

Back Donor Project No (if any):
Name of your Organisation: Norwegian Church Aid
Local Partner(s): SPLM Secretariat of Educations

ABOUT THE EVALUATION

Evaluation year: 2006
Conducted by: Sharon Wright, consultant
Country: Sudan
Region: Eastern Africa
Theme/DAC sector: 110, sub sector 11130

SUMMARY OF THE EVALUATION (maximum 2 pages)

Title of Evaluation Report:

Teacher Education in Southern Sudan Supported by Norwegian Church Aid *“Pre-service, In-service and Phase training courses”*

Background:

NCA has been supporting education in Sudan since the 1970's. One of the components in this support has been training of teachers. During the time of war SPLM Secretariat of Education (SOE) and UNICEF/OLS developed teacher training materials for shorter emergency courses. As peace grew nearer SOE and some of the NGO community, among them NCA, recognised the need to develop the modes of teacher training to suit education in Post war South Sudan. Pre-service teacher training was developed as a two year on campus training, and In – service training was being developed with the intention that within four years of studies these students would sit for the same exams as those who had undergone Pre-service training.

Over the last years NCA has actively participated in SOE's effort to improve and develop the teacher education, as well as continued support to different teacher training modes. The evaluation was initiated to identify the effect of NCAs contribution, and to pave a way forward

Purpose/ Objective:

- See if the NCA support to teacher education is in line with the South Sudan education policy,
- Identify impact of the support,
- Document the impact and effectiveness of the approaches used: pre-service, in-service and phase training courses,
- Give recommendations on the way forward.

Methodology:

- Review of relevant project documents,
- Visit to selected locations,
- Interviews with key actors such as education authorities, teachers, students community members, NCA education staff and other relevant stakeholders.

Key Findings:

- The Norwegian Church Aid (NCA) education project works together with communities and the national and local level authorities to support schools and teacher education initiatives.
- NCA has been involved in the education sector in Southern Sudan since 1973 and during that time has remained committed to supporting teacher education programmes that are in



line with the programmes and policies of the former SPLM/A Secretariat of Education (SoE) and now the Government of Southern Sudan (GoSS) Ministry of Education, Science and Technology (MoEST).

- Currently 3 different types of teacher education programmes¹ are being facilitated by organisations supporting the MoEST guidelines and plans: the Phase Training course, Pre-service Teacher Education Programme and the In-service Teacher Education Programme. NCA is the only organisation in Southern Sudan that currently supports all 3 of these training programmes: Arapi (Regional) Teacher Training Institute (TTI) use the Pre-service teacher education programme; Ikotos County Education Centre (CEC) use the In-service teacher education programme; and the Alek and Kauda training centres use the Phase Training courses. NCA continues to support these 4 training centres and their teacher education programmes so that they can continue to offer the most appropriate teacher education programme to existing and potential teachers in the area of operation.
- NCA promotes quality of education and training, and educational leadership and management, so as to improve basic primary education that is relevant and appropriate to meet the needs of children in Southern Sudan.
- Where NCA supports teacher training, the organisation seeks to offer further support to the centres through capacity building and in promoting better administration and a sense of ownership and responsibility of the programmes and centres.
- Whilst NCA support to the various centres, locations and programmes has been successful in terms of existing and potential teachers being able to access programmes that follow Ministry guidelines and plans, the collaboration and communication with some payam and county education offices has not been as coordinated as it could have been.
- Building the capacity of institution and centre staff has also taken place, however further capacity building to enable the centres to operate more independently, is still required. Steps towards allowing the training centres to take on more of the management, administration and logistics have been made, especially in the case of Arapi TTI, however NCA staff are still in a leadership role. This in turn has also had an effect on the level of community ownership of the training centres.
- Questions and decisions on expansion and consolidation are now important aspects for NCA to consider within their programmes. To this end, planning and strategies are already taking place.
- NCA continues to have a good relationship with the MoEST and as a support organisation to the Pre-service, In-service and Phase Training Courses, together with the establishment of the Arapi TTI and Ikotos CEC, is closely following the ministry's current and future implementation plans and strategies.
- Students from different locations who are spending time together in a training institute are building are learning peaceful coexistence and conflict resolution skills. This was found among students from Kauda and Arapi

Recommendations:

Technical education support through:

- The provision of training to Arapi TTI and Ikotos CEC staff to enhance the delivery of programmes.
- The provision of training to RTTI and CEC staff in administration and management.
- The provision of training and support to the Kauda TTC staff and REO administration, so as to allow the TTC to become more independent.
- Developing Ikotos CEC tutor skills to implement education management and PTA training to education and community representatives.

