in improved quality, or faster service? What has changed as a result of the training?

Training measurement is currently weak. To paraphrase one evaluation, the training program measures the number of participants trained, but not what they learned or how they applied the learning to improve their own performance—let alone GOSS performance. Yet the call for improved training measurement is present both on the donor side and as shown in participant attraction to programs that at least measure learning. USAID's stance is that "training does not have an impact until the knowledge or skills acquired by the trainees have been successfully applied to a specific work situation, which, in turn, results in a measurable improvement in performance. Therefore, successful USAID training should not be measured in terms of the number of individuals trained but rather by the contribution made by trainees to organizational performance improvement" (HICD Handbook p. 3).

Further, even when training data is collected well, evaluations show it is not being regularly analyzed and used to inform and improve program implementation. There is little point in collecting data (and using the resources involved in doing so) without using the data as part of a training improvement cycle and in terms of a program improvement cycle.

## KIRKPATRICK'S MODEL FOR MEASURING TRAINING EFFECTIVENESS



Source: "The Effectiveness of Training in the Public Service," American Journal of Scientific Research, ISSN 1450-223X Issue 6 (2009), p. 40.

## 1.4 FINDINGS RELATED TO MEASURING INSTITUTIONAL CAPACITY BUILDING

Only two organizations studied are measuring institutional capacity building; others are simply counting the number of individuals trained. Though both are using highly adapted versions of the Institutional Development Framework, neither is using it as it was intended.

### Human Institutional Capacity Development

The Human Institutional Capacity Development framework is the tool USAID intends for its missions to use, and is illustrated in the table below. Organizations are to be ranked on a scale of one to three based on their capacity to perform. The primary issue with this framework in the Southern Sudan context is that few, if any, GOSS organizations would fit at even the lowest (Level One) end of the capacity scale either in the environmental or individual categories. Additionally, the methodology behind the implementation of the Human Institutional Capacity Development tool is that of an organization being acted upon rather than an organization in a more active role.

## HUMAN INSTITUTIONAL CAPACITY DEVELOPMENT MEASUREMENT FRAMEWORK

<b>ENVIRONMENT</b>	<p><b>INFORMATION</b></p> <ol style="list-style-type: none"> <li>1. Roles and performance expectations are clearly defined; employees are given relevant and frequent feedback about the adequacy of performance.</li> <li>2. Clear and relevant guides are used to describe the work process.</li> <li>3. The performance management system guides employee performance and development.</li> </ol>	<p><b>RESOURCES</b></p> <ol style="list-style-type: none"> <li>1. Materials, tools, and time needed to do the job are present.</li> <li>2. Processes and procedures are clearly defined and enhance individual performance if followed.</li> <li>3. Overall physical and psychological work environment contributes to improved performance; work conditions are safe, clean, organized, and conducive to performance.</li> </ol>	<p><b>INCENTIVES</b></p> <ol style="list-style-type: none"> <li>1. Financial and non-financial incentives are present; measurement and reward systems reinforce positive performance.</li> <li>2. Jobs are enriched to allow for fulfillment of employee needs.</li> <li>3. Overall work environment is positive, where employees believe they have an opportunity to succeed; career development opportunities are present.</li> </ol>
<b>INDIVIDUAL</b>	<p><b>KNOWLEDGE/SKILLS</b></p> <ol style="list-style-type: none"> <li>1. Employees have the necessary knowledge, experience, and skills to do the desired behaviors.</li> <li>2. Employees with the necessary knowledge, experience, and skills are properly placed to use and share what they know.</li> <li>3. Employees are cross-trained to understand each other's roles.</li> </ol>	<p><b>CAPACITY</b></p> <ol style="list-style-type: none"> <li>1. Employees have the capacity to learn and do what is needed to perform successfully.</li> <li>2. Employees are recruited and selected to match the realities of the work situation.</li> <li>3. Employees are free of emotional limitations that would interfere with their performance.</li> </ol>	<p><b>MOTIVES</b></p> <ol style="list-style-type: none"> <li>1. Motives of employees are aligned with the work and the work environment.</li> <li>2. Employees desire to perform their required jobs.</li> <li>3. Employees are recruited and selected to match the realities of the work situation.</li> </ol>

Source: USAID HICD Handbook

### Institutional Development Framework

The Institutional Development Framework (see a sample below) is a way for an organization to reflect upon its strengths vis-à-vis several key organizational components. It lists several organizational components (such as human resources) and identifies some characteristics along a development continuum from “start up” to “sustainability.” The organization itself determines the indicators for each stage of the continuum and how it will find evidence to support its decision-making as to where it fits along the continuum. Assuming appropriate facilitation, the reflection itself is an excellent strengthening exercise, directing attention toward joint endeavor and overall organizational health. It is a good way to assist organizational prioritization of issues to be addressed.

## INSTITUTIONAL DEVELOPMENT FRAMEWORK EXCERPT

Resources	CRITERIA FOR EACH PROGRESSIVE STAGE			
	Start Up	Development	Expansion/Consolidation	Sustainability
<b>HUMAN RESOURCES</b>				
<b>Staff Skills</b>	Too few people are filling too broad a range of technical skills.	Specialists are brought on (or contracted) for core skills areas, such as accounting and fundraising. Some gaps remain.	All core staff areas are covered with staff.	All skills areas are covered and capacity exists to contract out for other needed skills.
	Staff not fully capable of providing skills required of their positions.	Staff possess technical skills required of their positions. Still lack broader analytic, communication/presentation and management skills.	In addition to having technical specialization required of their positions, staff possess broader analytic, communication/presentation and managerial skills.	Staff recognized for excellence and provide expertise and assistance to outside organizations.
<b>Staff Development</b>	No conscious human resource development strategy or practice.	General direction provided for staff development	Staff development needs assessment and action plan exist.	Professional development considered part of job performance.
	Little of no coaching, counseling, or training provided.	Some coaching and counseling provided. Formal training still inadequate.	Staff receive adequate teaching, counseling, and training, but mutual staff development still not integrated into program.	Intra-Office mentoring and guidance considered important part of job.
	Little or no recognition of employee performance.	Performance recognized informally, but no formal mechanisms.	Formal performance appraisal system established. Skills development not included in performance appraisal.	Employees participate in objective setting and know what is expected of them. Skills development is included in performance appraisal.

Source: Recent Practices in Monitoring and Evaluation TIPS, USAID Center for Development Information and Evaluation, Measuring Institutional Capacity, 2000, Number 15 Annexes.

## 1.5 FINDINGS RELATED TO TECHNICAL ASSISTANCE AND LINE SUPPORT

### Induction

Pre-deployment induction allows for advisors to understand the context in which they are working and increases the likelihood of getting off to a good start with their counterpart. This was a finding coming out of reviews of the Solomon Islands (Land 2007) post-conflict reconstruction. While Southern Sudan can be a

difficult-to-understand environment even for expatriates drawn from the region, organizations tend to do little to no sensitizing of the expatriate to the context before work commences.

## **Relationship maintenance**

Technical Assistance (TA) management practice tends to change with the preference of the TA manager. One provider introduces the technical assistant to the minister or leader involved and then intervenes rarely, basically only in response to occasional negative issues that may arise. Another TA provider has monthly meetings with the minister and twice-monthly meetings with the technical assistant. It is clear on the basis of feedback from technical assistants and TA managers in Southern Sudan that maintaining good relationships is a critical success factor for TA provision, and it can take months for new advisors to be accepted.

TA is evolving in Southern Sudan. While early TA providers worked regularly with ministers, providers are finding that, due to organizational maturity and the more appropriate assignment of roles and responsibilities, advisors are now working more regularly with undersecretaries and directors. It is important to carefully determine the level at which the technical assistant will liaise with the GOSS so that communication is appropriate and fruitful.

At all stages, donors, TA providers, and GOSS officials need to ensure regular follow-up so that advisors have ministerial support for accomplishment of their objectives.

## **Accountability**

A consensus view from the literature is that even in highly fragile environments, advisors need to be accountable to host government officials.

In Mozambique, Danish International Development Assistance's (DANIDA) performance contracts are considered good practice. They are jointly signed by the advisor's host government supervisor, the advisor, and the donor. The contract states the objectives that the advisor and the host country staff should achieve over a period of time. While it is recognized that performance contracts are useful in Southern Sudan, they are often not done and non-performance (on the part of the GOSS or the advisor) is not addressed. There are myriad reasons for non-performance, but it needs to be addressed when it arises.

There should be a great deal of flexibility all around, because issues that are not in an advisor's scope of work invariably crop up. The advisor must decide whether to engage in activities that are not in the scope of work, though the activities may facilitate good working relationships or simply need to be done. Similarly, the donor also needs to be thoughtful regarding balancing longer-term capacity gains and shorter term imperatives and how this translates into contracts. One technical assistance provider reported that it would help if advisors knew the overall donor strategy so the advisors would be in a better position to make on-the-spot choices as to how to respond to requests outside their scope.

One TA provider terminates advisors who are not sufficiently flexible or do not fit in. Another technical assistance provider says termination is the policy, and has had poor advisors, but has never actually removed non-performers.

## **Counterparts**

It is often the case that there are few or absent counterparts for the technical assistance provider. Donors need to choose whether they want to provide technical assistance or line support (performing as a civil servant) in these cases. Line support is less expensive and may be a better option should the donor choose to engage at all where there is no national counterpart.

## **Environment**

In Botswana and Timor-Leste, lessons learned included the basic need for performance incentives that are inherent to a rational human resource management system. As mentioned previously, this is currently lacking in Southern Sudan. If national staff lack performance incentives, the advisor is in a poor position to assist. In Southern Sudan, there are units in which donors provide technical assistance due to donor desire to improve government functionality, but the GOSS lacks incentive to perform. In cases like this, the advisor is rarely useful, often marginalized, and is cut out of receiving information critical to job performance. In the words of one advisor, “there is no point in putting senior advisors in a ministry that is not prepared to take full advantage of them.”

## **V. RECOMMENDED APPROACHES**

Given what has been learned in the private sector, in international development, in fragile states, and in Southern Sudan, what approaches show the most promise?

### **I.I RECOMMENDED APPROACHES TO TRAINING AND TRAINING MEASUREMENT**

#### **Work with GOSS to develop a capacity building strategy**

Efforts in training and capacity building should be guided by a national strategy for human resource development. This strategy should be carried out through practices that increase the effectiveness of training, including sound participant selection, retention of staff in positions for which they were trained, and the assessment of participants on the knowledge they have gained.

#### **Training service providers and funders should liaise with the Capacity Building Unit**

Donors and training service providers must appreciate and support the training coordination role of the Capacity Building Unit. They can do so by liaising with the Capacity Building Unit and sharing all training materials with the Unit in soft and hard copies. To the extent possible, they should also encourage and support the Capacity Building Unit in the selection of appropriate trainees.

#### **Training should follow the national curriculum and the training delivery framework**

While not always appropriate, to the extent possible training should support and build upon the preexisting national curriculum and training delivery framework.

#### **Participants should receive certificates of achievement or diplomas—not just certificates of attendance**

The GOSS context is fluid and will be for some time. Because GOSS staff change positions frequently, the training provided needs to be recognizable to potential future supervisors. Achievement-based training certification provides essential data for human resource management and development as GOSS human resource systems and capacities develop over time. This additionally increases participant attendance and investment in training so that the participant is more likely to benefit.

## **Training effectiveness should be measured, reported, and acted upon**

Training effectiveness should, at the very least, be measured at the Learning level (Kirkpatrick's Level II). This measurement is inclusive of Reaction (Level I) measurement, which helps to determine if a lack of learning has to do with something rather basic about the training (trainer, venue, materials, etc.); for more expensive and/or important training, behavior (Level III) should also be measured. If the capacity building intervention is holistic and includes an entire unit, it is possible and is probably advisable to measure results (Level IV). From both the donor and unit perspective, the object of capacity building efforts is the improvement of unit performance, so if training is a major part of the intervention, it may be appropriate to measure results.

If data are collected, there should be a way to adapt the training and/or the capacity building intervention in response to the data. The implementer should have a training revision cycle and use data to feed the revision process.

If the training provider intends to measure training effectiveness at the learning level (Level Two), this should include a pre-test that measures knowledge at the start of the training. This can effectively screen out participants who are unlikely to benefit from the training because they have either had the training repeatedly already or are at an insufficient knowledge or language base to make use of it.

## **Focus on specific skills that are needed and immediately demonstrable on the job**

Training is most effective when it is applied, so training should focus on skills that are demonstrable and needed on the job. Ideally, the training is partnered with on-the-job support and coaching to enable the learner to glean as much value from the training as possible.

## **Invest in training that raises the human capital baseline**

Nearly every training service provider comments on participants' lack of fluency in English as an obstacle to training effectiveness and unleashing of the talent and training some staff previously received in Arabic. A unit-by-unit approach may be particularly effective in English-language training, because participants can support one another on the job by putting what they are learning into practice.

## **Support training that differentiates skill and knowledge levels of learners and streams them appropriately**

As mentioned in numerous training evaluations cited elsewhere in this study, it is important to establish basic skill levels as a precursor to higher-level training. For example, staff lacking basic numeracy should not find themselves in accounting training.

## **Advocate for consistent per diems across all trainers and donors**

Inconsistent per diems create conflict and put some organizations in a poor position vis-à-vis their participants. If per diems are consistent, expectations are well-managed.

## **I.2 RECOMMENDED APPROACH TO TA PROVISION AND LINE SUPPORT**

### **Public sector law and policy presence is the major success factor**

As with training provision, the most important step that can be taken is enshrining in law and policy the frameworks necessary for effective human resource management and development. While the Botswana reconstruction is largely referred to as highly successful, it was built upon the maintenance of a functioning, rule-bound civil service. To the extent that nepotism and patronage determine hiring and promotion, TA provision and line support will be significantly undermined. Staff need performance incentives for human resource-based interventions to be effective; as long as Southern Sudan lacks a rational human resource management system, the effectiveness of TA, line support, and training will be circumscribed.

### **Ensure activity is staffed to fulfill objectives**

If the objective is to introduce a major change in organizational capacity within a short timeframe, the intervention is likely going to use a mixture of TA and line support. These tactics can be used together in order to get the organization performing, and to have staff twinned with advisors or line support officers as they are hired into the organization. Many ministries cannot function well in a short timeframe due to a shortage of skilled staff. If the organization has tried to hire and for whatever reason cannot, a mixture of TA and line support can maximize the effort of the current staff while competence is being built over years. The recommended action depends upon the intersection of GOSS and donor objectives. The ideal is to hire resident Southern Sudanese, but if suitably skilled Sudanese are unavailable and the performance demand is such that capacity cannot wait for the long term, TA and line support are a combination that can be used to achieve some measure of performance in the interim.

### **Embed where possible**

Without exception, organizations that have chosen to embed their staff with target units have felt more traction in their work. There are no studies in Southern Sudan that test the theory, but embedding receives good reviews from both GOSS and providers.

### **Manage relationships**

It is not possible to contract out managerial responsibility when it comes to capacity building. This is particularly true in a highly politicized environment. However, there is a role for donors, TA management firms, advisors, and the GOSS. The donor is needed to address political roadblocks and opportunities and to address inevitable scope issues.

### **Specify and be clear about expectations and flexibility**

Use MOUs to facilitate understanding about roles, responsibilities, and the expected inputs and outputs on all sides. To effectively manage expectations from the outset, boundaries must be made as clear as possible.

### **Accountable to GOSS and report through GOSS**

#### **GOSS role in selection**

GOSS should be involved in the selection process, assist in defining key selection criteria, and should have the authority to bar candidates.



## GOSS role in management

Advisors and line support officers should report through their GOSS supervisor. While an international agency may be the holder of the contract, performance should be primarily measured by the GOSS supervisor.

## Pre-deployment induction, a well-managed first month, and strong ongoing management oversight

Staff should be given a pre-arrival information packet and an induction upon arrival before being introduced to GOSS staff. Induction information should include: familiarity with names, positions, and affiliations of GOSS counterparts; introduction to complementary efforts in the sector; overview of the donor strategy, the implementing partner's role within it, and the advisor's role within the overall strategy; and some tips for successful engagement in Southern Sudan.

After the induction, the advisor should meet his/her supervisor, who should in turn introduce the advisor to staff. The first meeting should go over the MOU and clarify any changes to it, and the supervisor should review reporting and communication expectations with the advisor.

The first month is an important time for settling in on all sides. It requires frequent (perhaps weekly) check-ins. After a month has passed, it may be advisable to meet again with the supervisor and advisor to see what is going well and what might be improved.

At least once a month, the advisor and supervisor need to be consulted to maintain the relationship.

## I.3 RECOMMENDATIONS REGARDING CAPACITY BUILDING MEASUREMENT

Tools themselves run the risk of becoming a formality that does not change culture or being time-wasting hoops for organizations to jump through that have no discernable benefit. If a donor or implementing partner means to thoroughly engage with an organization and make a substantial change to organizational performance, institutional capacity over time needs to be measured to gauge how the intervention is affecting performance. The *Human Institutional Capacity Development Tool* is not well placed to address the Southern Sudan context because its scale is too limited, but the Institutional Development Framework has been used before in other institutional contexts and is well-tested.

Since public service attitudes and behaviors are so critical to GOSS performance right now, the Institutional Development Framework should be modified to take these metrics into account. There are several places they might fit depending upon the organization and the attitude or behavior to be measured. It is best if attitudes and behaviors are measured externally and include items such as opinions regarding a service orientation, opinions regarding the public, attitudes toward working in the organization, co-workers, whether performance matters or not and confidence in performing the job. These measurements can help guide the organization's self-rating depending upon how the organization has adapted the Institutional Development Framework.