Policy and coordination support through:

- Continuing close coordination and pro-active support to the newly established MoEST in terms of policies, strategies, good practice and lessons learnt.
- Continuing to build closer links with other organizations.

¹ Other teacher education / training programmes are implemented in Southern Sudan and are facilitated by NGOs, church-based and other agencies. Many of these do not necessarily reflect or use SoE / MoEST teacher training programmes and courses.

- Continuing to develop communication links with National, State and County education offices.
- Developing the linkage between the Arapi TTI and Ikotos CEC in terms of information sharing.

Access and learning support through:

- The provision of further reference material, resources and equipment to teaching centres.
- Supporting the (further) development of child care facilities at training centres.
- The provision of opportunities to enhance capacity of local education authorities and teacher education personnel to raise awareness of the importance of girls / women's education.
- Developing specific indicators to track enrolment and retention of girls and women in training centres, as student teachers and tutors.
- The provision of further support to the intensive English language courses, especially in Kauda, Alek and Ikotos.
- Developing implementation plans to link NCA programmes in the former GOS held towns to the programmes supported in Southern Sudan.
- Supporting Arapi TTI and Ikotos CEC teaching staff to develop 'review' papers on the implementation of the Pre-service and In-service courses.

Comments from Norwegian Church Aid (if any):

Since this report was made NCA has continued to support the different teacher training modes. There are, however, new modes for crush teacher training courses being developed, and NCA has been challenged by MOEST to take on responsibility for some of these trainings. They will replace the Phase course trainings, at least in some areas.

MOEST is trying to take on more responsibilities for Arapi TTI, but the ministry is still young and the financial constraints are a challenge for the ministry.

NCA continues to work closely with MOEST, both on GOSS and on State levels.

Follow up:

- As State ministries are coming up, NCA will strengthen the cooperation on State level.
- A plan for training of tutors and management staff shall be developed.
- Links between Arapi TTI and CECs in Eastern Equatoria will be established.
- Plans for linking teachers from former GOS held town to the GOSS teacher training modes shall be developed.
- NCA will give special attention to the enrolment and retention of female students and promote child care centers.
- Further support to intensive English training should be found.
- NCA will continue to give professional and financial support to Arapi TTI.
- NCA will continue to support different modes of teacher training as the teachers in the different areas need different methodology and approach, depending on their educational background when they start their education.

Evaluation Report

Teacher Education in Southern Sudan Supported by NCA

“Pre-service, In-service and Phase training courses”

(2003 – 2005)



31 March, 2006

Prepared by: Sharon Wright
(Consultant)

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Acronyms

BeG	Bahr el Ghazal
BoG	Board of Governors
CEC	County Education Centre
CEO	County Education Office
CED	County Education Director
CPA	Comprehensive Peace Agreement
EDDR	Education Desk for Returnees and Reintegration
EMTK	Education Management Toolkit
ERDF	Education Reformation and Development Forum
FFW	Food For Work
GESP	Gender Equity Support Programme
GoS	Government of Sudan (North)
GoSS	Government of Southern Sudan
IASP	Introductory Assessment and Selection Program
JAM	Joint Assessment Mission (Sudan)
LRA	Lords Resistance Army
MDTF	Multi-Donor Trust Fund
MoEST	Ministry of Education, Science and Technology
NCA	Norwegian Church Aid
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
OLS	Operation Lifeline Sudan
PEO	Payam Education Office
PTA	Parent Teacher Association
REO	Regional Education Office
RTTI ¹	(Regional) Teacher Training Institute
SBEP	Sudan Basic Education Programme
SC-Sweden	Save the Children (Sweden)
SCUK	Save the Children (UK)
SoE	Secretariat of Education
SPLM/A	Sudanese People's Liberation Movement / Army
SRRC	Sudanese Relief and Rehabilitation Commission
sSIRI	Southern Sudan Interactive Radio Programme
TTC	Teacher Training Centre
UNICEF	United Nations International Children's Emergency Fund
WFP	World Food Programme