### The role of performance

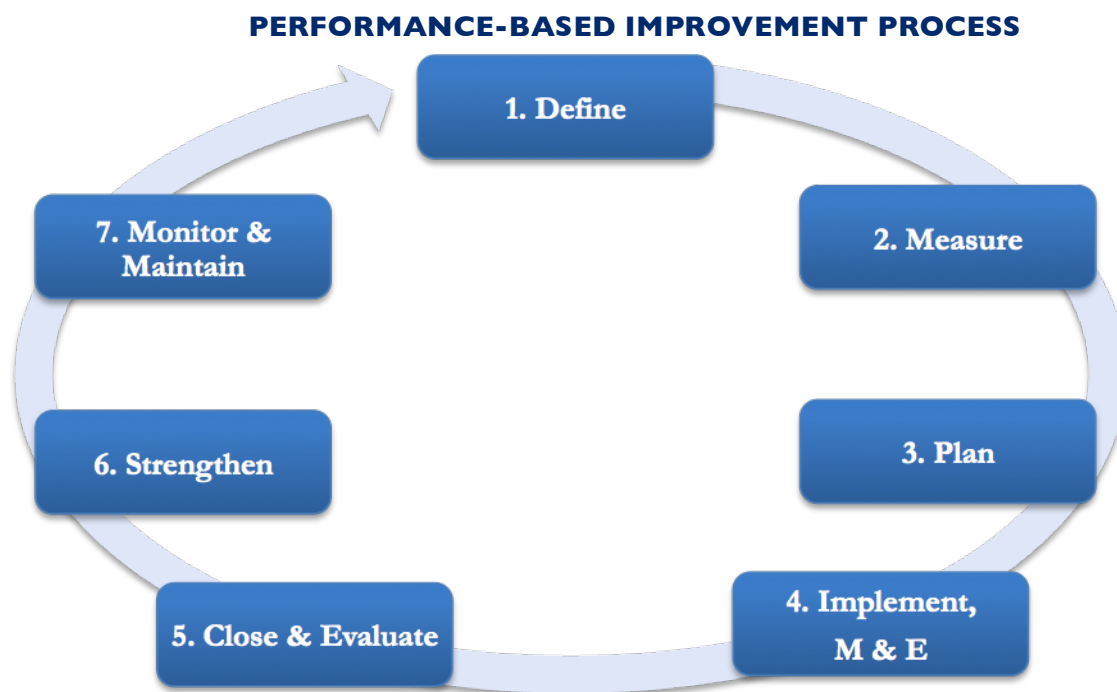
When designing capacity building interventions, it is essential that a central question be considered—capacity building *for what?* Capacity building in Southern Sudan should have a *performance* orientation. A suggested way to structure the intervention is to couple a long-term vision for the organization (a shared GOSS/donor/implementing partner vision) where organizational capacity development is measured over time via the Institutional Development Framework, discussed above, with short-term performance objectives. “Short-term” means achievable in three months or less. These projects should focus on vital,

tangible deliverables. One implementer, Rapid Results Institute, suggests that operating in this manner has facilitated the accomplishment of the following goals:

“From an initial yield of 2.5 tons/hectare, the program set a target of 3.5 tons/hectare, representing an increase in productivity of 50,000 tons over 150 days, on a total cultivated area of 15,000 hectares.” (Madagascar)

“To place at least three fully-certified Vitamin A-fortified cooking oil or edible fats brands on store shelves in 100 days. To achieve this, the team would not only design the certification system, they would implement it as well. This would force them to work collaboratively to ensure that the entire system was logistically and economically feasible for all parties. Additionally, they would have to build local capacity to test for vitamin A, something that could be overlooked if the goal was just to design the system but not actually use it. Furthermore, the team would have to facilitate changes in factory production processes for at least three brands, again something that would not have to happen in order to achieve the initial proposed goal.” (Kenya)

“The original goal was to increase voluntary testing and counseling by 25 percent in Asmara. After the 100-day initiative an increase of 80 percent was achieved, and three new testing and counseling centers were built. Typically, a VCT center would take up to 9 months to build.” (Eritrea)



Source: Author

It may make sense when first starting this approach to partner with organizations with experience using this approach. The suggested process is as follows:

### **1. Define desired performance in measurable terms.**

The organization’s leader and implementing partner need to define the objectives of the project. The implementing partner may use its influence to encourage thinking around issues the partner finds critical, but in the final analysis, the desired performance is the organization’s, not the partners. The partner should assist the organization to prioritize what matters most in the near term.

## **2. Measure actual performance in all primary service areas (not just those that have been prioritized)**

This determines a performance baseline for issues the organization wants to address immediately as well as others. These can include issues like time to complete a process, quality of service, number of people served, and amount of productivity. If there is little capacity or appetite within the organization to do the lower priority measures of performance capacity, measure them on the organization's behalf, get feedback, and file it. It is likely that improvement in one area will create improvement in other areas. Further, it develops at least a soft baseline for future work.

## **3. Assist the organization to *plan*, in concrete and measurable terms, how to address the performance gap in the key areas it has identified.**

The focus should be on short-term goals of three months or less. Items to define include:

- What will we achieve?
- By when will we achieve it?
- Who will be responsible for what?
- When will we check in to see if each contributor is on track and if revision is necessary?

There must be personal accountability for specific and visible results. Performance goals and responsibilities should be posted publicly and revisited as agreed upon, and a chart should be updated to reflect progress at each check-in.

## **4. Assist organization to *implement, monitor, and evaluate* performance and to identify possible causes of performance gaps**

Progress and inputs should be measurable according to the monitoring plan with adequate evidence. Plans should be refined as needed, and information should be shared to ensure that goals are achieved. The point is not to belabor analysis at this stage, but to identify issues that can be reflected upon and addressed later. Issues that are addressable and that block implementation should be cleared. Those issues that cannot be addressed should be “parked” for the time being. Resource challenges should be noted (this is evidence that can help donors and leaders identify areas for inputs), such as knowledge/skill gaps, issues with process flow, lack of political support, and communication problems.

## **5. Close and evaluate performance**

This is an opportunity to celebrate and thank all involved, including stakeholders (citizens, donors, partners, allies and potential allies). It is important to reflect on what has been learned and what is needed for better future performance. Use this opportunity to communicate success across the GOSS and international communities so that other units may learn from experience, the unit's leadership can gain political capital, citizens/beneficiaries can be aware of the change, further donor/community/GOSS support can be attracted, organizational confidence can be increased, and incentives for future performance are enhanced. It is essential that the governmental unit, not the implementing partner, take credit for the success.

Any problems should be analyzed and an agenda should be set for addressing institutional strengthening issues. These might include process revisions, defining select job description, working on communication flow with another ministry or level of government, etc. Address how performance gains can be nurtured and maintained and who will do what to ensure this.

The project process starts again at this stage. New goals are chosen, and step one starts again with this knowledge basis.

## 6. *Strengthen*—implement organizational performance solutions

Implementers should see if any reflections need to be acted upon and take action where necessary. The Institutional Development Framework is the natural tool for doing this and should be used in an integrated way with the project implementation approach described here.

## 7. Monitor and maintain organizational performance gains

Once results are achieved, it is important to acknowledge these achievements and to remember what the organization has accomplished. This is the opportunity for consolidating organizational strengthening gains and embedding them as the new unit baseline so the organization has an ever stronger starting point.

# 1.4 GENERAL RECOMMENDATIONS TO DEVELOPMENT PARTNERS

## Develop a vision for what the donor organization aims to achieve and a strategy for achieving it

One evaluator noted that “the bigger issue for [the donor] is the bottom-line question of what this program can deliver, how and under what conditions it can have maximum impact, and whether the resources on all sides, human and financial, are worth that impact.”<sup>3</sup> It speaks to an underlying question that a number of donors need to answer: “What’s your vision?” In other words, what do you want? This question exists on several levels:

- What is the vision of the international community? On what points is there agreement? What strategy will then be pursued to achieve that vision as an international community? On what issues are we willing to leverage our political capital (with other stakeholders within our organization, with other donors, and with GOSS partners)?
- As a donor agency, what do we hope to achieve given the resources at our disposal? What is our strategy for achieving it?
- In terms of capacity building, what do we hope to achieve? What strategy do we believe is most likely to succeed with our partner organizations? What relationships must be nurtured to bolster our chances of success?

Some donors do not appear to have a clear idea what they hope to achieve with their programs and advocacy work, and are therefore less powerfully positioned to deal with competing and conflicting demands from their various partners and stakeholders. This lack of vision is exacerbated when funding is received in an uneven way; for example when money suddenly becomes available for programming with a particular focus. When the vision is in place, decision-making about how to respond to such opportunities is streamlined.

Not only is an overall vision lacking, a strategy for capacity building strategy is also absent in both the GOSS and donor communities. The Functional Capacity Prioritization Study was a significant step for both development partners and GOSS, but a great deal of work still needs to be done if resources are to be well-used and time well-spent. The benefits of a shared, clear vision and sound strategy can be enjoyed by all levels within the international community and the GOSS. An evaluation of a program clearly articulates issues that are exacerbated by lack of shared, clear vision and strategy:

“ . . . Even the best, most integrated advisors cannot easily overcome the withholding of information, the desultory attendance of trainees, the restrictions on trainees by their GOSS supervisors, the decision about how much emphasis to put on their basic needs (like IT) as against their technical needs, the use of

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<sup>3</sup> Source: Non-public document A

high-cost and specialized advisors for such basic training, the engagement of the advisors in actually doing jobs as opposed to advising about them, the changing nature of what needs to be done as against (sometimes) the specific terms of the scopes of work, and of course on donor coordination (that is to say, decisions between donors, not just information-sharing), overlapping scopes of work, and most important, the real needs and commitments of the ministries.”<sup>4</sup>

When the vision and strategy are clear, the rules of engagement are also more likely to be shared thereby reducing the waste of time, money, and human resources for all stakeholders. While not a panacea, it is necessary and fruitful starting point for all partners.

### **Develop some operating guidelines for engagement**

As a donor organization develops a strategy, choices regarding how and when to engage also come into sharper focus. Given the vision and strategy, does the donor organization engage with a unit when the head of the unit does not share the donor’s development goals? How about when the organization is reluctant to be transparent? Under what conditions is engagement warranted? Having some clear guidelines may help administrators in the middle of managing programs to assess where the program is vis-à-vis what is acceptable to the donor organization and can serve as a healthy reality check when the situation becomes unclear. These guidelines need to be developed by each donor and should be revisited periodically to ensure they still make sense given any changes in the context. While there are lessons learned from elsewhere, such as DANIDA’s Mozambique performance contract example cited in this report, the guidelines need to be mission- and context-specific to be most useful.

### **Contribute to and build upon capacities that already exist (avoid undermining national capacity)**

Donors build capacity by contributing to and building upon capacities that already exist. The national curriculum and the training delivery framework are two such capacities, but instead of building on these existing capacities, many donors and implementing partners waste money in developing their own training starting from scratch rather than relying on a curriculum that already exists.

Using the existing structures and linkages avoids such waste and strengthens existing structures. With the exception of specialized training extending beyond the bounds of the national curriculum, donor-funded training development and delivery should use the national curriculum and materials that are already developed for training delivery. The local government curriculum training developed by GTZ in conjunction with the Local Government Board is an example of what can positively be done; GTZ took the existing national curriculum and modified it for use in its own specialized training.

Using the national curriculum and the sharing of training developed will be supported if donors insist that training developers share the curriculum they develop. Training developed for GOSS should be owned by GOSS, not by the training developer, the implementing partner, or the donor. To that end, it should be available at the Capacity Building Unit in both soft and hard copy.

Other nascent capacities that should be built upon include local private training providers, private and public universities, the Nile Institute (a think tank), other local service contractors, and the Southern Sudan Commission on Census, Statistics, and Evaluation (SSCCSE).

A guideline to consider is not to *do* what could be *nurtured*. Therefore, while working with a local institution may or may not require more intensive management or longer timelines overall, national capacity building will be better served by hiring and procuring locally than by hiring international firms to produce and deliver

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<sup>4</sup> Source: Non-public document A

advice and services. This issue is raised in several project documents, which cite the following reasons: cost, sustainability, and local capacity building.

There will be instances, of course, when practical imperatives drive non-local choices, but donors are challenged to be thoughtful about choices they and their implementing partners are making. A positive example of this is Associates for Rural Development's (ARD) recent decision to hire the Nile Institute to do land-related research through a USAID-funded project rather than hiring external consultants. ARD has attempted to be mindful of the Nile Institute's own capacity and to have realistic timelines and performance expectations. This builds capacity of the individuals at Nile Institute and their research associates, strengthens the financial position of the institute, and puts money into the local economy. Too many donor contracts would risk overstressing their resources and those of their research associates (drawn from local universities) and might undermine their capacity and/or performance in their roles as professors or lecturers. A balance must always be struck and thoughtful choices made; ARD seems to have chosen well.

The current mode of donor operation is insufficiently mindful of local structures and capacities and the international development community can make a positive change relatively easily that will strengthen GOSS and national capacities in the short-term and in the long-term.

## **Measure performance and institutional capacity building**

### **Donors and implementing partners have a poor record for even trying to measure capacity**

Many programs have been operating for multiple years without ever assessing the baseline status of anything the program intends to improve, let alone baseline GOSS capacity. Many donors and donor programs have been operating for multiple years, but when asked for evaluations of their programs, they replied that their programs had not yet been evaluated, and thus few actually provided anything to the research team.

While one might conclude that evaluations provided to the study team happen to evaluate poor programs, this is unlikely to be true. First, the incentive is to tout one's triumphs rather than to keep them quiet. Second, these are seen as relatively high-performing programs. Third, it is a credit to the donors behind these programs that they were evaluated at all.

### **Donors need to have systems in place to use evaluations to improve programming**

Several program evaluations examined for this study have not yet been shared with the implementing agencies although the evaluation period ended several months ago. Obviously, this puts the implementing partner in a poor position to change its programs to reflect lessons learned from the evaluation. Further, when GOSS officials are asked their opinions about programs, they rightly have some expectation that deficiencies will be addressed and that strengths will be built upon. Some interpret the lack of movement on the part of the implementing partner as a fault of the partner when in fact the partner has not yet seen the evaluation.

Implementing partners need to be held accountable for analyzing monitoring and evaluation data in order to refine their programming. One evaluation notes, "there is no evidence that the project has been analyzing the data it collected to understand outcomes or improve performance."<sup>5</sup>

### **Currently, donor measurements of capacity building do not actually measure capacity building**

Measurements of capacity building tend to measure donor and partner inputs and outputs rather than capacity built. For example, many organizations continue to measure number of people trained rather than knowledge gains, behavioral changes, or unit performance improvements. Almost none link training to on-the-job performance. AED appears to come closest to linking training, on-the-job performance (bolstered by embedded technical assistance that provides coaching), and unit accomplishment of key unit objectives with overall institutional strengthening over time. One evaluation concludes, "the existing monitoring and

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<sup>5</sup> Source: Non-public document A

evaluation system is inadequate in a number of critical areas and proved to be of limited use in tracking and analyzing program inputs and outputs to enable effective program management, let alone to assess program impact.”<sup>6</sup>

Why is capacity building so poorly measured? USAID implementing partners report that they are required to count numbers of people trained as a primary project performance measure. People tend to do what they are rewarded for doing, which is equally true of the implementing partner-donor relationship as for other kinds of relationships. If capacity building efforts are to be strengthened, donors need to build sound capacity building measures into their performance management plans.

### **Why quality measures are important**

While donors and partners require measures to account for expenditure and program impact, the primary beneficiary of good capacity building measurement is the civil servant. If knowledge, skill, or performance is measured before and after training, the individual has something to celebrate—a real achievement. If a unit measures its organizational performance in terms of service delivery (time to deliver a service, number of people served, quality of service, etc.) and then improves it, the unit has something to celebrate and citizens’ estimation of their government will likely improve.

Some capacity building providers encountered in this study believe that capacity cannot be measured. For example, two organizations provide training in a particular subject area. One’s philosophy is that adult learning cannot be measured in a way that does not harm the learner. Another organization measures knowledge achieved and states the level of achievement on the participant’s training certificate. The organization that measures achievement finds its training highly sought after.

The lack of capacity building measurement is inexcusable. Whether it is rooted in following head office or donor guidelines for capacity building measurement, a lack of mindfulness, unwillingness to be held accountable for results, or low organizational capacity to deliver high quality development services, organizations can do better. Organizations should revisit their guidelines to ensure quality capacity building is measured and rewarded with their head offices, partners, and beneficiaries. The international community should be held to higher performance standards. One way to begin is through quality baseline and ongoing measurement.

### **A recommended measurement tool**

The Institutional Development Framework is an excellent tool for measuring institutional capacity over time. An example, used to measure NGO capacity, is available at [www.dgpconnect.net](http://www.dgpconnect.net). The nature of the tool is that it must always be adapted to suit the characteristics of the institution targeted. It is essential that it be used correctly and that identifiable, objective indicators are in place to provide evidence that an organization is at one developmental stage or another. There are numerous tools available and many organizations have developed their own in-house tools. It would be extremely beneficial for donors working within a ministry to use the same tool and to choose *one* partner organization to facilitate annual measurement. Multiple measures by multiple organizations would be a step backwards and would exacerbate the evaluation fatigue already felt among many within GOSS.

Once the evaluation mechanism and cycle is in place, there needs to also be a review built in to ensure the linkage between the data collected and program management. At the end of the day, the ultimate measure of capacity building is performance, and capacity building programs must be measured against their contribution to the GOSS’s performance of its key services.

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<sup>6</sup> Source: Non-public document A



## **Structure contractual and job arrangements to incentivize capacity building**

Numerous capacity building contracts discourage capacity building. For instance, while one training program has been in place for four years, only in the last 12 months has there been any obligation on any party to build capacity. For the program to be sustainable, the ministry needs to have a group of staff available to become trainers. Because program funding continues whether there are trained trainers or not, the ministry has no incentive to provide the appropriate staff. The contractor providing the training also has no incentive to train trainers since the organization benefits from being hired to provide the training. Appropriate incentives would include demonstration that ministry or GOSS officials can carry out the activities in an effective manner with no or only modest support. If financing of programs is contingent upon the agency transferring capacity to the beneficiary, the implementing agency has an incentive for capacity building. Similarly, if donors “count” capacity building in terms of performance rather than in terms of numbers of people trained, it is likely that capacity building is encouraged.

When donor organizations fund capacity building, each step of the service delivery chain should be examined to determine what behavior is incentivized by the contracting arrangement. More successful arrangements use memoranda of understanding that define each party’s roles, responsibilities, and commitments; hold technical assistance accountable to transfer skills within a fixed timeframe; and recognize that staffing changes are frequent throughout the environment and therefore ensure ongoing communications regarding the agreement.

## **Recognize own organizational limitations and potential**

Just as financial resources are finite at a particular point in time, so are human and organizational resources. Program evaluations show that donors underestimate the effort effective project management takes and engage in some wishful thinking regarding the role implementing partners will be able to play. It is not possible to both wholly and responsibly contract out program management to implementing partners. Each layer of subcontracting introduces risks related to coordination and communication and often increases overhead costs. Subcontracting reduces the overall project management burden to the donor, but does not eliminate it, and it appears that donors are underestimating the management time required to provide diligent oversight and guidance.

Additionally, with each area of engagement, donors need to liaise with the relevant GOSS officials to advocate for donor agenda issues, maintain good working relationships, and clear up any issues faced by their implementing partners. The political dynamics change quickly, and donors need to keep abreast of them. A great strategy is not enough, because the situation will change. Keeping abreast of the political economy means spending time with beneficiaries and implementing partners regularly. The fewer beneficiaries and implementing partners, the lighter the communication burden.

While it is difficult to confront the enormity of the need in Southern Sudan without wanting to aid everything, organizations whose interventions are not focused and realistic end up undermining national capacity rather than building it. While clichéd, there is substance in airlines’ advice to “secure your own oxygen mask before helping others.” Weak program management on the part of over-extended donors gets translated into weak programming and poor service delivery to citizens.

Every organization has aspirations and limitations with respect to finances and human resources. It is most helpful to Southern Sudanese to avoid project failure by making well-informed commitments and seeing them through to their successful completion. This avoids resource waste, builds national competence and governmental legitimacy, and strengthens relationships between the GOSS and the development community.

Therefore, the imperative to do one thing very well is great and organizations should favor in-depth engagement in a limited area rather than scattered strategic engagements in a number of areas.



## **Coordinate**

In addition to being difficult for the donor, it is a burden to GOSS decision-makers to have to deal with multiple, relatively small donor programs rather than one or two major ones. In a number of ministries, having multiple donors may diminish capacity or create unwholesome dynamics. One evaluation, for example cites, “a lack of coordination, even competition, between advisors and other donors, has diminished the project’s effectiveness.” In one ministry, the study team observed a room full of consultants. When asked what each is doing, one responded that in fact, they do not know what each other is doing; terms of reference are not shared and it is unclear which consultant is reporting to which GOSS official. When testing that consultant’s observation with other consultants, the observation was validated. The ministry has had multiple donor organizations fund essentially the same work repeatedly, and the minister is aware that efforts are being duplicated.

The Capacity Enhancement Working Group approach is a sound starting point because it gives all development partners a shared set of development priorities upon which to build and coordinate. It can be more robust if donors and GOSS come to a lead donor agreement that particular institutions and/or functions are led by a particular development partner. Better to have a critical mass in one organization or attending to one function than having multiple programs that are under-resourced and undermanaged such that they cannot gain any traction.

## **Use a unit-by-unit approach**

In this environment marked by a lack of incentive architecture, projects need to be initiated where they are likely to be successful and staff need to be supported by the rest of the unit. Training and other capacity building approaches are best implemented using a unit-by-unit approach for a supportive environment and to create a critical mass for change.

## **I.5 OPTIONS AND RECOMMENDATIONS FOR USAID-FUNDED CAPACITY BUILDING AND ORGANIZATIONAL DEVELOPMENT PROGRAMS TO IMPROVE GOVERNANCE CAPACITY TO DELIVER SERVICE**

In addition to the above recommendations for all donors, there are some specific steps that USAID can take to assist the GOSS in improving governance capacity to deliver service.

### **Work with donors at the political level to develop:**

- A consistent vision and strategy for Southern Sudan
- Key messages to create urgency for performance
- A communication plan and execute it
- A lead donor approach for each sector or ministry

### **Build on existing trust and advance USAID (and shared international community) agenda with GOSS when opportunity arises**

- Cultivate relationships
- Work on social ties

- Address the problem of high turnover to overcome the deterioration of personal relationships and trust that occur when staff depart

### **Develop USAID vision and strategy for USAID Mission in Southern Sudan**

The Mission will benefit from having a vision and a strategy. If it is possible, other US government actors should be brought into the picture such that while each agency has some objectives of its own, the US government also has a shared agenda.

There is a window of opportunity before the referendum. Afterwards, it is entirely likely the South will vote for separation and this will usher in more resources. While a blessing, more resources will also exacerbate current problems. If the US government does not have a refined vision and strategy, it will be poorly placed to translate the funds into effective programming and results for Southern Sudanese citizens. There is an opportunity now that should be seized.

The Mission urgently needs to address the following:

- What do you want to accomplish? What are your goals? Be specific and focused at a Southern Sudan level.
- Are the current programs, working together, likely to achieve this objective? The programs do not seem to reflect a larger vision.
- Develop a USAID capacity building strategy that supports capacity development throughout programs that addresses the overall capacity building approach and gives guidelines regarding training, TA, and measurement.
- Ensure the Mission has the human and financial resources to effectively support and manage the envisioned program therefore favor a few in-depth engagements to a many engagements.

### **Align programming with vision and strategy, bringing partners together to gain common understanding regarding the vision and their role within it**

Have partners map together where they are working and what they are doing by geography and by sector.

Work with implementing partners to redefine and realign USAID and partner evaluation metrics to support capacity building. Little will change unless this step is taken because partners are likely to do what they are measured and rewarded to do.

Build partner capacity for monitoring and evaluation.

With partners, review portfolios to ensure:

- Contracting supports capacity building and avoids undermining national capacity.
- Private sector is used where possible.
- Partners are working through and with GOSS.
- Partners are taking a performance-based approach.
- Partners are focusing on simple but vital deliverables and tangible gains.
- Partners' long-term strategy is aligned with USAID's.
- Training is specific, has direct impact on the job, there is after-training support, and, to the extent possible, confers a transferrable statement of achievement.
- Training follows other USAID guidelines.

- Training materials are “owned” by the GOSS in soft and hard copy and shared with other donors.
- Partners are prepared to follow TA guidelines.

**Determine the overall cost, in human resource terms, of working with HED to fund higher education and decide if the cost is worth the desired benefit**

The Mission is responsible to outline how it is to be engaged with HED. HED provides financial reporting and semi-annual progress reports that measure progress against indicators and are organized according to performance objectives. The Mission has to prepare required internal reports using information provided by HED. Awards are through several mechanisms, but can be in the range of \$1,500,000.

## RECOMMENDATIONS FOR A USAID SOUTHERN SUDAN STRATEGY

	Timeframe for results (years)		
	Near <2	Mid <5	Long <10
<b>Southern Sudan Macro Environment</b>			
<b>Strengthen GOSS and donor capacity to improve GOSS performance</b>			
Agree on a vision and strategy with donor partners.			
Develop a change plan based upon agreed donor vision and strategy.			
Consider what incentives it can use to motivate GOSS leaders to make progress on capacity building and on enactment of key laws.			
Develop and execute, with donor partners, a communication strategy.			
Create and maintain momentum and urgency for change in key areas.			
Advocate for public service reform in urgent areas (based upon Functional Capacity Prioritization Study), particularly key policies and laws that capacity building builds upon.			
Develop and execute a strategy to maintain and build GOSS and donor alignment.			
Strengthen the IMAC to better coordinate aid within Southern Sudan.			
Use political capital of donor community to advocate GOSS to have a vision and strategy for capacity building and training.			
Improve donor coordination to mitigate against risk that multiple donors working in same area may create incompatible systems.			
<b>USAID Operating Environment: Strengthen USAID ability to deliver programs that build GOSS capacity</b>			
<b>Vision and strategy</b>			
Develop a clear vision and strategy that is shared throughout programs.			
Weigh cost and benefits of proposed and planned activities to determine which ones have highest likelihood for impact.			
<b>Program monitoring and evaluation metrics</b>			
Hold annual workshop for USAID and implementing partners on the IDF and how to utilize it properly. Check implementation on a quarterly basis to ensure staff and programs are on track.			
Review programs to define desired capacity and performance and design custom indicators to track performance			
<b>USAID portfolio review</b>			
Refine the portfolio review process to include discussion of strategic and programmatic challenges and to find adequate solutions.			
Refine the portfolio review process to look for ways to build synergy			

across programs.			
<b>USAID human resource management</b>			
Provide specific SOW/deliverables for all staff coming on short-term assignment (TDY).			
Revise staff assignment procedures to ensure adequate coverage where there are many activities, e.g. Khartoum vs. Juba.			
Revise staff hiring procedures to ensure staff have needed background to perform well in jobs for which they are hired.			
Set policy to ensure FSNs participate in senior staff management meetings and donor coordination meetings.			
Continue to support FSN professional development and hire more FSN staff to manage programs.			
<b>USAID knowledge management</b>			
Change/introduce knowledge management systems to ensure studies and reports are used to improve decision-making.			
Introduce knowledge management system to ensure lessons learned are not lost as USAID and partner staff continue to experience significant turn over. Insist partners include this in arrival reports.			
Improve information sharing between across sectors by mapping programs by geography and function.			
<b>USAID partner management</b>			
Structure or restructure contractual arrangements to incentivize capacity building.			
Train partners on monitoring and evaluation and appropriate use of IDF tool. Review partner use of same on quarterly basis.			
Establish guidance for partners in capacity building training to achieve highest impact when training is delivered (e.g. achievement certificates, specific rather than general, coordination among partners). May need some flexibility for certain training, but USAID should have guidelines.			
<b>USAID work process management</b>			
Prioritize meeting, reporting, and work requirements to maximize staff time.			
Reduce the reporting burden.			
Remedy current lack of communication between teams.			
Set up a means to share information at senior staff meetings regarding what is happening at GOSS, state, and local levels as well as approaches partners are taking and training that is planned.			
Communicate to ensure developed training is shared among USAID partners and handed over to the GOSS.			
Develop state and county maps of programs to ensure all possible geographic synergies are harnessed.			
<b>USAID monitoring and evaluation systems</b>			
Insist that program results indicators capture desired results.			

Strengthen monitoring and evaluation capacity within USAID.			
<b>USAID implementing partner support</b>			
Ensure partners have a means of efficiently sharing Sudanese contextual issues with newly hired staff.			
Strengthen communication between USAID and partners.			
Strengthen communication avenues among partners.			
Provide monitoring and evaluation training for partners including IDF training and the short-term project approach advocated above. Training should make clear USAID expectations.			
Facilitate resource sharing among partners.			
<b>USAID implementing partner management</b>			
Reward partners for being transparent and honest about their performance.			
Host cross-sectoral implementing partner meetings or workshops.			
Insist implementing partners to utilize GOSS policies and structures to prevent undermining of GOSS capacity.			
Host, encourage, and monitor regular sectoral COP meetings.			
Share training materials across partners.			
Share compounds at state and county level, i.e. AED stays on Winrock compounds and provides housing for out of state employees.			
Develop and harmonize guidelines on partnerships between INGOs and local NGOs.			
Develop and harmonize USAID and partner policies on incentives and per diems.			
<b>GOSS Institutional Environment for Capacity Building</b>			
<b>Strengthen GOSS' institutional environment to build human capital throughout the government</b>			
Support MOLPSHRD to function at GOSS and state levels.			
Advocate that GOSS resume recruitment as some directorates are understaffed.			
<b>Strengthen institutions that confer decision-making capacity via information</b>			
Support think tanks (Nile Institute is best target currently, but need to ensure any institute is essentially apolitical).			
Support information centers such as SSCCSE.			
<b>Strengthen institutions that increase human capital, particularly of current and potential civil servants</b>			
Support universities (should fit into a higher education strategy).			
Support English language training.			
<b>Strengthen decision-making capacity via information</b>			
Share information including dissemination of tools, reports, studies,			

and policy documents.			
<b>Strengthen institutions that facilitate social service delivery</b>			
Financially support Local Government Administration Officer training and on the job support.			
<b>ORGANIZATIONAL AND INDIVIDUAL CAPACITY</b>			
<b>Strengthen organizational and individual capacities in units that contribute toward overall USAID strategy</b>			
Partners use <i>performance</i> approach to deliver vital, short term results.			
Support change-ready units such as ministries, counties, states, and departments.			
Use MOUs with change-ready units.			
Partners support national curriculum and training delivery framework.			
Develop training guidelines with GOSS.			
Develop TA guidelines with GOSS.			
Insist training include sustainability mechanisms such as training of trainers or establishment and use of a training department within an organization.			

## VI. CONCLUSION

The international community has an opportunity to significantly improve its capacity building support to the GOSS. It is critical now, during the pre-referendum period, for the international community to further focus and refine its capacity building priorities and approach.

Room for complacency is shrinking. The GOSS cannot long afford to be satisfied in terms of social service delivery to citizens because citizens are increasingly demanding performance. Similarly, the international community cannot afford to be content in terms of project impact delivery to the GOSS. The GOSS, too, is increasingly demanding performance.

It is recommended that the international community develop a long-term capacity building vision and strategy, together with the GOSS, that defines acceptable modes of operation for capacity building and that fits within a national training strategy. Operationally, while it is necessary to set one's sights on longer-term development goals, it is important to couple this long-term view with short-term results. Short-term (less than three months) projects that produce vital deliverables will build on existing capacities while building confidence, strengthening incentive for performance, and identifying areas for future organizational improvement.

## ANNEX I—STATE UNIVERSITIES

### University of Juba

<b>Location:</b> 60% of its operation in Juba and 40% in Khartoum; ongoing relocation process
<b>Contacts:</b> Dr. Kimo A. Adiebo, Executive Director, Office of the Vice Chancellor
Mob. +249 (0) 9122 15983; e-mail: Adiebo_kimo@hotmail.com
<b>Date established in Juba:</b> 1975
<b>Total staff (Juba): Faculty:</b> __393_ <b>Administration:</b> _416 <b>Support:</b> 620
<b>Total staff (Khartoum): Faculty:</b> 262 <b>Administration:</b> 207 <b>Support:</b> 310
<b>Organization mission or mandate:</b> The primary objective of the University of Juba, as stipulated in its Act, is to train manpower for the developmental needs of Southern Sudan and other regions in the country. It envisages the development of the skilled manpower to seek and determine rational methods of exploitation of the vast natural resources of the country for development.
<b>Number of students 2009 (Juba): 2,773 Full time:</b> 2,673 <b>Part time:</b> 100
<b>Number of students 2009 (Khartoum): 19,418 Full time:</b> 11,918 <b>Part time:</b> 7,500
<b>Current maximum capacity, full time students (Juba):</b> 4,500
<b>Desired maximum capacity, full time students (Juba):</b> 12,000; after full relocation

### General

#### What is the history of the organization and how has it changed over time?

The University of Juba was opened in 1975; teaching started with 150 students in only four colleges in 1977; and in 1989, because of the war, the university was taken to Khartoum when it had five colleges (Natural Resources and Environmental Studies, Education, Social and Economic Studies, Adult Education and Training, and Medicine) with a student population of 800 and an academic staff total of 161 (31 foreigners and 130 locals). While in Khartoum, the university underwent spectacular expansion and transformation. It has now expanded to 12 colleges (a 140% increase over 1989) and five centers, with Adult Education and Training changing its name to Community Studies and Rural Development. Academic staff now number 655, predominantly locals (a 400% increase). Currently the number of non-academic staff is 1,553 of which 61% are non-classified staff.

After the signing of the Comprehensive Peace Agreement (CPA) in 2005, university administration resolved to return the university to its birthplace in Juba. In 2007, a gradual transfer was envisaged beginning with first-year students of the colleges of Education and Community Studies and Rural Development. The following year, first-year students of science-based colleges (Industrial and Applied Sciences, Natural Resources and Environmental Studies, Engineering and Architecture and Medicine) were transferred. Now only final-year classes of the Colleges of Education and the College of Community Studies and Rural Development remain in Khartoum, while the first three classes of the science-based colleges are in Juba. Four colleges (Law, Arts and Humanities, Social and Economic Studies, and the School of Management Sciences) still remain wholly in Khartoum. There is an ongoing consultation between the University of Juba and certain stakeholders regarding the transfer of the College of Law, as a whole, to Juba where a project document was submitted to potential donors. The College of Art, Music, and Drama has remained in Juba throughout, while the College of Computer Science and Information Technology will have its first intake of students in Juba in the 2010 academic year.



### **SWOT analysis of the university. What are the university's strengths, weaknesses, opportunities, and threats?**

Currently the university is in the process of identifying a consultant to facilitate the process of formulating its strategic plan.

### **How is the organization governed?**

The main governing bodies include:

University Council (policy formulation);

Vice Chancellor (Chief Executive Officer). The Vice Chancellor is assisted by other senior managers (i.e. Deputy Vice Chancellor—academic affairs; Principal—finance and administration);

University Senate (charged with academic affairs);

Deans' Board (Executive body); and

Colleges, Centers, and a School: these are headed by Deans/Directors. These managers are appointed by Chairman of Council and manage on behalf of the Vice Chancellor.

### **Is Mission/Vision documented?**

No.

## **Physical study**

### **How big is the area, how much is already used, is the remaining area fit for expansion?**

The university owns a vast area of land in and around Juba—approximately 300 acres. In addition, various communities around Juba County are willing to offer the university more pieces of land for lecture halls, office buildings, accommodation facilities, and farmland for research and development. The remaining area is fit for expansion.

### **What is absorptive capacity of existing classrooms? Are there plans for expansion?**

The university has various classrooms with varying capacities. Some classrooms can absorb more than 1000 while others between 20–30 students. Currently, the University is constructing a new lecture halls complex with support from other development partners. However, the available funds are insufficient to complete construction of the whole complex. More detailed information could be made available on demand. There are plans for expansion, but their implementation is hampered by a lack of funds.

### **What construction or rehabilitation is necessary? Is there a plan for this? How much will it cost? Who will fund it?**

The university plans to make new constructions to address the issue of lack of space which is derailing the relocation process. Still the university does not have enough space to accommodate its faculty leave alone administration and support staff. In addition, the university is planning to rehabilitate its Belinyang Campus on the eastern bank. Initially, this campus was built by the European Union in the 1980s but suffered severe damages during the war. Plans that could be costed are there but source of funding have not been identified.

### **Are there boarding facilities?**

Yes, but facilities are inadequate compared to growing student population. Student accommodation is not the responsibility of the university. Due to the unique, high-cost housing situation in Juba, the MOEST is supporting students in this regard.

### Are facilities conducive to female and disabled students?

These are generally designed facilities but could, in the meantime, meet the needs of these categories. The needs of such categories should be incorporated in our strategic plan. The university is in dire need of an external consultant to facilitate formulation of its strategic plan.

### What is ICT infrastructure? Is it working well? Is it used to support learning? Distance learning?

ICT is available in most of the offices, especially laptops, but more are needed in the light of the relocation process. The university has a wireless internet service within the proximity of its administration building in Juba. The Computer Studies Center requires more machines and technical assistance. A few students are able to browse the Internet for learning purposes. The Center for Distance Education is in the process of loading its learning materials on their webpage (which is under development).

### What is the status of existing library?

Although the books are relatively old, there are initiatives to automate the library and bring more up-to-date books to the library, including arrival of a 40-foot container from SOAS in London by July this year. The Royal Norwegian Government is supporting the establishment of a Center for Library and Information Science for the University in Juba. The foundation stone was laid last March, and construction should be completed before the end of this year.

## Partnerships

### Are there partnerships with other organizations of higher education or with other governments?

Partner	Nature of partnership	Timeframe	Dollar value/year
Norwegian Government	Construction of a Center for Library and Information Science; Construction of a Microbiology lab; establishment of full-fledged and modern Printing Press; construction of a University Guest House of 8–10 self-contained rooms and staff capacity building and development (i.e. scholarships). All these projects are in Juba	2007–2012	Total value US\$4,344,000  (25,886,858 NOK)
CNPC (China National Petroleum Corporation)	Construction of a building for the College of Computer Science and Information Technology in Juba: work is almost complete.	N.A.	N.A.
Lundin Oil Co.	Construction of a Computer Science Training Center in Juba	N.A.	N.A.
JDT , UNDP and other development partners	Relocation of the College of Law from Khartoum to Juba Project	2010	US\$ 10 million
Etc.	In the process of signing MoUs with Harvard University and other universities in the region and beyond. Affiliated with Virginia Tech (USA) and Catholic University (Juba) via the HED program.		

## **Gender**

### **What is the student male/female ratio—is the organization actively trying to attract female students?**

It varies from one college to another. However, female students constitute about 40% of student population. The University of Juba, like other institutions, is concerned about and aware of the importance of female education. Nonetheless, admission to university in Sudan is competitive, and there are no clear policies aimed at positively discriminating in favor of female students.

## **Quality**

### **Is the organization accredited? Since when and by what body?**

Yes, since 1992 by the Ministry of Higher Education and Scientific Research.