¹ The name Regional Teacher Training Centre (RTTI) may need to be changed now that Southern Sudan is divided into States. This report uses the more general term 'Teacher Training Institute' (TTI).

Summary

The Norwegian Church Aid (NCA) education project works together with communities and the national and local level authorities to support schools and teacher education initiatives. Over the last 3 years (2003 – 2005), education issues have largely remained the same, however the changing context in Southern Sudan is considerably different in terms of security, emerging government structures, population movements, social change, developing infrastructure and increasing cross-border trade.

NCA has been involved in the education sector in Southern Sudan since 1973 and during that time has remained committed to supporting teacher education programmes that are in line with the programmes and policies of the former SPLM/A Secretariat of Education (SoE) and now the Government of Southern Sudan (GoSS) Ministry of Education, Science and Technology (MoEST). The Education sector has been involved in the development of teacher training materials and has approved several different teacher education programmes to support the training of primary school teachers. These courses have been implemented by a range of NGOs and church-based organisations depending on the context in the various Regions (now States) and Counties of Southern Sudan. Currently 3 different types of teacher education programmes² are being facilitated by organisations supporting the MoEST guidelines and plans: the Phase Training course, Pre-service Teacher Education Programme and the In-service Teacher Education Programme. NCA is the only organisation in Southern Sudan that currently supports all 3 of these training programmes: Arapi (Regional) Teacher Training Institute (TTI) use the Pre-service teacher education programme; Ikotos County Education Centre (CEC) use the In-service teacher education programme; and the Alek and Kauda training centres use the Phase Training courses. NCA continues to support these 4 training centres and their teacher education programmes so that they can continue to offer the most appropriate teacher education programme to existing and potential teachers in the area of operation. Alongside this, NCA promote quality of education and training, and educational leadership and management, so as to improve basic primary education that is relevant and appropriate to meet the needs of children in Southern Sudan.

In the above mentioned locations where NCA operate, the organisation seeks to offer further support to the centres through capacity building and in promoting better administration and a sense of ownership and responsibility of the programmes and centres. The Ikotos CEC now has an administrator at the centre and the centre has been liaising closely with county and payam offices to plan and implement the programmes. The Arapi TTI manages its own budget with advice from NCA, and continues to expand in terms of space for a larger intake of student teachers in the future. At this stage Kauda and Alek TTCs are largely administered through NCA staff located in the same locations.

Whilst NCA support to the various centres, locations and programmes has been successful in terms of existing and potential teachers being able to access programmes that follow Ministry guidelines and plans, the collaboration and communication with some payam and county education offices has not been as coordinated as it could have been. Regular communication and sharing of information could be improved and whilst some of this communication (including that from the ministry), is the responsibility of education authorities at National and State levels, it is recognized that these ministerial bodies do not have the capacity – both in terms of financial and human resources – to undertake their full responsibilities at this stage. NCA needs to continue to play a support and ‘bridging’ role when and where it can, and to continue to

² Other teacher education / training programmes are implemented in Southern Sudan and are facilitated by NGOs, church-based and other agencies. Many of these do not necessarily reflect or use SoE / MoEST teacher training programmes and courses.

communicate clearly and in a timely manner to those training centres it supports and to the respective county and payam offices.

Building the capacity of institution and centre staff has also taken place, however further capacity building to enable the centres to operate more independently, is still required. Steps towards allowing the training centres to take on more of the management, administration and logistics have been made, especially in the case of Arapi TTI, however NCA staff are still in a leadership role. This in turn has also had an effect on the level of community ownership of the training centres.

Questions and decisions on expansion and consolidation are now important aspects for NCA to consider within their programmes. To this end, planning and strategies are already taking place. The evaluation findings as well as suggestions / recommendations of this report will hopefully provide additional information for NCA planning and purposes. NCA continues to have a good relationship with the MoEST and as a support organisation to the Pre-service, In-service and Phase Training Courses, together with the establishment of the Arapi TTI and Ikotos CEC, is closely following the ministry's current and future implementation plans and strategies. This should continue in the current areas of support and inform any expansion likely to take place.

This NCA evaluation was undertaken over a 3 week period, with time spent in four locations – Ikotos (Ikotos County, Eastern Equatoria State), Arapi (Magwi County, Eastern Equatoria State), Kauda (South Kordofan, formerly Nuba Mountains), and Juba (Bahr el-Jabal State). A combination of meetings, informal discussions and documentation has contributed to the findings and recommendations. The recommendations in the report cover three areas:

Technical education support through:

- The provision of training to Arapi TTI and Ikotos CEC staff to enhance the delivery of programmes
- The provision of training to RTTI and CEC staff in administration and management
- The provision of training and support to the Kauda TTC staff and REO administration, so as to allow the TTC to become more independent
- Developing Ikotos CEC tutor skills to implement education management and PTA training to education and community representatives

Policy and coordination support through:

- Continuing close coordination and pro-active support to the newly established MoEST in terms of policies, strategies, good practice and lessons learnt
- Continuing to build closer links with other organisations
- Continuing to develop communication links with National, State and County education offices
- Developing the linkage between the Arapi TTI and Ikotos CEC in terms of information sharing

Access and learning support through:

- The provision of further reference material, resources and equipment to teaching centres
- Supporting the (further) development of child care facilities at training centres
- The provision of opportunities to enhance capacity of local education authorities and teacher education personnel to raise awareness of the importance of girls / women's education
- Developing specific indicators to track enrolment and retention of girls and women in training centres, as student teachers and tutors
- The provision of further support to the intensive English language courses, especially in Kauda, Alek and Ikotos

- Developing implementation plans to link NCA programmes in the former GOS held towns to the programmes supported in Southern Sudan
- Supporting Arapi TTI and Ikotos CEC teaching staff to develop 'review' papers on the implementation of the Pre-service and In-service courses

In addition to the above recommendations, some further suggestions and comments specific to training centres were also made.

1. Background

For more than 2 decades, Sudan has been devastated by various states of war, leaving at least a generation of children who have never known anything but conflict. The hostilities have been multi-dimensional with competition for resources, land rights, access to water and fears of political and religious domination adding to the complex milieu of civil and inter-tribal conflict. The warfare has demolished much of Sudan, particularly in the south, destroying communities and infrastructure and intensifying the process of marginalisation for a country already disparate in terms of access to basic services and to economic, social and political support. Children and adults alike have been denied essential healthcare services, family and community support, and access to education.

A comprehensive Peace Agreement (CPA) was signed between the Northern Government and the SPLM/A on 9th January 2005, opening the way for renewed hope and a return to normalcy. This current post-war period will be influenced by a process of rapid social change with a focus on the development of infrastructure, the establishment of government institutions and laws, and growing employment opportunities. An increase in cross-border trade and market expansion as well as an influx of humanitarian development aid has already started, including peace-keeping forces being deployed across Southern Sudan. The implications of these events will be manifold, impacting on already fragile community socio-economic dynamics, vulnerability to disease, and lack of access to education, information and other basic facilities.

Compounding the situation are the returning populations from the North, garrison towns, refugee camps and the wider diaspora. Sudan has the highest number of internally displaced persons throughout Africa with an estimate of over 4 million civilians being internally displaced, and with over 500,000 having refugee status. With the cease-fire agreement in 2004 and the signing of peace, a steady increase in returnees is in evidence. Southern Sudan already has a high number of out of school children and existing teachers lack classroom skills to provide quality education. With numbers of school age children expected to rise, Southern Sudan faces a critical shortage of trained and qualified teachers.

NCA as one of the key agencies in the implementation of education initiatives has a vital role to continue playing in the field of education and other services – both at the local level of implementation and at the national level in support to programmes and policies.