### **Do target (public administration) programs provide internationally recognized certifications/degrees?**

Yes, degrees awarded are internationally recognized. Graduates of the University of Juba are recognized worldwide.

### **What is the program completion rate?**

About 70%.

### **Of graduates, what is job placement rate/ratio?**

About 80%.

### **What types of jobs do your students get? Where are they employed?**

Public Sector (i.e. government), UN agencies, International and National NGOs and the private sector (i.e. business enterprises, including the banking sector).

### **How do you measure your selectivity of intake? How do you rate on your own scale?**

University of Juba is among the three leading universities in Sudan.

### **How do you monitor and evaluate the quality of your programs?**

Through various modalities, such as continuous assessment, semester examination, feedback from graduates and their employers, etc.

### **Describe your curriculum design and revision cycle.**

Curriculum design and revision is a continuous process in the University of Juba. Initially, each department designs their curriculum which would be presented to the College Board for discussion and endorsement and finally to the University Senate for further discussion and ratification. Ratified curricula are reviewed every three-to-five years.

## **Financial stability**

### **What is the organization's source of funding (as a measure of financial stability)**

The University of Juba gets most of its funds from government (i.e. GONU and GOSS). However, the University has a wide range of investment programs. Income generated from investment programs facilitates capital development.

**Are there annual audits?**

Yes, accounts are annually audited by the Auditor General, Chamber of General Audit.

**Does the institution have financial dealings with international organizations such as donors?**

Yes (see above).

**Faculty/Lecturers****How are faculty selected? What percent are PhD holders/certified as master trainers? What are your minimum standards?**

Those with PhDs constitute about 60% of the faculty and are certified as master trainers. Most of our faculty started as teaching assistants. The minimum standard for teaching assistants is that they should possess a Bachelor degree (Hon), Class Two Division One.

**How do you assess the quality of your faculty?**

Through continuous monitoring and evaluation of their teaching and research activities as well as the quality of their publications and publishers.

**What is the male/female ratio among faculty?**

About 60% of our faculty are male.

**Is there difficulty in attracting or retaining staff?**

Yes, because university staff are among the lowest-paid in Sudan. However, in the case of the University of Juba, we anticipate the GOSS to avail some funds to top-up staff salaries.



**What is the proportion of international faculty (permanent and/or visiting)?**

In the past, the university had a good number of international faculty. But with the movement northwards, almost all international faculty opted to relocate to other countries. Currently, the university is in the process of negotiating and signing a number of MoUs that would ultimately result in faculty exchange and recruitment.

**What professional development opportunities are available to staff?**

Because of lack of funds, currently staff do not have access to professional development opportunities. However, with the various MoUs becoming realities, a good number of our staff will have a wide range of professional development opportunities.

## Upper Nile University

	
<b>Location:</b> Malakal	
<b>Contacts:</b> Yasir Osman Ahmed, Executive Director	
Mobile: 00249 (0) 912997315—00249 (0) 9122951351, e-mail: yasosm@hotmail.com	
<b>Date established in Malakal:</b> 1991	
<b>Total staff (Malakal):</b> 300 <b>Faculty:</b> <u>  150  </u> <b>Administration:</b> <u>  100  </u> <b>Support:</b> <u>  50  </u>	
<b>Total staff (Khartoum):</b> 204 <b>Faculty:</b> <u>  50  </u> <b>Administration:</b> <u>  100  </u> <b>Support:</b> <u>  54  </u>	
<b>Total staff (Renk):</b> 125 <b>Faculty:</b> <u>  80  </u> <b>Administration:</b> <u>  15  </u> <b>Support:</b> <u>  30  </u>	
<b>Organization mission or mandate:</b>	
Promotion of national identity through teaching appropriate curricula.	
Equipping students with relevant skills so as to increase their capacity scope for national development.	
Encouragement of studies and researches related to Upper Nile environment in particular and Sudan in general to solve community problems and to promote performance.	
Contribution in keeping cultural dimension, patriotism, civic and moral training of societal members, and remarkable contribution in economic and socio-cultural development of community.	
Conducting scientific research and dissemination of results through teaching seminars, conferences, public lectures, and publications.	
<b>Number of students 2009 (Malakal):</b> 3200 <b>Full time:</b> <u> 3200 </u> <b>Part time:</b> <u> N/A </u>	
<b>Number of students 2009 (Khartoum):</b> 1700 <b>Full time:</b> <u> 1700 </u> <b>Part time:</b> <u> N/A </u>	
<b>Number of students 2009 (Renk):</b> 500 <b>Full time:</b> <u>  500 </u> <b>Part time:</b> <u> N/A </u>	
<b>Current maximum capacity, full time students (Malakal):</b> <u> 3200 </u>	
<b>Desired maximum capacity, full time students (Malakal):</b> 8000, if new buildings are constructed	

### General

#### What is the history of the organization and how has it changed over time?

Upper Nile University was established in 1991 and is located in the northern zone of Malakal town near the airport. In the south, the university has seven faculties, two schools, and two specialized centers.

The Malakal campus has five colleges and one specialized center (College of Education, College of Animal Production, College of Veterinary Medicine, College of Human Development, College of Postgraduate Studies, and a Center for Child and Woman Studies).

In Renk, the campus contains two colleges (College of Agriculture and the College of Forestry and Range Sciences). This campus is two years old.

In Khartoum there is one college, two schools, and one specialized center (College of Medicine and Health Sciences, School of Nursing, School of Public & Environmental Health and the Center for Computer Science

Studies). The Center for Computer Science Studies is subordinate to the College of Human Development. This center gives diplomas for students who pass secondary school.

Most of the property of Upper Nile University in Malakal (buildings, cars, furniture, and other facilities) was destroyed twice: once in 2006 and a second time in 2009 during the battles between the Joint Forces. As a result of this situation, now there are significant shortfalls in buildings, classrooms, transports, teachers' accommodation, furniture, laboratory equipment, and electricity.

### **SWOT analysis of the university. What are the university's . . .**

#### **Strengths?**

The faculty are highly qualified and hold PhDs, Masters, and BSC degrees. The university has a history of being adaptable, as it has been able to mobilize funds to rebuild after twice being destroyed.

#### **Weaknesses?**

There are infrastructure deficiencies including classrooms, administrative offices, laboratory equipment, computers, stable electricity supply, cars, buses and other transport, student accommodation, office furniture, and libraries (particularly reference material in English and scientific periodicals).

#### **Opportunities?**

One opportunity that Upper Nile has is that both the North and South have interests therefore the CPA and the desire for unity has led to its only source of funding (the Unity Support Fund).

Another opportunity is for the College of Medicine to have a great impact on the general health of the area in terms of helping people adopt healthy sanitation habits.

#### **Threats?**

The university was in the middle of battles in 2006 and 2009 and was completely looted, including the farm that was connected to the university. The loss was estimated to be approximately \$1 million. Currently the situation remains calm, but if something like this happens again, the university may not be able to revive itself.

#### **How is the organization governed?**

The university is subordinate to the federal Government of Sudan Ministry for Higher Education and Scientific Research, but it has the full independence to manage itself. The main governing bodies include:

University Administration—Vice Chancellor, Deputy Vice Chancellor, Principal, Secretary for Academic Affairs, Deputy Secretary for Academic Affairs, Dean of Students, Deputy Dean of students, Library Deanship, and Director of Public Relations.

University Council<sup>7</sup>

College Councils

#### **Is Mission/Vision documented?**

The university is committed to developmental aspects of the locality, in particular and Sudan, in general, generating well-trained personnel in both theory and practice, and providing services to the local community. Upper Nile University also aspires to become a center of excellence, especially in agricultural and animal sciences.

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<sup>7</sup> An article on the website from May 31, 2008 announced the appointment of “Mr. Pagan Amum as the new Chairman of the university council and memberships of 12 Individuals from academic and national dignitaries and other constitutional holders of the State.”

Prospective colleges are the Faculty of Geology and Petroleum Engineering, Faculty of Economics and Administrative Sciences, and Faculty of Environmental Studies and Management of Disasters.

## **Physical study**

### **How big is the area, how much is already used, is the remaining area fit for expansion?**

The university was given 40 acres of land by the state of Upper Nile and has a feasibility study with costs and plans. The cost of the College of Medicine alone was an estimated \$120,000.

The university currently uses the Industrial Secondary School as a campus, employing the classrooms there from 7 a.m. to 7 p.m. In the past, classes went until 10 p.m., but the operating time was reduced for security purposes. Three of the classrooms are laboratories for biology, chemistry, and physics. The classes take about 40–50 students.

The shortage of classroom space is so severe that there is a queue for the classrooms. When the time is up, the teacher leaves with his students and another class from another college uses the room, so the studies go very late.

The university wants to return to Malakal. If the infrastructure were available to accommodate teachers and students, it could return back in one year.

### **What is absorptive capacity of existing classrooms? Are there plans for expansion?**

Existing classrooms are currently full beyond capacity. Since its assets are so few, the university has begun moving students to Khartoum. Classrooms and professors' accommodations are part of the feasibility plan, but there are no finances.

### **What construction or rehabilitation is necessary? Is there a plan for this? How much will it cost? Who will fund it?**

The feasibility study includes classrooms, labs, student accommodations, professor housing, and staff housing. The cost of the teaching hospital is estimated at \$120,000.

### **Are there boarding facilities?**

No. Student housing is not the responsibility of the university. The National Fund for Students' Care (NFSC), a government body, is looking for places to rent, but because of the lack of availability of housing in the town, ten students may sometimes share a single small room. This is another reason students have been sent back to Khartoum.

### **Are facilities conducive to female and disabled students?**

The secondary school facilities the university now uses are not ideal for female or disabled students. Due to financial shortfalls, there is no way to provide appropriate facilities.

### **What is ICT infrastructure? Is it working well? Is it used to support learning? Distance learning?**

After the last clashes in 2009, the university has had no computers at all in Malakal. Just after 2009, the USF allocated money to purchase computers for the university. Each college shares one computer, but they are in dire need of other computers. There is no computer training center. Before 2009, there was a VSAT for Internet, but it was damaged. They are currently trying to send engineers to Malakal to see if maintenance is possible. In Renk, there is no internet on the campus; in Khartoum, there is.

### **What is the status of existing library?**

There is a library in each of the three campuses of Renk, Malakal, and Khartoum, but each of them has old texts. 10% of these books are in English and 90% in Arabic. As a result of not having books, the method of



teaching is for the students to rely on what the teacher says in the lecture and write it down. The percentage of English texts is also a problem. Until recently, the language of instruction was Arabic. The language of instruction for new students, though, has shifted to English. Arabic will be phased out as the last of the graduating students who were taught in Arabic leave the university. The problem, however, is that books in the library have not been updated to include English books. If they transfer to English, they will have very few texts.

## Partnerships

**Are there partnerships with other organizations of higher education or with other governments?**

Partner	Nature of partnership	Timeframe	Dollar value/year
USF	Rehabilitation of the big hall and classrooms in the secondary school, computers.	After 2009 clashes	Est. \$16,000
USAID <sup>8</sup>	Received some computers	Years ago	

## Gender

**What is the student male/female ratio—is the organization actively trying to attract female students?**

In Khartoum, 70/30.

In Malakal, 60/40.

In Renk, 50/50.

Upper Nile follows countrywide admission standards, and does not discriminate against females.

## Quality

**Is the organization accredited? Since when and by what body?**

Upper Nile was accredited by Ministry of Higher Education and Research in 1991.

**Do target (public administration) programs provide internationally recognized certifications/degrees?**

They graduate distinguished doctors and nurses from the College of Medicine and graduates are internationally recognized.

**What is the program completion rate?**

70%

**Of graduates, what is job placement rate/ratio?**

Not known. Lack of jobs is a government-wide problem.

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<sup>8</sup> In 2006–2007, USAID/OTI gave several grants to Upper Nile University to rehabilitate a Student Center, improve toilet blocks, buy laboratory equipment, expand its medical clinic, and support water and sanitation systems. See [www.usaid.gov/our.../Success\\_Nile-University11\\_06a.pdf](http://www.usaid.gov/our.../Success_Nile-University11_06a.pdf).



### **What types of jobs do your students get? Where are they employed?**

Graduates from the Nursing school and College of Medicine get jobs more than other students, primarily in Sudanese hospitals. The other people work in the public and private sectors.

### **How do you measure your selectivity of intake? How do you rate on your own scale?**

It is not the choice of the university to accept or decline a student. As mentioned above, the General Department of Admissions makes the decision based on a student's top choices plus their marks.

### **How do you monitor and evaluate the quality of your programs?**

Quality is monitored via semester examinations and pass rates, student assessments, and the number of published articles and research. Professors put questions in the examinations as to the quality of the courses and request feedback from the students. The Ministries of Health, Agriculture, and Animal Resources also give input on the quality of courses.

### **Describe your curriculum design and revision cycle.**

The university designs the curriculum, and it then faces review by a committee within the University Council and College Councils in order to keep the content competitive to global standards. They often approve, edit, or delete certain portions of the curriculum.

## **Financial stability**

### **What is the organization's source of funding (as a measure of financial stability)**

The Ministry of Higher Education only pays salaries because they are government body.

After the 2009 clashes, the Unity Support Fund (USF) refurbished it. They rebuilt the hall in the secondary school, which cost \$16,000. The USF is a government fund that was created after the CPA in 2008 by the President of Sudan under resolution 31. It is located in Khartoum with a counterpart in Juba. The aims of the fund are to support the mutual projects between the Government of National Unity and the Government of Southern Sudan—it is not dealing exclusively with education or universities.

### **Are there annual audits?**

There is an annual audit executed by Auditor General/Chamber of General Audit, because the University of Malakal is a governmental entity.

### **Does the institution have financial dealings with international organizations such as donors?**

No.

## **Faculty/Lecturers**

### **How are faculty selected? What percent are PhD holders/certified as master trainers? What are your minimum standards?**

50% hold Masters Degrees; 30% are PhDs; 20% are BSCs. The minimum is the Bachelors with Honors.

### **How do you assess the quality of your faculty?**

The recruitment of teaching staff is done under certain conditions. They do several interviews, review CVs and publications, and most importantly tailor questions to each position during the interview.

The performance of the professors is evaluated in several ways. They are judged by their research and publications, from periodic questionnaires sent to students about the curriculum and the methods of the individual professors, and by the reports of the deans.

**What is the male/female ratio among faculty?**

60/40

**Is there difficulty in attracting or retaining staff?**

Because of lack of funds, the salaries are limited. The salaries are fixed and the university is not allowed to give incentives. Lack of teacher accommodation exacerbates retention problems. The lack of infrastructure in the town and university and security are also major factors in attracting and retaining staff. It is normal for a teacher to leave if they have a better offer.



**What is the proportion of international faculty (permanent and/or visiting)?**

In the past, they had two Iraqi staff in Khartoum, but they left. Currently there are none.

**What professional development opportunities are available to staff?**

Some courses are offered to professors in cooperation with the Khartoum University. In this program, teaching staff go to a Staff Development Center to attend a “Staff Development Training Course,” which is an orientation to their work.

## University of Rumbek

	
<b>Location:</b> Rumbek	
<b>Contacts:</b> Kidiour Garang Mom, Executive Director, Office of the Vice Chancellor	
Mobile: 00249 (0) 912282949	
<b>Date established in Rumbek:</b> April, 2008	
<b>Total staff (Rumbek):</b> Faculty: <u>30</u> Administration: <u>12</u> Support: <u>40</u>	
<b>Total staff (Khartoum):</b> Faculty: <u>0</u> Administration: <u>3</u> Support: <u>10</u>	
<b>Organization mission or mandate:</b> The primary objective of the University of Rumbek, as stipulated in its Act, is to train manpower for the developmental needs of Southern Sudan and other regions in the country. It envisages the development of the skilled manpower to seek and determine rational methods of exploitation of the vast natural resources of the country for development.	
<b>Number of students 2010 (Rumbek):</b> 448 Full time: <u>448</u> Part time: <u>N/A</u>	
<b>Number of students 2010 (Khartoum):</b> 0 Full time: <u>N/A</u> Part time: <u>N/A</u>	
<b>Current maximum capacity, full time students (Rumbek):</b> 500	
<b>Desired maximum capacity, full time students (Rumbek):</b> 5000, if new buildings will be constructed	

## General

### What is the history of the organization and how has it changed over time?

In February 2006, during a visit to Lakes State, President Omar Al-Bashir pledged to open a university there. The first practical steps to open the university were taken in 2008 when President Omar Al Bashir appointed the Vice Chancellor and his Deputy. Later the university's bylaws were legislated and endorsed by the Parliament, then approved by the President.

The first classes will start in June 2010. At that time, 448 first-year students will begin studying in only two colleges—the College of Education and the College of Economic and Social Studies. There are new plans for expansion to add new colleges in the future, which are the Colleges of Medicine, Pharmacy, and Engineering. The faculty will be in Rumbek while an Administrative Office<sup>9</sup> will remain in Khartoum.

The language of instruction will be English in order to give graduates a greater competitive capacity.

The university will use some classrooms from Rumbek Secondary School, and UNICEF has dedicated some temporary annexes in their compound for the university. The National Fund for Students' Care (NFSC), which is a government body, is working now to rehabilitate some nearby houses to be dorms for the students.

<sup>9</sup> The literal translation is the "Office of Follow-Up" or "Tracking Office."

## **SWOT analysis of the university. What are the university's . . .**

### **Strengths?**

As classes have not yet started, the strengths are unclear.

### **Weaknesses?**

The main weakness is the lack of buildings and financial support. There is some concern that even the few classrooms they are able to borrow from Rumbek Secondary School will disrupt the students there and the other facility from UNICEF is only temporary (described in more detail below). The university's sustainability is highly dependent on outside sources of funding that, so far, have not been forthcoming.

### **Opportunities?**

There is already an opportunity for engaging returnees to resume their studies in the university. Of the incoming students, 45% are returnees who left Rumbek during the war. The university is considering adding adult education in the future, especially for those who may be older and wish to resume studies after a long interruption.

One plan is to provide the Government, NGOs, and CBOs with consultants. The university could give some training courses to intermediary and secondary school teachers.

### **Threats?**

Due to high levels of tension, the first step that will be taken by the university, in coordination with local authorities, is to protect the teaching staff and the students.

### **How is the organization governed?**

The university is subordinate to the federal Government of Sudan Ministry for Higher Education and Scientific Research, but it has the full independence to manage itself. The main governing bodies include:

University Administration—Vice Chancellor, Deputy Vice Chancellor, a Principal, Secretary for Academic Affairs, Dean of Students, Dean of Libraries, Director of Health and Services, Executive Director (in the VC office), Public Relations, Financial Comptroller, Personnel Secretary, Chief Engineer, Head of the Services Unit, and Manager of Investment. (Some of these posts are vacant, but this is the structure.)

College Board

Deans of the two colleges

### **Is Mission/Vision documented?**

The mission/vision is not yet developed.