1.1 Basic Education:

The war has greatly contributed to the already limited education services in Southern Sudan. There is a severe lack of trained teachers, little remains of school and higher learning infrastructure, and availability of educational materials is limited. Southern Sudan has less than 30% of 7 – 14 year old children attending schools, of which only 26% are girls. Of these percentages, only 2% actually complete their primary education with less than 1% for girls.

Many schools in the south terminate at grade 5 or 6 due to high drop out rates and lack of qualified teachers. Teacher quality in Southern Sudan is low with only 7% of teachers having formal training; female teachers comprise only 7 % of the total teacher population³. One of the major constraints to the basic education of girls and of female teachers, is the cultural role of girls as care and household providers and as a source of wealth through early marriages.

Further impacting on the education sector is the fact that less than 50% of schools have access to potable water, less than 33% have access to latrines, and 62% have no health facilities nearby. The majority of schools are in structures made of local materials that are often in disrepair, with many classes being taught under trees. Only 11% of schools are considered permanent structures⁴. The quality of education being delivered at the school level and at teacher training centres is hard to assess, but is widely acknowledged as being generally poor and lacking.

The primary education curriculum has been imported from neighbouring countries, particularly Uganda and Kenya and is therefore not uniform across the regions or counties. A New Sudan curriculum has been developed but Primary 7 and 8 textbooks are still under review. No standardised national examination exists for Primary 8 leavers, and secondary schools, as well as being an extremely scarce commodity, do not have a Southern Sudan curriculum to follow.

In the ensuing years, education will most likely be adversely affected by health related issues. For example, by 2001 HIV prevalence in Southern Sudan among the 15-49 year olds was estimated at 2.6 %. HIV prevalence⁵ among females between the ages of 15-24 is 3.1% while that of men is 1.1%. With the returnees coming back home this percentage is expected to increase dramatically, affecting more girls than boys.

One of the other challenges in the education sector is also the lack of human and institutional capacity to deliver even basic education services from the national down to the county and payam levels. With the formation of the Government of Southern Sudan (GoSS) and appointments of ministry personnel uncertain, the staffing of all Departments, including Education, remains minimal. In the MoEST there is a skeletal staff in place, but the means of implementing plans and strategies is unclear, and lacking in coordination and funding.

Within this context, NCA has continued to operate, and to support some of the teacher education needs in terms of training, improving quality, and in extending outreach and scope. Furthermore, NCA has continued to support education in terms of PTA and education management training, HIV/AIDs awareness raising, scholarships for higher education for girls, and English language courses for women and teachers. NCA also provide direct support to primary schools through the supply of teaching and learning materials.

The SoE Education Master Plan (2002 – 2007), the Education Sector Plan (2004 – 2007) and the recent developments by the MoEST of an updated Education Sector Plan (2005 – 2010) and draft Strategic Implementation Plan (2005-2010), represent the key policy and guidance documents for basic education in Southern Sudan. These documents also reflect an education network centred on Teacher Training Institutes (TTIs) and outreach County Education Centres (CECs). NCA is one of the very few agencies to pro-actively support the Ministry plans to

³ The definition of a trained teacher varies greatly. Some have completed or partially completed Phase Training Courses offered by NGOs, others may have received training outside of Sudan, etc. The duration and standard of the courses varies greatly.

⁴ Statistics taken from the School Baseline Assessment (SBA), Dec. 2003 and the Joint Assessment Mission (JAM), Basic Social Services, Master draft, Jan. 2005.

⁵ JAM Report, March 2005.

develop teacher education through the TTI and CEC approach. Within this framework, NCA have provided support to the rehabilitation and construction of the Arapi TTI, to the Ikotos CEC and to teacher training centres in Alek and Kauda. Considerable support has also been given to the TTI and CEC staff in terms of programmatic and administrative capacity building to enhance self-management of the centres.