## **Physical study**

### **How big is the area, how much is already used, is the remaining area fit for expansion?**

Lake State dedicated a vast area of land, south of Rumbek, to build premises for the university.<sup>10</sup> A comprehensive feasibility study was completed to build integral premises for the university, but it still needs financial allocations from the government. The University of Rumbek will use some of the classrooms of Rumbek Secondary School to be lecture halls. UNICEF has also dedicated some annexes in their compound

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<sup>10</sup> Interviewee was asked, but did not know how much land and could not get the information.

for the university, but that is only temporary, for two years.<sup>11</sup> UNICEF, the Ministry for Higher Education and Scientific Research, and the state's Local Authority coordinated to prepare those annexes for the university.

### **What is absorptive capacity of existing classrooms? Are there plans for expansion?**

The classrooms Rumbek Secondary School classrooms can absorb between 20–30 students. The capacity is not enough and will force the university to extend the study hours until late into the evening to cover all of the daily lectures. This will be difficult for the first-year students. The lack of funds and infrastructure are the main obstacles to add new colleges.

### **What construction or rehabilitation is necessary? Is there a plan for this? How much will it cost? Who will fund it?**

The university is in dire need of new lecture hall complexes with the support from other development partners. The feasibility study has been submitted to the Federal GOS Ministry for Higher Education and Scientific Research to build integral premises for the university, but its implementation is hampered by lack of funds. The university is willing to share the document only if there are further serious steps toward funding.

### **Are there boarding facilities?**

Student accommodation is not the responsibility of the university. However, the National Fund for Students Care (NFSC), a government body, is working now to rehabilitate some nearby houses to be dorms for the students.

### **Are facilities conducive to female and disabled students?**

The current facilities are not ideal for females, as has been explained above, and they are even less so for disabled students. In the Sudanese culture, however, students often vie to assist the disabled students. Housing for females and males will be separate with appropriate supervision for each.

### **What is ICT infrastructure? Is it working well? Is it used to support learning? Distance learning?**

Desktops computers and printers are available in the Administrative Office in Khartoum which also has a wireless Internet service. There will be a need to establish a Computer Studies Center in the University of Rumbek that will require machines and technical assistance. The teaching staff will use their own computers.

### **What is the status of existing library?**

UNICEF dedicated a place to be a library in their temporary annexes that will be given to the university. Some books have been purchased from Khartoum and sent to Rumbek to assist the students of the first academic year in their study.

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<sup>11</sup> In a report on Teacher Professional Development from December 2009, it reports that, “Rumbek University is not yet built and the proposed idea is that it will share the facilities of the South Sudan Institute of Education (SSIOE).” SSIOE was constructed by UNICEF (without any hardware or software) and handed over to the GOSS MOEST. The SSIOE’s vision 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 research.

## Partnerships

Are there partnerships with other organizations of higher education or with other governments?

Partner	Nature of partnership	Timeframe	Dollar value/year
UNICEF	UNICEF loaned some annexes in their compound for the university for two years.	Two years	N/A

## Gender

What is the student male/female ratio—is the organization actively trying to attract female students?

College	Department	Sex		Total
		Male	Female	
Education	Arts	176	13	189
	Mathematics	10	3	13
	Biology	21	4	25
Total		207	20	227

College	Sex		Total
	Male	Female	
Economics & Social Studies	196	25	221

Admission to universities in Sudan is competitive, according to the principles and guidelines determined by the General Department of Admission. The University of Rumbek supports gender equality.

## Quality

Is the organization accredited? Since when and by what body?

The Ministry of Higher Education and Scientific Research accredited the University of Rumbek in April 2008.

Do target (public administration) programs provide internationally recognized certifications/degrees?

The university thinks international firms will recognize the certifications, based on certain values or past experiences of working with ex-graduates. The university believes that the degrees will be internationally recognized.

What is the program completion rate?

The program completion rate is now 20% because the university is new and program implementation is hampered by lack of funds.

### **Of graduates, what is job placement rate/ratio?**

The university is new, and classes will start for the first time in June 2010, so this is not possible to provide. The university plans to focus on quality teaching in order to increase graduates' ability to compete, but job placement will be difficult since there are many graduates without jobs. The university will focus on the quality of teaching in order to help graduates compete.

### **What types of jobs do your students get? Where are they employed?**

N/A

### **How do you measure your selectivity of intake? How do you rate on your own scale?**

It is not the choice of the university to accept or decline a student. As mentioned above, the General Department of Admissions makes the decision based on a student's top choices plus their marks.

### **How do you monitor and evaluate the quality of your programs?**

There is no formal plan for monitoring and evaluation already in place. The general practice is to do an assessment by the head of the university. Questionnaires might be circulated to the students to seek their opinions, and teachers themselves could monitor and evaluate their performance from the percentage of students' success.

### **Describe your curriculum design and revision cycle.**

Usually the Ministry for Higher Education and Scientific Research directs the curriculum that needs to be taught in each college/department, but the department will design the way of teaching the curriculum. It will then be presented to the college's Board for review and approval, and finally to the management of the university to seek their opinion and final approval. The language of the university's curriculum is English.

## **Financial stability**

### **What is the organization's source of funding (as a measure of financial stability)**

The University of Rumbek is a governmental entity. The university depends on the GOS Ministry for Higher Education and Scientific Research to get funds for salaries. At the current time, there are no income generation projects. As yet, the university has received nothing from the GOSS except the land.<sup>12</sup>

### **Are there annual audits?**

There is an annual audit executed by Auditor General/Chamber of General Audit, because the University of Rumbek is a governmental entity.

### **Does the institution have financial dealings with international organizations such as donors?**

No.

## **Faculty/Lecturers**

### **How are faculty selected? What percent are PhD holders/certified as master trainers? What are your minimum standards?**

The teachers with PhD and Master Degrees constitute about 33% of the faculty. The remaining are teaching assistants who are holding Bachelor Degree with Honors. That is the minimum standard. The teaching

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<sup>12</sup> An article in Gurtong in August 2008, it reported that the South Sudan cabinet decided in its regular meeting to allocate \$5,000,000 to the establishment of Rumbek University.

assistants need to work two years for the university before they start their study for the Master's Degree. For the time being there are no studies for PhD and Master's Degrees in the university, but that will be one of the future plans.

### **How do you assess the quality of your faculty?**

The Ministry for Higher Education and Scientific Research put the structure of the faculty in place for the universities, but the university independently designs the conditions to recruit the teaching staff. Usually the university advertises in local newspapers for candidates. After several interviews, the university checks the CVs, research activities, and previous publications of the candidate. After a person is hired, the quality of the faculty is judged through an assessment.

### **What is the male/female ratio among faculty?**

About 30% of the faculty are female.

### **Is there difficulty in attracting or retaining staff?**

Job opportunities in Sudan are rare. If the teaching staff decide to leave the university, it will likely only be because of a good offer. After four years, the university could select their distinguished graduates who are holding Bachelor Degree with Honor to work as teaching assistants. Unfortunately, the salaries of the university teaching staff in Sudan are low in comparison to their international counterparts.

### **What is the proportion of international faculty (permanent and/or visiting)?**

The university has no international faculty.

### **What professional development opportunities are available to staff?**


Usually, the Ministry for Higher Education and Scientific Research and/or the international organizations donate scholarships or short professional development courses. There was a previous practice for short professional development courses donated by India to universities in Sudan. If the staff receive scholarships, they are bound to return to work in the university for a fixed time because such scholarships are given with service conditions.

At the present time, there are no funds for development opportunities, but staff could work on their own to find professional development opportunities.

In the future, there might be a chance that the university could sign a Memorandum of Understanding with other universities that would provide some professional development opportunities to the staff.



## University of Bahr el Ghazal

	
<b>Location:</b> Wau	
<b>Contacts:</b> Prof. Elfatih Mustafa Elamin, University's Principal	
Mobile: 00249 121 66 1576, Tel: 00249 183 22 62 90	
<b>Date established in Wau:</b> 1991	
<b>Total staff (Wau):</b> 484 <b>Faculty:</b> ___166___ <b>Administration:</b> ___38___ <b>Support:</b> _280___	
<b>Total staff (Khartoum):</b> 492 <b>Faculty:</b> ___160___ <b>Administration:</b> ___72___ <b>Support:</b> _260___	
<b>Organization mission or mandate<sup>13</sup>:</b>	
<p>To fill the acute shortage of teaching staff, educators, academics, teachers, and technicians, bearing in mind the upgrading and rehabilitation of teachers and educators already existing.</p> <p>To fill the wide gap in the health field through providing of doctors, health professionals, and intermediates because of the seriousness of diseases that are endemic in the State of Bahr el Ghazal, such as River Blindness, Leprosy, and others.</p> <p>Maintaining livestock, wildlife, and fisheries through provision of veterinarians, technicians, and intermediates laborers.</p> <p>To contribute to citizens knowledge of health issues and to improve their environmental health.</p>	
<b>Number of students 2009 (Wau):</b> 2595 <b>Full time:</b> _2595_ <b>Part time:</b> ___N/A___	
<b>Number of students 2009 (Khartoum):</b> 994 <b>Full time:</b> _994_ <b>Part time:</b> ___N/A___	
<b>Current maximum capacity, full time students (Wau):</b> _2595_	
<b>Desired maximum capacity, full time students (Wau):</b> 7500, if new buildings are constructed	

## General

### What is the history of the organization and how has it changed over time?

The Bahr El Ghazal University was established in 1991 by Presidential decree and a Vice Chancellor was appointed who arrived in Wau for the first time in 1992 to take up his duties. He discussed the location of the university with state authorities and came to agreement with them that campus would comprise the following sites:

Wau Complex Senior Secondary Schools for Girls

Wau Day Senior Secondary School

Project Development Unit Building

May Vocational Institute Center

Ma'had El Elmi (religious institute)

<sup>13</sup> This was drawn from the aims of the different colleges. No one mission/vision could be found in the materials, though when asked, the interviewee pointed to those materials.

Agok Hospital

Bussere Senior Secondary School

The start-up capital for the University of Bahr El Ghazal was \$6,400 for renovating the two secondary schools (one as an administration building) and building the Pioneer Hall that houses the library and some lecture halls.

The first three colleges were Education, Veterinary Science, and Medicine and Health Sciences, whereby the College of Education was established in Wau while the other two colleges were in Khartoum. The university continued in Wau until 1997 when the civil war intensified and it was transferred to Khartoum because of security problems. During the 2003/2004 school year, the College of Education was taken back to Wau together with the establishment of the College of Economic and Social studies (CESS) in Wau followed by the Institute of Public and Environmental Health. After the CPA, a decision was taken by the government to transfer back to the permanent site all the colleges that were operational in Khartoum.

The future colleges to be established when funds become available for expansion are the following:

Agriculture, Forestry, and Animal Production (approved and awaiting completion of laboratories)

Law

Pharmacy

Engineering (approved but not yet established)

Geology and Mining

Human Resources Development

Graduates college now established and fully functioning

Return of the university to its permanent location in Wau has three phases:

Phase one is already complete. Two colleges, Education and Economic and Social Studies, and the Institute of Public and Environmental Health have been fully transferred to the locality with approximately 1,300 students. The University has dealt with some of its basic needs, such as electricity and water with large generators, wells with pumps, and an overhead tank with a capacity of 135 barrels. A massive building containing six lecture halls with the capacity to hold nearly 1,300 students has been erected and is nearing completion. This phase cost approximately five million SDG.

Phase two is not yet complete, though it was expected to be complete by the end of 2008. This phase included the transfer of the Veterinary Sciences and establishment of the College of Agriculture, Forestry, and Animal production. This phase requires 13,000,000 SDG in order to complete.

Phase three involves the transfer of the College of Medicine and Health sciences and requires 8,000,000 SDG. This does not include critical items such as maintenance and rehabilitation of the teaching hospital. This phase was planned to be completed by the end of 2009.

In Khartoum, there are still 16 large classrooms.

## **SWOT analysis of the university. What are the university's . . .**

### **Strengths?**

The university's strength lies in its capability get things done in difficult environments. It mobilized GOSS funds and built six halls or classrooms to serve 400 students in two secondary schools (see background). In

these halls, there are 12 offices. The university then connected the halls, student accommodations, and teachers' housing to electricity and water.

The university is the top university in Sudan, especially the College of Medicine.

### **Weaknesses?**

The main problem is infrastructure, because the secondary school classrooms are not adequate for a university setting. The university has land, but no funds to develop it. The second biggest problem is transportation, because the university has only four vehicles and two buses.

### **Opportunities?**

Once the College of Medicine returns to Wau, it will increase the knowledge about health, both human and animal. If the hospital in Wau is rehabilitated to become a teaching hospital, then 90% of the moving process would be complete. In this case, the hospital needs the necessary medical equipment. The university believes that a lot of foreign countries have outdated medical equipment in storage that could be used in Sudan for years. If they could just establish these ties, they feel that moving the College of Medicine would become feasible.

In Wau and Khartoum, they accepted a large percentage of returnees that came back from East Africa and Khartoum. This is an opportunity for the university to increase its enrollment and assist these returnees to integrate back to Sudan.

### **Threats?**

During the civil war, the university was not attacked at all. There was no looting or robbing because the community believes it is a great benefit and could not be sacrificed. It did not face one bullet during the civil war.

If there will be no rehabilitation for the hospital in Wau to be a teaching hospital, then the College of Medicine will not move.

Another threat is that if they increase the number of students without requisite support, they might lose the good quality of their teaching staff. This is a major concern.

### **How is the organization governed?**

The university is subordinate to the federal Government of Sudan Ministry for Higher Education and Scientific Research, but it has the full independence to manage itself. The main governing bodies include:

University Administration—Vice Chancellor, Deputy Vice Chancellor, Principal, Secretary for Academic Affairs, Deputy Secretary for Academic Affairs, Dean of Students, Deputy Dean of students, and Dean of Colleges.

University Council

### **Is Mission/Vision documented?**

There is no single mission/vision statement.

## **Physical study**

### **How big is the area, how much is already used, is the remaining area fit for expansion?**

Bahr el Ghazal state dedicated two pieces of land—one piece in Wau is 16 kilometers square. Because it is so huge, it may still be mined. The second piece of land, which is further from Wau (63 miles away) is 18 miles

square. The preference is for the college to be out of the city so students are able to concentrate. The land is empty awaiting development.

**What is absorptive capacity of existing classrooms? Are there plans for expansion?**

400 students. There is a feasibility study.

**What construction or rehabilitation is necessary? Is there a plan for this? How much will it cost? Who will fund it?**

There is a tender for building six labs, six new halls, and teacher accommodations, which is already funded through GOSS.

**Are there boarding facilities?**

Rented houses that serve as student housing, but it is not part of the university and the National Fund for Students Care (NFSC) is in charge. The 15 rented houses are inadequate, and many students are sharing small rooms.

**Are facilities conducive to female and disabled students?**

The facilities are not ideal. The ideal situation will be building on the new land.

**What is ICT infrastructure? Is it working well? Is it used to support learning? Distance learning?**

Internet is available only in Khartoum, although there adequate numbers of computers in Khartoum and Wau. If the university moves to Wau, it will have internet there.

**What is the status of existing library?**

There are libraries in each location, but without adequate numbers of books. The university is looking for library support and would like to work on an electronic library.

## **Partnerships**

**Are there partnerships with other organizations of higher education or with other governments?**

The university did not deal with any donor or partnership, although it did work the Norwegians on an academic endeavor—some joint studies and research on mental health in Southern Sudan without funding involved. The partner was a Norwegian college of medicine.

## **Gender**

**What is the student male/female ratio—is the organization actively trying to attract female students?**

55/45. The university follows the countrywide admission standards and does not discriminate.

## **Quality**

**Is the organization accredited? Since when and by what body?**

It was accredited by Ministry of Higher Education and Research in 1991.

**Do target (public administration) programs provide internationally recognized certifications/degrees?**

It is internationally recognized and in all of Sudan, the College of Medicine is considered the best. Graduates of this college are distinguished.

### **What is the program completion rate?**

55%

### **Of graduates, what is job placement rate/ratio?**

30% of graduates may secure a job, but finding a job in Sudan is difficult. Only the graduates of the College of Medicine are welcomed.

### **What types of jobs do your students get? Where are they employed?**

Mostly graduates from the College of Medicine are employed by Sudanese hospitals.

### **How do you measure your selectivity of intake? How do you rate on your own scale?**

It is not the choice of the university to accept or decline a student. As mentioned above, the General Department of Admissions makes the decision based on a student's top choices plus their marks.

### **How do you monitor and evaluate the quality of your programs?**

The Ministries of Health, Animal Resources, and Education evaluate the programs. The university also evaluates the research and publications, pass rates, and semester examinations. They also look at the quality of the graduates.

### **Describe your curriculum design and revision cycle.**

The university watches global developments and updates the curriculum to keep pace with development. The university designs the curriculum, a committee reviews it, and the colleges approve it.

## **Financial stability**

### **What is the organization's source of funding (as a measure of financial stability)**

Ministry of Higher Education and Research pays salaries. GOSS paid for Phase One.

### **Are there annual audits?**

There is an annual audit executed by Auditor General/Chamber of General Audit, because the University of Malakal is a governmental entity.

### **Does the institution have financial dealings with international organizations such as donors?**

No.

## **Faculty/Lecturers**

### **How are faculty selected? What percent are PhD holders/certified as master trainers? What are your minimum standards?**

PhD 20%, Masters 70%, and Bachelors with Honors 10% (minimum standard).

### **How do you assess the quality of your faculty?**

Recruitment—the university advertises and interviews. When they interview, they evaluate the performance of the candidates regardless of the number of certificates. They evaluate the person from the amount of research and number of publications. When it comes to performance, they rely on reports of deans mostly, but do not rely on students because they might complain about the teachers, which is not an accurate measure of performance

**What is the male/female ratio among faculty?**

75/25

**Is there difficulty in attracting or retaining staff?**

Most of the teachers of the College of Medicine in Khartoum are from North. If the College moves to Wau, there may be more difficulty securing those teachers and encouraging them to move to Wau. The salaries are not an encouragement to leave their family and live there. Even if they come, they might get a good offer and move.

**What is the proportion of international faculty (permanent and/or visiting)?**

The university has had visiting professors, but there are no details.

**What professional development opportunities are available to staff?**

The university implements a program called teaching practicum to help people practice teaching their field. Three ministries collaborate in this program and have complemented its impact on teachers.

## Dr. John Garang memorial university of science and technology

<b>Location:</b> Bor, Jongolei State
<b>Contacts:</b> Prof. Aggrey A. Majok, Vice Chancellor
Mob. +249 (0) 914 709 272; e-mail: agmajok@yahoo.com
<b>Date established in Bor:</b> July 23, 2008 as Institute of Science and Technology. March 17, 2010 as University
<b>Total staff :Faculty:</b> Administration 22, support 27, unskilled 50
<b>Organization mission or mandate:</b> Prepare specialists with higher education skills able to meet development needs of the State and the country, and integrate into the Sudanese and international labor markets.
<b>Number of students 2009:</b> 101 <b>Full time:</b> _101 <b>Part time:</b> 0 <b>Female:</b> 4 <b>2010:</b> 261 <b>Full time:</b> 261 <b>Part time:</b> 0
<b>Current maximum capacity, full time students:</b> 362
<b>Desired maximum capacity, full time students :</b> Not yet determined as the University is still developing

### General

#### What is the history of the organization and how has it changed over time?

Dr. John Garang University of Science and Technology began as a local initiative by the Government of Jonglei State and the Government of Southern Sudan (GOSS), with support from Ascom Oil Exploration Company, operating in Jonglei State. Initially, it started as an Institute and a branch of the Free International University of Moldova. The University was established in memory of the Late Dr. John Garang de Mabior, in his birthplace Bor.

Based on this local initiative and in recognition of the importance of such an institution in this agro-pastoral part of the country, H.E the First Vice President of the Republic and President of the Government of Southern Sudan, Lt. Gen. Salva Kiir Mayardit laid the foundation stone on 27<sup>th</sup> February 2007. Later he issued Presidential Order No.3/2008, dated 23<sup>rd</sup> July 2008, ordering the establishment of the Institution in Bor. Presidential Order No. 3/2008, then marked the start of the development process of the University into a full pledged academic Institution of higher learning in the country. On 17<sup>th</sup> March, 2010, President Bashir recognized the University as a national University in memory of the late Dr. John Garang de Mabior.

Academic degree programs started in September 2008, with four disciplines: Forestry and Public Gardens, Pharmaceutical Technology, Environmental Studies and Law. These programs (Faculties) and the University Administration operated using containers as offices and lecture halls.

In September 2009 academic programs were reviewed by the University Council and regrouped into the following:

1. Basic Sciences and Technological Studies,
2. Agriculture and Forestry,
3. Environmental Studies (with emphasis on Fish Biology and Production) and
4. Law.

Students in these programs are now in the second year of their studies. The University intends to establish two more colleges next academic year: Veterinary Medicine and Education, and then to establish offices for academic programs.

## **SWOT analysis of the university. What are the university's strengths, weaknesses, opportunities, and threats?**

It is too early to determine the strengths of the University as it is just being developed. The faculty is highly qualified, with 3 full Professors, 2 Associate Professors, all of whom have extensive experience in University teaching. The University has stringent conditions for recruitment since English language is mandatory. In fact, the language of instructions is strictly English language.

The weaknesses are that the University has no physical structures for both teaching and lodging for students and academic staff. Laboratories, a library and student accommodation are most critical, followed by lecture halls and then University Administration and Academic Program offices.

## **How is the organization governed?**

The governing bodies include:

- The University Council, responsible for Policy Formulation
- The Vice-Chancellor (President) of the University (Chief Executive).
- The Vice-Chancellor is assisted by the University senior managers, namely,
- Deputy Vice-Chancellor
- The University Principal
- The Academic Secretary
- The Financial Controller and
- Deans of the Faculties.

## **Is Mission/Vision documented?**

Not yet. Ideas are being developed, but have not yet been recorded.

## **Physical study**

### **How big is the area, how much is already used, is the remaining area fit for expansion?**

The University owns a big area of land in Bor: 4,761,510.817 m<sup>2</sup>. Only 0.10% is used and the rest is available for use and expansion. The Ministry of Animal Resources and Fisheries recently handed over Padak Institute of Fisheries to be part of the University; 16 miles away from the main campus.

### **What is absorptive capacity of existing classrooms? Are there plans for expansion?**

Currently the capacity of the existing classrooms is 40 students. Expansion would be staggered according to when the additional physical structures become available.

### **What construction or rehabilitation is necessary? Is there a plan for this? How much will it cost? Who will fund it?**

#### **Phase I:**

1. Administration Building (design exists): cost estimate, SDG 4,000,000.
2. 2 Lecture Halls (design readily available): cost estimate, SDG 2,000,000
3. 3 Laboratories (Biology, Chemistry, Physics): cost estimate, SDG 3,000,000
4. 1 Library, with electronic library facilities: cost estimate, SDG 3,000,000

**Total cost, Phase I: SDG 12,000,000**



## **Phase II:**

### **1. Faculty of Veterinary Medicine:**

- Administration Block: cost estimate, SDG 2,000,000
- Anatomy Laboratory: cost estimate, SDG 1,000,000
- Physiology Laboratory: cost estimate, SDG 1,000,000
- Biochemistry Laboratory: cost estimate, SDG 1,000,000
- Library, with electronic facilities: cost estimate, SDG 1,000,000

### **2. Faculty of Education:**

- Administration Block: cost estimate, SDG 2,000,000
- Library, with electronic facilities: cost estimate, SDG 3,000,000

### **Total cost, Phase II: 11,000,000**

No source of funding has yet been identified for Phase I and II construction.

#### **Are there boarding facilities?**

No, students sleep in tents

#### **Are facilities conducive to female and disabled students?**

No, female students sleep in tents as well. There are no special modifications for disabled students.

#### **What is ICT infrastructure? Is it working well? Is it used to support learning? Distance learning?**

ICT is very basic and there is no distance learning program yet.

#### **What is the status of existing library?**

There is no library yet.

## **Partnerships**

### **Are there partnerships with other organizations of higher education or with other governments?**

Partnerships with a number of American Universities have been initiated recently. These Universities are, Texas A&M, Iowa State, State University of New York at Oswego and Michigan State University. An initial meeting was held in Bor on June 14, 2010, with representatives of these Universities. Universities of Juba and Khartoum are included in this partnership.

## **Gender**

### **What is the student male/female ratio – is the organization actively trying to attract female students?**

Currently there are only 4 female students. The language of instruction is English and that is likely to attract female students in subsequent admissions cycles.

## **Quality**

### **Is the organization accredited? Since when and by what body?**

Yes, in 2010 by the Ministry of Higher Education

**Do target (public administration) programs provide internationally recognized certifications/degrees?**

The University is in the process of collaborating with some U.S. Universities. Lecturers have degrees from the U.K. and the U.S. Programs will provide internationally recognized certification.

**What is the program completion rate?**

N/A

**Of graduates, what is job placement rate/ratio?**

N/A

**What types of jobs do your students get? Where are they employed?**

N/A

**How do you measure your selectivity of intake? How do you rate on your own scale?**

N/A

**How do you monitor and evaluate the quality of your programs?**

The University is collaborating with the Universities of Khartoum and Juba to monitor and evaluate their programs.

**Describe your curriculum design and revision cycle.**

N/A

**Financial stability**

**What is the organization's source of funding (as a measure of financial stability)**

The primary source of funding is from the Government of South Sudan; commitments have been made, but full financial support has not yet been given.

**Are there annual audits?**

N/A

**Does the institution have financial dealings with international organizations such as donors?**

No.

**Faculty/Lecturers**

**How are faculty selected? What percent are PhD holders/certified as master trainers? What are your minimum standards?**

All positions are advertised. All applications are scrutinized by the University Appointment Committee. Selection is based on possession of PhD or MSc and experience in teaching. About 23% are PhD holders, though most of the 22 teaching staff are MSc holders and candidates for PhD studies.

**How do you assess the quality of your faculty?**

The University has not yet developed a process for assessing the quality of faculty.

**What is the male/female ratio among faculty?**

There is only one female lecturer (she has not yet reported for duty).

**Is there difficulty in attracting or retaining staff?**

The University is in the process of establishment and has not reached the stage where it could assess whether or not it has difficulties in attracting or retraining staff.

**What is the proportion of international faculty (permanent and/or visiting)?**

The University has no international faculty (permanent and/or visiting)

**What professional development opportunities are available to staff?**

There are no obvious professional development opportunities for staff. The University expects the Government of Southern Sudan to avail such opportunities.

## ANNEX II—PRIVATE UNIVERSITIES

### Agape Christian University of Science and Technology

<b>Contacts:</b> Rev. William Ladu, Vice Chancellor +249 955 189 215 <a href="mailto:upendocollege@yahoo.com">upendocollege@yahoo.com</a>		
<b>Type of organization:</b> University <b>Date established:</b> July 2009		
<b>Number of students:</b> 250 <b>Full time:</b> _____ <b>Part time:</b> _____		
<b>Number of faculty:</b> <b>Full time:</b> ___N/A___ <b>Part time:</b> _N/A_____		
<b>Is the organization accredited?</b> No		
<b>What percent of faculty are PhD holders?</b> 50%		
<b>Do programs provide internationally recognized certifications/degrees?</b> yes		
<b>Program offered</b>	<b>Certificate/Diploma</b>	<b>Degree</b>
Science and vocational studies	x	x
Arts and human resource development	x	x
Theology and divinity	x	x
Law	x	x
<b>Planned expansion of programs</b> Get a piece of land, establish big campuses in other states of South Sudan and open medical training institute.		
<b>What is the history of the organization and how has it changed over time?</b> The University was initiated by Pastor William Ladu in the USA back in 2007, who worked for the Methodist church for many years.		

#### Is the university affiliated with other institutions of higher education? How?

Partner	Nature of partnership
Kenya Methodist University	Plans are underway to sign a memorandum of understanding to enable sharing of programs and allow instructors to come from Kenya

## Catholic University of Sudan

<b>Contacts:</b> Brother Bruno, Coordinator for Academic affairs 0122 973 709 <a href="mailto:Catholicuniv.sudan@gmail.com">Catholicuniv.sudan@gmail.com</a>		
<b>Type of organization:</b> University <b>Date established:</b> 2008		
<b>Number of students:</b> 176 <b>Full time:</b> <u>176</u> <b>Part time:</b> _____		
<b>Number of faculty:</b> 36 (Juba and Wau) <b>Full time:</b> <u>36</u> <b>Part time:</b> _____		
<b>Is the organization accredited?</b> No		
<b>What percent of faculty are PhD holders?</b> 22%		
<b>Do programs provide internationally recognized certifications/degrees?</b> yes		
<b>Program offered</b>	<b>Certificate/Diploma</b>	<b>Degree</b>
Arts and social science		x
Agriculture and environmental science		x
<b>Planned expansion of programs</b> Construct permanent campus, strengthen academic staff, improve learning facilities, and establish guesthouse for lecturers.		
<b>What is the history of the organization and how has it changed over time?</b> The Sudan Catholic Bishops in July 2007 took a decision to establish the Catholic University of Sudan. GOSS gave provisional approval in August 2008 and the university started in September 2008.		

### Is the university affiliated with other institutions of higher education? How?

Partner	Nature of partnership
Uganda Martyrs' University	Programs, lecturers, and credentials
Catholic University of East Africa, Kenya	Programs, lecturers, and credentials
HED Grant: Virginia Tech University/Catholic University of Sudan Virginia State University; University of Juba	(Planning Grant) Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth, and Peace Efforts in Post-Conflict Southern Sudan, granted 2009 in the amount of \$50,000

## Pan-African International University

<b>Contacts:</b> Buay Yhat, Vice Chancellor, <b>Location:</b> Tongpiny +249 955 394 892, <a href="mailto:panafrican57@yahoo.com">panafrican57@yahoo.com</a> , <a href="mailto:dengyhat@yahoo.co.uk">dengyhat@yahoo.co.uk</a>		
<b>Type of organization:</b> University <b>Date established:</b> May 2005		
<b>Number of students:</b> 50 <b>Full time:</b> <u>  50  </u> <b>Part time:</b> <u>  0  </u>		
<b>Number of faculty:</b> 5 <b>Full time:</b> <u>          </u> <b>Part time:</b> <u>  5  </u>		
<b>Is the organization accredited?</b> Yes <b>By what body?</b> Pan-African Global Education Initiative		
<b>What percent of faculty are PhD holders?</b> 60%		
<b>Do programs provide internationally recognized certifications/degrees?</b> Yes—there are international lecturers and students at the University		
<b>Program offered</b>	<b>Diploma</b>	<b>Degree</b>
Business and Public Administration	x	x
Law	x	
Agriculture	x	
International Relations	x	x
<b>Planned expansion of programs</b> Faculties emerging: education, engineering, and mass communication. Pan-African International University has acquired a plot measuring 1,200m <sup>2</sup> at Tongpiny residential area. This land is the future site of the university.		
<b>What is the history of the organization and how has it changed over time?</b> The University was founded by a group of intellectuals from Pan-African movement in South Sudan in May 2005.		

**Is the university affiliated with other institutions of higher education? How?** Pan-African Christian University in Nairobi; sharing programs and examinations

**Does the university get any funding from off the continent?** No

**If yes; who's the donor?** The University was getting funds from Pan-African Global Education Initiative but no more funding. The university now relies on tuition fees from students.

Partner	Nature of partnership
Nile University, Juba	Sharing programs, syllabus and examinations settings

## RAS University of Science and Technology

<b>Contacts:</b> Prof. Eluzai Magaladu (PhD), Vice Chancellor 0477 293 537, 0955 078 179 <a href="mailto:rasuniversity@gmail.com">rasuniversity@gmail.com</a>		
<b>Type of organization:</b> University <b>Date established:</b> 2008 as a polytechnic institute		
<b>Number of students:</b> 344 (diploma/certificate <b>Full time:</b> <u>131</u> <b>Part time:</b> <u>213</u> )		
<b>Number of faculty:</b> 13 <b>Full time:</b> <u>N/A</u> <b>Part time:</b> <u>N/A</u>		
<b>Is the organization accredited?</b> No <b>By what body?</b>		
<b>What percent of faculty are PhD holders?</b> N/A		
<b>Do programs provide internationally recognized certifications/degrees?</b> Yes		
Program offered	Certificate	Diploma
Civil and building engineering		x
Electrical engineering		x
Construction economics		x
Water engineering		x
Mechanical engineering		x
Engineering survey		x
Computer science		x
Project planning and management	x	x
Logistics and procurement	x	x
Business administration		x
Early childhood education		x
Driving and simple mechanics	x	
Computer applications	x	
<b>Planned expansion of programs:</b> Have campus and start degree programs.		
<b>What is the history of the organization and how has it changed over time?</b> It started as a polytechnic and then expanded to university.		

### Is the university affiliated with other institutions of higher education? How?

Partner	Nature of partnership
Kyambogo University in Uganda	Programs and lecturers

## The South Sudan University of Science and Technology

<b>Contacts:</b> Prof. Dr. John Bosco 0128 679 688 <a href="mailto:christvarsitysu@yahoo.com">christvarsitysu@yahoo.com</a>		
<b>Type of organization:</b> University <b>Date established:</b> April 2005		
<b>Number of students:</b> 137 <b>Full time:</b> _____ 82 _____ <b>Part time:</b> _____ 55 _____		
<b>Number of faculty:</b> 50 <b>Full time:</b> _____ they didn't know _____ <b>Part time:</b> _____		
<b>Is the organization accredited?</b> No		
<b>What percent of faculty are PhD holders?</b> 8%		
<b>Do programs provide internationally recognized certifications/degrees?</b> Yes		
Program Offered	Certificate/Diploma	Degree/Masters
Law	x	x
Engineering and Technology	x	x
Commerce and Management	x	x
Education	x	x
Development Studies	x	x
Philosophy	x	x
Agriculture, Natural Resources and Environmental Sciences	x	x
Arts and Social Science	x	x
Journalism and Mass Communication	x	x
Theology and Religious Studies	x	x
<b>Planned expansion of programs:</b> construction of the Torit main campus 4 sq kms. Kapuri campus of 2 sq kms is being processed.		
<b>What is the history of the organization and how has it changed over time?</b> The university started with 11 students in Southern Blue Nile region of Kurmuk in 2004 and gradually expanded now in Torit and Juba.		

### Is the university affiliated with other institutions of higher education? How?

Partner	Nature of partnership
Kyambogo University in Uganda	Curriculum and exams are marked at Kyambogo



## Institute of Management Studies (southern University)

<b>Contacts:</b> Bagenda Ssenfuka, Admin/Chairman +249 911 783 695 <a href="mailto:imastjuba@yahoo.com">imastjuba@yahoo.com</a>		
<b>Type of organization:</b> University <b>Date established:</b> 2007		
<b>Number of students:</b> 190 <b>Full time:</b> <u>  N/A  </u> <b>Part time:</b> <u>  N/A  </u>		
<b>Number of faculty:</b> 3 <b>Full time:</b> <u>  3  </u> <b>Part time:</b> <u>          </u>		
<b>Is the organization accredited?</b> Yes <b>By what body?</b> National Council for Higher Education, Uganda		
<b>What percent of faculty are PhD holders?</b> 33%		
<b>Program offered</b>	<b>Certificate/Diploma</b>	<b>Degree</b>
Business administration	x	x
Public administration	x	x
Political science	x	x
HRM	x	x
Education	x	x
Development studies	x	x
Procurement and logistics	x	x
Social work and social administration	x	x
Computer applications	x	
English language	x	
<b>Planned expansion of programs:</b> construction of a big university campus		
<b>What is the history of the organization and how has it changed over time?</b> The university started as an institute with certificate and diploma programs of which 40 students graduated in various courses and now over a hundred taking Bachelors courses.		

### Is the university affiliated with other institutions of higher education? How?

<b>Partner</b>	<b>Nature of partnership</b>
International leadership Institute, (US and Ethiopia— <a href="http://www.ili.edu.et">http://www.ili.edu.et</a> )	Exchange of programs and lecturers
Nkumba University in Uganda	Plans underway to exchange education materials and lecturers
Ndeje University in Uganda	Plans underway to exchange education materials and lecturers
Makerere University in Uganda	Departmental partnership in examinations marking and grading

## St. Mary's University

<b>Contacts:</b> Franca Cattorini <b>Location:</b> Juba +249 926 766 399 ovcijuba@gmail.com		
<b>Type of organization:</b> University <b>Date established:</b> 2009		
<b>Number of students:</b> 12 <b>Full time:</b> _____ <b>Part time:</b> ___12_____		
<b>Number of faculty:</b> 14 <b>Full time:</b> _____ <b>Part time:</b> ___14_____		
<b>Is the organization accredited?</b> No		
<b>What percent of faculty are PhD holders?</b> 0		
<b>Do programs provide internationally recognized certifications/degrees?</b> Yes		
<b>Program offered</b>	<b>Certificate/Diploma</b>	<b>Degree</b>
College of rehabilitation sciences (3 years)		x
<b>Planned expansion of programs:</b> College of Education and College of Social Work		
<b>What is the history of the organization and how has it changed over time?</b> The Catholic Archdiocese of Juba asked Volunteer Organization for International Cooperation (OVCI), working in Juba since 1983, to establish a new center for higher education under the name of St. Mary's University. The university is established in partnership with the GOSS Ministry of Gender, Social Welfare, and Religious Affairs, Ministry of Health, and Ministry of Education.		