1.2 Teacher Education programmes in Southern Sudan:

1.2.1 Phase Training Course

For the last decade, the majority of NGOs and education authorities have been supporting the Phase Training course – a nine month teacher training module course, developed by OLS/UNICEF in collaboration with the SoE. The Phase Training course (usually conducted in 3 training periods of 3 months), offers teachers the chance to upgrade their skills in curriculum content and administration. Until recently this has been the only teacher training programme developed and implemented by the education sector under the SPLM/A.

The question of quality of the Phase Training course has often been raised, with several review assessments concluding that in general the modules are shallow in coverage and content depth, and have sections missing and/or incomplete, such as maps and diagrams. The methodology outlined in the modules uses a teacher-centred approach, often resulting in rote learning by student teachers⁶ undertaking the course. Furthermore, the Phase Training course does not include any monitoring, supervision of follow up in the classroom and therefore once teachers complete each phase, any support by tutors or tracking of the impact is generally lost. Tutors are usually only employed to facilitate the course in face-to-face workshops. The Phase Training course has been (and continues to be) implemented by a large number of agencies, however course delivery and assessment are not uniform and there is no standard certification for the course⁷.

However, despite initiatives to develop a uniform teacher training curriculum, there will inevitably be a process of change from the Phase Course to the unified curriculum, and time to do this. The geographical reach of Southern Sudan is also a contributing factor together with the varying levels of teachers' educational background. Many of those teaching children in the classroom, have minimal levels of education themselves, often only up to Primary 4 and 5. It is therefore important to recognise that for some teachers and in some locations, the continuation of the Phase Training course may be the only opportunity these teachers have to improve their level of skill and competence in the classroom. The Phase Training course may also offer many practising teachers an initial level of training as preparation to enter into the unified curriculum programmes. The SoE has also endorsed such a process and this was reiterated during the Education Technical Advisory Committee meeting in May 2004, where the following points were stated:

- NGOs should continue supporting the Phase Training courses where applicable
- The Phase Training course offers basic training in teacher education

⁶ Throughout this report the terms 'student teacher' and 'tutor' are used. However, in the actual centres, other terminology is sometimes used, for example, student teacher, trainee or student, as well as tutor, teacher and facilitator.

⁷ Despite the fact that the Phase Training course is not standardised and there is no SoE/MoEST officially recognized certificate, NCA, like several other implementing agencies, and in collaboration with the CEO / REO, do issue successful participants with a certificate of attendance with a general performance score.

- The Phase Training material will be used as reference materials in the RTTIs and CECs for the Pre-service and In-service courses

1.2.2 *Pre-Service and In-service teacher education programmes (a unified and certified programme)*

In 2002-2003, the SoE with the support of the Sudan Basic Education Programme (SBEP) initiated the development of a 2 year Pre-service and a 4 stage In-service teacher education programme for Southern Sudan. Each of the 4 stages is approximately equivalent to 1 year.

The overall aim being to offer a unified and certifiable teacher education course that is recognised in Sudan. The two delivery approaches – Pre and In-service – aim to meet the needs of current teachers and for newly recruited students into the teaching profession, offering quality teacher training that allows for the development of content knowledge and professional skills. Another benefit, aside from a recognised certification, is that tutors are able to deliver the same programme of teacher education and syllabi throughout Southern Sudan, using the same teaching and learning approaches, methodology and educational philosophy.

The Pre-service and the In-service courses, whilst representing a unified curriculum, allow access to different groups. Secondary school graduates are able to apply to the Pre-service course, whereas primary school graduates who are existing teachers, are able to apply to the In-service course. Both courses essentially cover the same material, allow for practical experience and provide professional development in all areas of the teaching profession. To ensure that the appropriate calibre of student teachers enter the courses, an entry test (Pre-service) and an Introductory Assessment and Selection Program (IASP) for the In-service programme have been developed, together with requirements based on qualification and experience.

The Pre-service course covers a range of academic subjects and professional skills development, as well as providing micro-teaching and practical teaching opportunities. At this stage, tutors are equipped with the syllabus, curriculum content and additional Pre-service supplementary resource books. Textbooks to accompany the actual subjects are yet to be developed.