**Is the university affiliated with other institutions of higher education? How?** No

**Does the University get any funding from off the continent?** Yes

**If yes; who's the donor?** CBM (Christian Blind Mission) in the construction of facilities

### **Courses include:**

1. Anatomy and physiology
2. Pathology
3. Kinesiology
4. English language
5. Rehabilitation studies for adults and children
6. Practical training in rehabilitation centers, hospitals, and community

## The Bridge University

<b>Contacts:</b> Maginot Jude, University Secretary +249 955 059 921, +249927 313 308 <a href="mailto:bridgeuniversity@yahoo.com">bridgeuniversity@yahoo.com</a>		
<b>Type of organization:</b> University <b>Date established:</b> May 24 <sup>th</sup> 2009		
<b>Number of students:</b> 253 <b>Full time:</b> <u>238</u> <b>Part time:</b> <u>15</u>		
<b>Number of faculty:</b> 24 <b>Full time:</b> <u>11</u> <b>Part time:</b> <u>13</u>		
<b>Is the organization accredited?</b> No		
<b>What percent of faculty are PhD holders?</b> 2		
<b>Do programs provide internationally recognized certifications/degrees?</b> yes		
<b>Program offered</b>	<b>Certificate/Diploma</b>	<b>Degree</b>
Business studies	x	x
Humanities	x	x
Law	x	x
Computer technology	x	
Health science	x	
Languages	x	
Education	x	
<b>Planned expansion of programs:</b> the university has acquired 1sq mile of land, 4 staff members are away on Master's Program, plans are underway to recruit more staff and increase library facilities.		
<b>What is the history of the organization and how has it changed over time?</b> The university started as a college and upon satisfying requirements of the Ministry of Education, it was upgraded to a university.		

### Is the university affiliated with other institutions of higher education? How?

<b>Partner</b>	<b>Nature of partnership</b>
Kyambogo University in Uganda	Development of curriculum, issuance of certificates and maintenance of academic standards
Maseno University in Uganda	Accreditation plans underway

## ANNEX III

### Government of Southern Sudan Strategic Capacity Building Study

#### Government of Southern Sudan Officials

H.E. Dr. Luka Tombekana Monoja	Minister of Cabinet Affairs	dcm_juba@yahoo.co.uk	0477165675 0128008949
H.E. Job Dhoruai	Minister of Education		
H.E. Peter Adwok Nyaba	Minister of Higher Education and Scientific Research	adwoknyaba@gmail.com	249183779312
H.E. Madam Awut Deng Acuil	Minister of Labour, Public Services and Human Resource Development		
Pauline Riak	Anti-Corruption Commission Chairperson		
Atem Kuir Jok	Acting Undersecretary for Higher and Tertiary Education	atemjongbai@yahoo.com	0919137888 0122087060
Aggrey Tissa Sabuni	2nd Undersecretary, Ministry of Finance and Economic Planning		
James Tipo Akol Ajawin	Director General, Capacity Building Unit, Ministry of Labour, Public Service and Human Resource Development	ajawinsenior@yahoo.com	0477103135 0912553790
John Pangech	Director of Planning, Training and Research, Ministry of Rural Development and Cooperatives Coordinator of Regional Capacity Building	jopangech@yahoo.co.uk	249126874693 249918658700
Felix Elia Loggali	Director, Government Accountancy Training Center		
Marcello Loro Hilary	Deputy Director, Government Accountancy Training Center		
Ben French	Economist, Ministry of Finance and Economic Planning	french.mofep@gmail.com	0477110364
Shamong	Ministry of Labour, Public Services and Human Resource Development		

#### U.S. Government Officials

Bill Hammink	Mission Director, USAID Sudan		
Peter Malnak	Principal Officer, USAID	pmalnak@usaid.gov	0912318259 0477241872
Brian D'Silva	USDA/USAID		
Greg Howell	Senior Program Advisor, USAID	ghowell@usaid.gov	202-712-0329
Michael Eddy	Director, Office of Democratic Development, USAID	meddy@usaid.gov	0477248598

Victor Tombe Lako	Program Management Specialist, Democracy and Governance Office, USAID	vlako@usaid.gov	0477313531 0918275563
Jeremy Gustafson	Team Leader, Economic Growth Team, USAID	jpgustafson@usaid.gov	0477256588 0912502318
Carmelita Maness	General Development Officer, Economic Growth Team, USAID	cmaness@usaid.gov	0477256586
Steve Kowal	Presidential Management Fellow, EGAT/ED/PT	skowal@usaid.gov	202-712-4001
Jim Nindel	Human and Institutional Capacity Development Program, USAID	jnindel@usaid.gov	
Jeff Shahan	Human and Institutional Capacity Development Program, USAID	jshahan@usaid.gov	202-204-2599
Jeanne-Marie Duval	Deputy Executive Director, Higher Education for Development	jduval@hedprogram.org	202-243-7694
Jane S. Gore	Director of Assessment and Reporting, Higher Education for Development	kgore@hedprogram.org	202-243-7693
Teshome Y. Alemneh	Program Officer, Higher Education for Development	talemneh@hedprogram.org	202-243-7684
Ruth Buckley	Program Officer, USAID		
Shadrach Ludeman	U.S. Consulate	ludemansa@state.gov	
Sam Huston	WASH Advisor to USAID, Management Systems International	shuston@msi-sudan.com	
Kathryn Johnston	Senior Education Specialist for USAID, Management Systems International	kjohnston@msi-sudan.com	0477251767 0909872557
Tressan Sullivan	USAID/SUPPORT/Management Systems International	tsullivan@usaid.gov	
Sharon Hester	USAID	shester@usaid.gov	
KC Choe	USAID		
Leesa Kaplan-Nunes	USAID		
Team Leaders and staff	USAID		
<b>Other Donor Officials</b>			
Lise Grande	Deputy Resident Coordinator, UN	grande@un.org	0912536873
Joe Feeney	Head of Office, UNDP	joe.feeney@undp.org	09811820142
George Conway	Deputy Head of Office (Program), UNDP	george.conway@undp.org	
Edith Kabui Rotich	Capacity Building Advisor, UNDP		
Kaori Kawarabayashi	Team Leader, Business Management Unit, UNDP	kaori.kawarabayashi@undp.org	0477246344 0923382132
Liz Gaere	Policy Advisor, Government of Southern Sudan, UNDP	liz.gaere@undp.org	09926589968
Challa Getachew	UNDP	challa.getachew@undp.org	
J.P. Tolentino	UNOPS	jesst@unops.org	0907976303

Ina Curic	UNOPS	niculinac@unops.org	
Freddie Carver	Governance Advisor, Department for International Development	f-carver@dfid.gov.uk	0477152314 0912501317
Francis Muthuiya	Project Management/Procurement Specialist, Capacity Building, Institutional and Human Resource Development, World Bank	cabihrd@yahoo.com	
Stephen Takunya	M&E Specialist, World Bank	stevetaks@yahoo.com	
Helen Mbao	World Bank	hmbao@worldbank.org	
Basil Jones	Fragile States Advisor, Principal Institutional and Capacity Development Expert, African Development Bank	b.jones@afdb.org	
Solomon Amos	Project Officer, African Development Bank	solomonaamos@yahoo.com	
Famara L. Jatta	Resident Representative, African Development Bank	F.JATTA@AFDB.ORG	
Giovani Tibaldeschi	African Development Bank	g.tibaldeschi@afdb.org	
Andy Mensah	African Development Bank	a.mensah@afdb.org	
Julius Court	Deputy Head of Office and Team Leader for Public Service Reform, Joint Donor Office	j-court@dfid.gov.uk	0912501117 0477219112
Dirk-Jan Omtzigt	Senior Economist, Capacity Building Trust Fund, Joint Donor Office	djomtzig@gmail.com	256477232405
Sjarah Soede	Team Leader, Governance and Rule of Law, Joint Donor Office	sjarah.soede@minbuza.nl	0912501113 0477153658
Carew Treffgarne	Department for International Development, Joint Donor Office	c-treffgarne@dfid.gov.uk	
Anthony Badha	Policy Officer, Joint Donor Office	anthony.badha@minbuza.nl	0907630074
Agnes Comfort Daru Surur	Program Office, Public Sector Team, Capacity Building Trust Fund, Joint Donor Office	agnes.comfort@minbuza.nl	0912451191
Stephanie von Westarp	Policy Officer, Aid Effectiveness, Capacity Building Trust Fund, Joint Donor Office	stefanie-von.westarp@minbuza.nl	
Martin de Graaf	Team Leader, Financial Management Agent for the Capacity Building Trust Fund	martin.graaf@mottmac.nl	0955304247
Willem van den Toorn	Consultant, Capacity Building Trust Fund	toornwh@gmail.com	
Maurice Nyamunga	Program Coordinator, Government of Kenya	mnyamunga@yahoo.com	0477205593
Nina Schjelderup	Consul-Development, Royal Norwegian Consulate	nina.schjelderup@mfa.no	
	Royal Norwegian Consulate	cg.juba@mfa.no	
Daniel Baheta	Senior Development Officer, Canadian International Development Agency	daniel.baheta@acdi-cida.gc.ca	819-997-1638
Daniel Bood	Second Secretary, Embassy of Canada	daniel.bood@international.gc.ca	0912179490

Michael Callan	Counselor and Head of Aid, Canadian Consulate	michael.callan@international.gc.ca	0156550500
Gugulethu	South African Consulate		
Graham Maitland	Government of South Africa	maitlandg@dirco.gov.za	
Kiyotaka Tamari	Project Formulation Advisor, Japan International Cooperation Agency	tamari.kiyotaka@jica.go.jp	09121588500 0477108624
Eri Nakamura	Project Formulation Advisor, Japan International Cooperation Agency	nakamura.eri@jica.go.jp	0909630086
Virginia Chitanda	Local Government Program Officer, GTZ	vschita@yahoo.com	0477150386
Irene Dawa	German Development Service (DED)	irene.dawa@ded.de	
Sabin Muresan	German Development Service (DED)	calin.muresan@ded.ed	0951476387
Blaise Burnier	Swiss DOFA	blaise.burnier@sdc.net	
Awak Bior	Technical Advisor, Governance and Rule of Law, European Commission	ectagrl.juba@gmail.com	0477142965 0957142965
Jesus Orus Baguena	Head of the Juba Office, European Union	jesus.orus@ec.europa.eu	0912104663 0477111598
Jups Kluyskens	Team Member, OECD/DAC Evaluation	jupskluyskens@cs.com	

#### USAID Implementing Partners

Peter Muyingo	Academy for Educational Development	pmuyingo@aed.org	
Eva Nderu	Academy for Educational Development	enderu@aed.org	0955314857
D Balwanz	Academy for Educational Development	dbalwanz@gmail.com	
Chris Donahoe	Chief of Party, Deloitte	cdonahoe@deloitte.com	0926723964
Sam Lampert	Advisor to Ministry of Labour, Deloitte	slampert@deloitte.com	0955150951
Alice Morton	Deloitte	almorton01@yahoo.com	
John Alege	Family Health International	<a href="mailto:jalege@fhi.org">jalege@fhi.org</a>	0955400403
Gordon Nyanjom	Family Health International	<a href="mailto:gnyanjom@fhi.org">gnyanjom@fhi.org</a>	0955315213
Kuyu Dhel	FARM	kuyu_dhel@sudanfarm.org	0914062697
Herschel Weeks	FARM	herschel_weeks@sudanfarm.org	0427319600
Fred Mann	FARM		
Ida Wanendeya	Louis Berger Group (LBG)	iwanendeya@yahoo.co.uk	0955509888
Ed Flint	Louis Berger Group (LBG)	eflint@sisp-sudan.com	0959000156
Robert Azairwe	Management Sciences for Health-Strengthening Pharmaceutical Systems Program (MSH-SPS)	razairwe@msh.org	0477125377
William Mbasaji	Management Sciences for Health-Strengthening Pharmaceutical Systems	wmbasaji@msh.org	0955542454

	Program (MSH-SPS)		
Uche Azie	Chief of Party, Management Sciences for Health/Sudan Health Transformation Project II (MSH-SHTP II)	<a href="mailto:uazie@msh.org">uazie@msh.org</a>	0955023503
Paul Awel	Management Sciences for Health/Sudan Health Transformation Project II (MSH-SHTP II)		0912929891
Shyam Bhurtel	Mercy Corps	<a href="mailto:shyambhurtel@sd.mercycorps.org">shyambhurtel@sd.mercycorps.org</a>	0906601267
Willes Gefford	Mercy Corps	<a href="mailto:wgefford@sd.mercycorps.org">wgefford@sd.mercycorps.org</a>	0906179986
James Aryam	Acting Program Director, Windle Trust International	<a href="mailto:j_aryam@yahoo.co.uk">j_aryam@yahoo.co.uk</a>	0926043046
David Masua	Windle Trust International	<a href="mailto:masuadavid@yahoo.com">masuadavid@yahoo.com</a>	0926792523
Eveline Viegas	Winrock Bridge	<a href="mailto:eviegas@winrockbridge.org">eviegas@winrockbridge.org</a>	0955150355
Jackie Marche	Winrock Bridge	<a href="mailto:jmarche@winrockbridge.org">jmarche@winrockbridge.org</a>	
Phoebe Omondi	Winrock/GEE	<a href="mailto:pomondi@geesudan.org">pomondi@geesudan.org</a>	0477155518
Necia Stanford	Winrock/GEE	<a href="mailto:nstanford@winrock.org">nstanford@winrock.org</a>	0924000198
<b>NGOs</b>			
Grace Akukwe	Chief of Party, Academy for Educational Development	<a href="mailto:gakukwe@aed.org">gakukwe@aed.org</a>	0919059852
Biringwa Baya Walla	Adventist Development and Relief Agency Trans-Europe Southern Sector	<a href="mailto:bbwalla@hotmail.com">bbwalla@hotmail.com</a>	0129385745
Patrick Kibuku	Dan Church Aid	<a href="mailto:patrick.kenya@dca.dk">patrick.kenya@dca.dk</a>	0955028226
Richard Trewby	Chief of Party, Education Development Center, South Sudan Interactive Radio Instruction	<a href="mailto:rtrewby@edc.org">rtrewby@edc.org</a>	0913567264
Andrew Krefft	Deputy Chief of Party/Operations, Education Development Center, South Sudan Interactive Radio Instruction	<a href="mailto:akrefft@edc.org">akrefft@edc.org</a>	0477153500
Edward Kasran	Senior Outreach Advisor, Education Development Center, South Sudan Interactive Radio Instruction	<a href="mailto:ekasran@edc-ssiri.org">ekasran@edc-ssiri.org</a>	0955110038
Lisa Easterbrooks	Associate Project Director, Education Development Center	<a href="mailto:leasterbrooks@edc.org">leasterbrooks@edc.org</a>	202-572-3782
Isaac Musoke	Education Development Center, South Sudan Interactive Radio Instruction	<a href="mailto:imusoke@edc.org">imusoke@edc.org</a>	0927635885
Stephen	Microfinance Trainer, GEMSS/ACDI/VOCA	<a href="mailto:lomayat1@gmail.com">lomayat1@gmail.com</a>	0927759722
Christopher Boucher	Program Support Officer, GOAL South Sudan	<a href="mailto:psoprog@goalsouthsudan.org">psoprog@goalsouthsudan.org</a>	0910377468
Femi Owoeye	International Medical Corps	<a href="mailto:oowoeye@imcworldwide.org">oowoeye@imcworldwide.org</a>	0903705437
Patrick Buruga	IntraHealth International	<a href="mailto:pburuga@intrahealth.org">pburuga@intrahealth.org</a>	0477235288
Carol Karutu	IntraHealth International	<a href="mailto:ckarutu@intrahealth.org">ckarutu@intrahealth.org</a>	0477124414
Bente Brandt	Capacity Building Advisor, Mercy Corps	<a href="mailto:bbrandt@sd.mercycorps.org">bbrandt@sd.mercycorps.org</a>	0918535063



Jameson Gadzirai	Mercy Corps	jpgadzirai@sd.mercycorps.org	
Tore Torstad	Director, Nasir Community Association (NCA)	tore@ncasudan.org	
Traci Cook	National Democratic Institute	tcook@ndi.org	0909186347
Susan Stigant	National Democratic Institute	sstigant@ndi.org	0477107460
Kelsey Hoppe	NGO Secretariat	jubangoforum@gmail.com	0477101231
Judy McCallum	PACT Sudan	jmccallum@pactworld.org	0922757629
Sandy Biggar	Project Office, Save the Children	s.biggar@savethechildren.org.uk	0922407181
Paul Manger	Head of Section, Norwegian Center for International Cooperation in Higher Education (SIU)	paul.manger@siu.no	4755308829
Eunice Kamau	Director, Skills for Southern Sudan	ekamau@skills-southernsudan.org	0126922613
Maria Michalopoulou	Communications and Fundraising Officer, Skills for Southern Sudan	maria@skills-southernsudan.org	0477166464
Peter Moore	Consultant, Skills for Southern Sudan	petermooreconsulting@hotmail.com	4402089335848
Paul Elkan	Wildlife Conservation Society	pelkan@wcs.org	0477112118
<b>Academic Institutions</b>			
Professor Aggrey L. Abate	Vice Chancellor, University of Juba	abateal@yahoo.com	0900909221 0919301122
Dr. Kimo Adiebo	Executive Director, Vice Chancellor's Office, University of Juba	adiebo_kimo@hotmail.com	0912215983
Leon Mouton	Deputy Director, NMMU Business School Leadership Academy	leon.mouton@nmmu.ac.za	
Savo Heleta	NMMU Business School Leadership Academy	savo.heleta@nmmu.ac.za	
Rev. William Ladu	Vice Chancellor, Agape Christian University of Science and Technology, Juba	upendocollege@yahoo.com	0955189215
Brother Bruno	Coordinator for Academic Affairs, Catholic University of Sudan, Juba	catholicuniv.sudan@gmail.com	0122973709
Buay Yhat	Vice Chancellor, Pan-African International University	panafrican57@yahoo.com dengyhat@yahoo.co.uk	0955 394 892
Prof. Eluzai Magaladu	Vice Chancellor, RAS University of Science and Technology	rasuniversity@gmail.com	0477293537 0955078179
Prof. Dr. John Bosco	The South Sudan University of Science and Technology	christvarsitysu@yahoo.com	0128679688
Bagenda Ssenfuka	Admin/Chairman, Institute of Management Studies (Southern University)	imastjuba@yahoo.com	0911783695
Franca Cattorini	St. Mary's University	ovcijuba@gmail.com	0926766399
Maginot Jude	University Secretary, The Bridge University	bridgeuniversity@yahoo.com	0955059921 0927313308
Yasir Osman Ahmed	Executive Director, Upper Nile University	yasosm@hotmail.com	0912997315

Kidiour Garang Mom	Executive Director, Office of the Vice Chancellor, University of Rumbek		0912282949
Prof. Elfatih Mustafa Elamin	University Principal, University of Bahr El Ghazal		0121661576 0183226290
Sunjay Panday	Support Manager, Capacity Building Unit, Ministry of Labour, Public Services and Human Resource Development, Public Administration Leadership and Management Academy, South Africa	sunjay.panday@palama.gov.za	0922861450
<b>Think Tanks</b>			
William Mogga	Executive Director, Sudan Institute for Policy, Research, and Analysis		0477267328
Cesar Guvele	Associate, Sudan Institute for Policy, Research, and Analysis	cguvele@cox.net	
Professor Sibrino Barnaba Forojalla	Executive Director, The Nile Institute for Strategic Policy and Development Studies	sforojalla@yahoo.co.uk	0923387284
Kennedy Crispo Galla	Program Coordinator, The Nile Institute for Strategic Policy and Development Studies	kcripgalla@yahoo.com	
<b>Other</b>			
Felix Edwards	Senior Project Manager, Adam Smith International	felix.edwards@adamsmithinternational.com	0477298308
Ian Thomas	Project Manager, Tribal HELM	iant@helm-corp.com	
Thomas Tilson	Radio-Based Education Specialist, Cordia Consulting	ttilson@yahoo.com	254733440036
William Saint	Higher Education Specialist	wsaint@cox.net	

## ANNEX IV

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## **ANNEX V STATE-LEVEL TRAINING VENUES FOR SELECTED CITIES OUTSIDE OF JUBA<sup>14</sup>**

Where possible, government facilities are preferred, but these are not always up to the standards required, are unable to accommodate a minimum of 2 classes (run in parallel), and have suitable dining/catering facilities in close proximity to the class.

Key criteria included:

Availability of two separate halls/rooms or partitioned hall large enough to accommodate 50 participants (2 classes of 25 students)

Generator or power supply for laptops and multimedia

Onsite or transported catering but preference for onsite dining facility

Well-ventilated and cooled training space and adequate toilets

### **Yambio**

Inspected site for training at the Ministry of Education. There is a suitable training room (60+ desks, chairs etc.) that can be halved for 2 classes with a partition. On site services included:

Generator on during work time adequate sockets

Cafeteria adjacent

The cafeteria could be used for break away and group work.

Can do food experience of catering for 100+ and refreshments, requesting quotes

On site wireless Internet and IT good condition some laptops

The Ministry of Education facility was found to be well suited to our training needs and no further assessment was done.

### **Bor**

#### **State government facilities**

The State Government has a few smaller venues with facilities for training up to 15 people and also offered a school but this did not have power supply. The state did not have training venues large enough to conduct training for two groups and 50 participants.

#### **Dhiam Dhiam Women's Group Enterprise**

This facility is located close to the WFP depot. It is owned by South Sudanese and at the time of assessment was delivering a workshop to approximately 30 women. The toilet and shower facilities have been very recently improved but the accommodation and power is inadequate for training.

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<sup>14</sup> Information adapted from HELM preliminary visit reports. The author thanks HELM for generously providing the information.

## **Freedom Hotel**

A young South Sudanese entrepreneur privately owns this facility. The site is undergoing construction with establishment of accommodation tents and 10 self-contained units with further dining and reception areas. There is a large single hall which would be suitable for division into 2 teaching areas for 25 participants. The hotel can provide backup power supply, catering, and accommodation for the training team.

## **Torit**

### **Public Service Building**

Recently completed building with a hall/teaching room, but the space is inadequate and cannot be configured for two classes. There is no space for catering for participants at the center or facilities outside.

### **Deputy State Governor's compound**

There is one hall that could accommodate one class but not two. No catering facilities onsite.

### **State Assembly and Conference Center**

There is a state assembly and conference center which is used less frequently but it should not be booked to ensure that the premises could be prioritized at all times for use by the assembly.

## **Torit Hotel**

The hotel has secure and safe onsite accommodation for the staff facilitators and is used frequently by the Deputy Governor and ministers. It is a state government-operated facility completed early in 2009. The manager is accountable to the Minister of Agriculture who secured funding for the resource. Up to 18 en suite rooms are available. A high external wall with generous grounds surrounds the building.

The hotel has adequate facilities for delivering training to high standards. In fact the two halls are much larger than needed. These cannot be partitioned. The halls have fans and air-conditioning, a public address system, and ample seating and workgroup space. The hotel regularly delivers onsite catering.

## **Malakal**

### **Multi-purpose training center**

Unfortunately the space is inadequate and cannot be configured for two classes. There is no catering for participants at the center and if brought in would need to be provided in separate facilities outside. The buildings lack basic amenities and repair work is much needed to improve the facility.

### **Conference Center at the South Sudan Hotel**

This building has extensive capacity for well over 100 participants but cannot be segregated into two classrooms suitable for delivering two classes simultaneously. This would have been a good facility to combine the accommodation and the delivery of training but the hire cost would have been expensive compared to an alternative which was sought. Some resistance would likely be experienced to bring in external caterers and allocate a separate space for the trainees to take their breaks. Facilities at South Sudan Hotel include:

- Large self-contained with en-suite bathroom

- TV and satellite in room

- Open space but secure environment

Laundry service

Buffet catering on half board (lunches at training venue)

Training venue is relatively close and transport time minimal.

### **MOFEP Training Establishment**

This facility had one room suitable for delivery of one course but not a second similar sized room. Two other, smaller rooms exist but the most that could be accommodated in each room might be a maximum of around 10 participants. One of the rooms has only one desktop and this is being used for IT training. This center could not easily accommodate 25 people in the larger room unless smaller chairs and tables were available. Catering would also need to be brought in.

### **Nile Queen Restaurant**

This facility has two suitably sized training rooms available to accommodate two courses simultaneously, and is also able to provide adequate power and catering with onsite cooking. For the combination of factors, and despite being slightly out of the center of town it is the preferred choice for training delivery.

### **Rumbek**

Despite the number of accommodation facilities available in Rumbek, just one facility has training facilities of the size and number required to run up to 4 courses simultaneously, the Palmtree Hotel, which can also accommodate up to 120 trainers and staff in air-conditioned rooms and provides full-board facilities.

### **Afex Camp**

Accommodation is available in tents and there is one small air-conditioned meeting room that could be used for a large meeting but not suitable for classroom led instruction.

### **One Building of the Ministry of Public Service/Education**

Has some computers and is used for government training. This is one single room requiring upgrade and furniture for use as a training venue. No toilet facilities onsite or catering services in close proximity, but does benefit from proximity to the ministry buildings.

### **Rumbek Rendezvous**

Newly built and offers high quality single bedroom accommodation. Has a large training hall that cannot be partitioned and is expensive to hire. This may be more suitable for large-scale workshop/conferences which are often held there by government and NGOs.

### **Wau**

Wau is very limited in availability of suitable training and accommodation facilities. Only one venue is available for accommodation, the Wau River Lodge, while only the Government Multi-Purpose Training Center is useable as training venue.

The Multi-Purpose Training Center is based in a large compound with 2 good-sized classrooms with desks and chairs. It is in need of some repair but can accommodate the delivery of 2 classes at the same time for 25 students each. Power can be provided by extension line from the neighboring Catholic church/mission (with supply of fuel and cable), and catering can be arranged by bringing refreshments onsite. Importantly, there are

no toilet facilities available on site for trainers or students, but this can be managed with timed toilet breaks at morning and lunch to a neighboring site.



## ANNEX VI—CAPACITY BUILDING UNIT TRAINING RECORDS

For the period under review the Capacity Building Unit has facilitated the following training workshops:

Date	Topic	Location	No.	Service provider
1—4 Sept	Mgt. Development Training	Juba	27	Adam Smith
7—8 Sept	Public Sector Development	Juba	35	Adam Smith
24—25 Sept	Public Service Reform Committees	Juba	28	Adam Smith
25—28 Sept	Records Management	Juba	28	Govt. of Kenya
28 Sept—2 Oct	Public Sector Development	Rumbek	28	Adam Smith
30 Sept—1 Oct	Public Sector Development	Juba	42	Adam Smith
2—5 Oct	Records Management	Juba	25	Govt. of Kenya
5—9 Oct	Mgt. Development Training	Juba	25	Adam Smith
8—9 Oct	Public Sector Development	Juba	32	Adam Smith
6—9 Oct	Records Management	Juba	15	Govt. of Kenya
12—16 Oct	Fast Stream Program	Juba	34	Adam Smith
26—29 Oct	Records Management	Juba	14	Govt. of Kenya
27—28 Oct	Executive Management	Juba	17	Adam Smith
26—30 Oct	Public Sector Development	Yambio	36	Adam Smith
29—30 Oct	Executive Management	Juba	27	Adam Smith
2—5 Nov	Records Management	Juba	14	Govt. of Kenya
9—13 Nov	Human Resource Management	Juba	22	Adam Smith
9—18 Nov	Mgt. Development Training	Torit	33	Adam Smith
30 Nov—4 Dec	Fast Stream Program	Juba	32	Adam Smith
30 Nov—4 Dec	Human Resource Management	Juba	22	Adam Smith
30 Nov—4 Dec	Change Management	Juba	29	KIA
10—11 Dec	Public Service Reform Committees	Juba	18	Adam Smith
25—29 Jan	Fast Stream Program	Rumbek	40	Adam Smith
25—29 Jan	Mgt. Development Training	Bor	39	Adam Smith
2—4 Feb	Human Resource Management	Juba	22	Adam Smith

15—19 Feb	Program for Under Secretaries	Juba	39	Govt. of Kenya
<b>TOTAL</b>			<b>723</b>	

Source: "A Formative Review Process of the Capacity Building Unit in the MOLPSHRD," February 2010, Sunjay Panday

## ANNEX VII

### GOSS TRAINING PROVIDED BY THE GOVERNMENT OF KENYA (2008/2009)

Ministry	No trainees	Area of training	Training Institution
Information & Broadcasting	46	News reporting, TV production, news editing, etc	KIMC
Parliamentary Affairs	20	Management and leadership	KIA
MOLPSHRD	360	Management and leadership	KIA
Energy & Mining	30	Project planning and management	KIA
Health	40	Management and leadership	KIA
Health	60	Health care, financing, medical records, management and M&E	KMTC
Internal Affairs	86	Management and leadership	KIA
Internal Affairs	180	Basic VIP Protection, Traffic Operation, etc.	KPC
LACD	45	Management & Leadership	KIA
LACD	5	AG Chambers	Being Processed
Employees Justice Chamber	12	Procurement, IT, Fraud Investigation Management	Being Processed
Animal Resources & Fisheries	14	Fish & Poultry Breeding	Being Processed
SS Electricity Corporation	76	Electrical Wiring Installation	Being Processed
Culture, Youth & Sports	470	Management of Cultural Resources & Library Management	Being Processed
Agriculture & Forestry	280	Extension Work, Agro-Forestry, etc	Being Processed
Parliamentary Affairs	96	Leadership	Being Processed
Wildlife, Conservation & Tourism	242	Wildlife & Bio-Diversity Management	Being Processed
Cabinet Affairs	70	Management & Leadership	Being Processed
Telecommunications	53	Management & Leadership	Being Processed
Energy & Mining	274	Management & Leadership, Remote Sensing in Mineral Exploitation & IT	Being Processed
Housing, Physical Planning	215	Management & Leadership	Being Processed
Water Resources & Irrigation	14	Irrigation Principles & Drainage	Being Processed
Water Resources & Irrigation	70	Integrated Water Management	Being Processed
Presidential Affairs	53	Management & Leadership	Being Processed
<b>TOTAL</b>	<b>2 811</b>		

Source: CIDA/PALAMA RCB Project, Capacity Building Unit Baseline Study Final Report, November 2009, Emantzi Consulting

## ANNEX VIII

### KENYA INSTITUTE OF ADMINISTRATION TRAINING SCHEDULE IN JUBA FOR 2009

Program	Dates	Grades	Venue
Senior Management (15 days)	2—20 March	2,3,4	GATC
Human Resources Development (5 days)	23—27 March	4,5	GATC
Financial Management (5 days)	30 March—3 April	4,5,6	GATC
Project Planning Management (10 days)	6—17 April	2,3,4,5	GATC
Strategic Planning & Management (15 days)	20 April—8 May	2,3	GATC
Effective Communication for Managers (5 days)	11—15 May	3,4,5	GATC
Supervisory Skills Development (10 days)	18—29 May	5,6,7,8,9	GATC
Stress Management	1—5 June	2,3,4,5	GATC
Senior Management (15 days)	15 June—3 July	2,3,4	GATC
Financial Management (5 days)	6—10 July	4,5,6	GATC
Presentation Skills (5 days)	13 -17 July	5,6,7,8,9	GATC
Writing Reports Seminar (5 days)	20—24 July	5,6,7,8,9	GATC
Finance Management for non-financial managers (10 days)	27 July—7 August	4,5,6,7,8,9	GATC
Conduct of Meetings & Minutes Writing (5 days)	10—14 August	4,5,6,7,8	GATC
Performance Management	17—21 August	2,3,4	GATC
Project Planning & Management (10 days)	24 August—4 September	2,3,4,5	GATC
Leadership & Management (10 days)	6—18 September	2,3,4	GATC
Effective Communication for Managers (5 days)	21—25 September	3,4,5	GATC
Secretarial Management Training (15 days)	28 September—16 October	7,8,9,10	GATC
Training of Trainers (10 days)	19—30 October	6,7,8,9	GATC
Supervisory Skills Development (10 days)	2—13 November	5,6,7,8,9	GATC
Public Procurement Management (5 days)	16—20 November	2,3,4,5	GATC
Strategic Planning & Management (15 days)	23 November-11 Dec	2,3	GATC
Corporate Speech Writing (5 days)	14—18 December	4,5,6,7,8	GATC

Source: CIDA/PALAMA RCB Project, Capacity Building Unit Baseline Study Final Report, November 2009, Emantzi Consulting

## ANNEX IX

### TRAINING PROVIDERS SERVING GOSS

Course	No	Training providers
Basic Accounting / Finance	2	GOSS, GATC
Administration/Administratio n Management/Financial Management	21	KC, KIA <sup>15</sup> —AET, QORAT Africa Kenya, MLPS & HRD MLPS/DFID, Government of Kenya, UNEB, ILO/MLPS&HRD GOSS, ILO, ILO in collaboration with CABIHRD, British Council Africa Trust Education, MOEST/Partner
Agora/Hinary OARE Training	1	UNEP/ITOCA
Agriculture—various courses	5	MAF/GOSS, NPA, USAID/USDA, FAO
Auditing/Statistics/Surveying	4	GOSS, SITSIA/FAO, GATC, USAID/STEP
Budget and Financial Planning	3	Care International, GATC
Business Administration	1	Africa Trust Education
Capacity Building	2	International Training Center (ITC)
Christian Leadership	1	Torch Bearer Austria
Climate Change	1	FAO
Communication skills	2	British Council, CTC
Community Development	1	Sudanese Red Cross society
Computer Skills	25	UNMIS, Skills, BAMS, MOEST, New Day Publishers, Mading Aweil Recognize (AWR), JICA/SAUOT/MLPS, ALMANERA, Yei training, Bilpam, KCA, Comboni college of Sc and Tech, MTC training center Juba, Self, NPA, GOSS, St Joseph's vocational training center, AET, UNMIS
Disaster Response and Management	1	ACT Geneva
Education Management / School management	4	British Council, KIA, Quality Promotion, MLP
English	3	USAID/Deloitte, MOEST/AFT, AET
Entrepreneurial Business Skills	1	USAID/Winrock International
Environment impact assessment/management	3	USAID/STEP, Ministry of Wildlife and Environment, USAID/WCS
Exam Setting and Marking	3	UNEB, MOEST/GOSS
Finance/Budgeting/Accounts/ Business development	10	AET/GOSS Ministry of Agriculture and Forestry, NPA, (GATC) <sup>16</sup> , World Bank
Food Security	2	FAO
Forestry	4	Wondonet College of Forestry, USAID/STEP, IUNC/FNC,
Human Resource Management	4	USAID/Deloitte , KIA
Inspector Training	3	Quality promotion MOEST, GONU/Government of Egypt
IPC	1	Livelihood Forum
Leadership	16	USAID/Winrock Int., KCA, Warwick University Business School/ GPM, USAID—Capacity Building Unit, Public Service MOH, Skills for S. Sudan, Public Service HRD, KIA' Open Door

<sup>15</sup> Kenya Institute of Administration

<sup>16</sup> Government Accountancy Training Center

Course	No	Training providers
Logistics	1	WFP
M & E	5	AMREF & GOSS, KIA, AfDB, SIPSIA, GONU
Management and Administration / Communication, Development, Personnel	19	GOSS, CTC, USAID/Deloitte, FAO, USAID/Capacity Building Unit, Government of Kenya, JICA, British Council, African Education Trust, KCA, MOEST/Partner, Management Development Center, SFM, UNMIS, NIRD—India
Nutrition—Code on Breast milk substitutes	1	UNICEF & GOSS
Office Management	3	HELM, Juba Training Center, MLPS/DFID
Organisational structure	1	USAID/Bearing Point
Public Relations skills	1	SPLM
Procurement	1	ESAMI
Project management / planning / proposal and report writing	8	GOSS, IRC, Malaysia Ministry of Foreign Affairs, MAF, World Bank, KCA, University of Khartoum
Protocol skills	1	SPLM
Public Administration	2	USAID/STEP
Research	1	CEFORD
Strategic Planning / Management	4	Corat Africa Nairobi, Kenyan Government & GOSS, FAO, GOSS at KIA
Team Building	2	DFID/Skills, MLPS/DFID
Training of Trainers / Tutor	7	MOEST, NPA, KCA, IRRES, MOEST/Partner, British Council, Center of Education
Concession Management	2	USAID/STEP, MAF/STEP

Source: CIDA/PALAMA RCB Project, Capacity Building Unit Baseline Study Final Report, November 2009, Emantzi Consulting

## **ANNEX X TOP 25 SUB-SAHARAN THINK TANKS**

1. Center for Conflict Resolution—South Africa
2. South African Institute of International Affairs (SAIIA)—South Africa
3. Institute for Security Studies (ISS)—South Africa
4. Free Market Foundation—South Africa
5. Council for the Development of Social Science Research in Africa (CODESRIA)—Senegal
6. IMANI Center for Policy and Education—Ghana
7. Institute for Global Dialogue (IGD)—South Africa
8. Africa Institute of South Africa—South Africa
9. African Center for the Constructive Resolution of Disputes (ACCORD)—South Africa
10. Center for Development Studies—Ghana
11. Center for Policy Analysis (CEPA)—Ghana
12. Initiative for Public Policy Analysis—Nigeria
13. Institute for Democracy in South Africa (IDASA)—South Africa
14. Inter Region Economic Network (IREN)—Kenya
15. Kenya Institute for Public Policy—Kenya
16. Nigerian Institute of International Affairs (NIIA)—Nigeria
17. Center for Policy Studies—South Africa
18. Institute for Justice and Reconciliation—South Africa
19. Center for Development and Enterprise—South Africa
20. Electoral Institute of Southern Africa (EISA)—South Africa
21. Institute for Statistical, Social, and Economic Research—Ghana
22. Integrated Social Development Center (ISODEC)—Ghana
23. South African Institute of Race Relations—South Africa
24. Ghana Center for Democratic Development—Ghana
- T25. Institute for Policy Alternatives—Ghana
- T25. Institute of Economic Affairs—Ghana

Note: Two institutions were tied for the 25th spot in rankings so both are listed above.

Source: The Think Tanks and Civil Societies Program 2009, The Global “Go-To Think Tanks:” the Leading Public Policy Research Organizations In The World January 19, 2009, Think Tanks and Civil Societies Program, International Relations Program, University of Pennsylvania Philadelphia, PA USA