The In-service teacher education course consists of tutor guides as well as workshop resource books and activity books for student teachers. These are used by the student teachers during 3 week face-to-face workshops that are held each term. Student teachers are also provided with community based study outlines and community based study workbooks. These are used by the student teachers during term time – i.e. when student teachers return to their respective school classrooms, they continue teaching and also complete workbooks with tasks that build upon the learning they did during the face-to-face workshops. Study groups based on locality, are formed before the student teachers return to their respective schools. The study groups enable the student teachers to meet regularly and to support each other with their community based studies and tasks. Tutors visit the study groups at least once during each term to assist, give support and advice, etc. Throughout the term, tutors also collect completed community based tasks from the student teachers and mark assignments.

The support by NCA to the above teacher training programmes developed by the SoE/MoEST has resulted in the following achievements:

- Pre-service course piloted at the Arapi TTI. The first intake of student teachers to the TTI are finishing the 2-year course and will sit for examinations in April 2006.

- Certification of the Pre-service course by the University of Juba. The University has assessed the TTI and has agreed to set examinations and provide a certificate to those who are successful.
- Piloting of the In-service course at the Ikotos CEC has begun. In November 2005, Term 1 of Stage 1 of the In-service course was completed.
- Kauda TTC has graduated 114 student teachers from the Phase Training course (Phase 3), since 2004.
- Alek TTC has graduated 95 student teachers from the Phase Training course (Phase 3), since 2002.

However, whilst the NCA support to the SoE / MoEST and to its education system is commendable, there are areas that the organisation should further consider to: (i) help improve the existing capacity of Southern Sudanese education personnel, (ii) support the implementation of MoEST plans towards meeting their goals relating to the EFA and the MDGs, and (iii) continue supporting the Norwegian Education Platform Document (2002)⁸. Some of these aspects relate to gender equity, training and course quality, coordination with National, State and County education offices, and overall reporting and monitoring.

2. Objectives

The objectives of this contract are to evaluate the teacher education activities that have been supported by NCA since 2003, specifically to:

- assess whether NCA support to teacher education is in line with the Southern Sudan education policy
- identify the impact of this support
- document the impact and effectiveness of the approaches used: pre-service, in-service and phase training courses
- give recommendations on the way forward

3. Methodology and Areas of Assessment

The assessment utilised a combination of semi-structured and informal interviews, focus group discussions, direct observation and the review of documentation and analysis. Key actors and stakeholders participated in the interviews and group discussions – these included education authorities (national, county and payam levels), tutors, student teachers, Head Teachers, community members (i.e. PTAs) and NCA education staff. Direct observation of the teaching process was undertaken in Arapi RTTI. Documentation reviewed consisted of available NCA reports and workplans, together with MoEST education strategic and implementation plans. The Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE) were also consulted and used in forming some of the recommendations where appropriate⁹.

⁸ The Norwegian Education Platform Document outlines a common framework for Norwegian organisations working on education sector development in Sudan. This document emphasises the promotion of peace and democratic values, gender equity, sustainable development and a system of aid which does not lead to dependency. Expected outcomes from activities include (i) sustainable, equitable and quality primary education programmes, (ii) implementation and ownership of the programmes by the SoE / MoEST, (iii) adequate numbers of teachers trained with a focus on gender equity, and (iv) a marked increase in girls' enrolment in school.

⁹ Refer to Appendix A for a brief outline of the key MSEE standards used.

As part of the process, field visits were carried out in 4 locations: Ikotos and Arapi, (Eastern Equatoria State), Kauda (South Kordofan) and Juba (Bahr el-Jabal State). Due to time constraints, Alek (Warab State) was not visited.

4. Analysis of Results

Overall, the assessment found that NCA support and the development to teacher education programmes, has been well received and commended by the communities. County and Payam education personnel, Head Teachers and the general community are appreciative of the continued NCA support to teachers as well as to primary schools and other education activities. The general suggestions from the majority of stakeholders consider expansion to be the next priority for NCA support, but realise that this is contingent on appropriate funding and organisation priorities, etc. They further emphasized the importance of consolidation of teacher training programmes and the need for a continued effort to improve the quality of the recently developed teacher education initiatives, i.e. Pre-service and In-service courses.

In all locations visited, there is unanimous agreement that NCA support to the teacher education programmes (and other activities), needs to continue. This was also emphasized by the Undersecretary of MoEST.

“NCA have showed their education and moral support through concrete action before the war and during the war. They have made an impact at the practical level. It is our wish that they continue their support now, in this critical time after the war” (Undersecretary, MoEST).

4.1 Phase Training Courses

Currently, NCA supports the teacher training through the Phase Course curriculum in Alek and Kauda. In 2005, Ikotos facilitated their final Phase Course training between Aug. – Oct.

The following table shows the breakdown of student teachers in NCA supported centres who have completed all 3 phases of the Phase Course from 2004 – March 2006:

Phase course (Level 3 completion date)	Ikotos			Kauda ¹⁰			Alek		
	<i>M</i>	<i>F</i>	<i>Total</i>	<i>M</i>	<i>F</i>	<i>Total</i>	<i>M</i>	<i>F</i>	<i>Total</i>
2004	49	2	51	31	4	35	-	-	-
2005	65	4	69	49	20	79	33	4	37
Totals	114	6	120	80	24	114	33	4	37

Notes:

- *Kauda TTC also has 39 students (16 female and 23 male) currently undertaking a Phase 2 course and 100 students taking part in 2 intensive language courses (42 female and 58 male)¹¹.*
- *Alek TTC graduated 23 student teachers in 2002, the first cohort of Phase 3 supported by NCA (all male students) and graduated 35 student teachers from Phase 3 (1 female and 34 male) in 2003. The next Phase 3 student teachers will graduate in May 2006.*

¹⁰ Kauda TTC had 2 cohorts of Phase 3 graduates in 2005 – one in August and one in December. The numbers indicated represent the combined figures for 2005.

¹¹ The majority of students enter the intensive English language course to enable them to improve their English skills so as to cope with the Phase Training course.

The tutors at the Ikotos, Kauda and Alek training centres supported by NCA, all agreed that the Phase Training course had been useful during the last several years and continues to give existing teachers the chance to upgrade their skills. However, the extent of the appropriateness of the Phase Training course is dependent on the locality of the training centre, as well as the educational calibre of the student teachers taking part in the course.

Having had the opportunity to conduct both the Phase course modules as well as Term 1 of the Stage 1 materials for the In-service teacher training course, the Ikotos tutors were more supportive of the In-service programme vis a vis the Phase Training course. The Ikotos tutors also stated that the focus on a certified and more comprehensive teacher training programme was preferable in terms of improving the quality of teachers in primary schools. They articulated several of the points and limitations as outlined in Section 1.2.1 of this report in regards to the content of the Phase Training modules. The Ikotos tutors did however acknowledge that the Phase Training was useful for teachers with a lower level of educational background who wished to enter the In-service course as it gave them a good grounding in the basics of teaching and managing children's learning, as well as giving them experience in good study habits.

“Trained teachers in the school are better than those who are not trained – they have a better ethical manner, knowledge of content and some understanding of education psychology” (Head Teacher, St Mathews Primary School, Ikotos)

The Kauda TTC tutors also mentioned that the Phase Training modules were lacking in content, but that they were able to supplement some of the content gaps with (limited) resources from Kenya and Uganda as well as the Southern Sudan primary textbooks. The tutors also used these resources, especially the textbooks, to match the Phase Training course content to that of the primary school curriculum.

Ikotos and Kauda are two very distinct areas and as such, some further points raised by tutors and students at the Kauda TTC as well as by the REO (Kauda), are important to add here. They stated that the calibre of student teachers entering the Phase Training in Kauda was much more diverse in educational background, ranging from P5 educated teachers with an English background, to secondary leavers and university students from Khartoum with an Arabic background. Hence there is a very wide range of education levels, together with an English language barrier (the language of the Phase Training course).

“The classes are manageable but you cannot ignore the fact that there is so much disparity within, and this does have an impact on the teaching and time needed for instruction” (Tutor, Kauda TTC).

The Kauda TTC tutors noted that there was improvement with students comprehension and writing of English after the 6 month intensive English course and that this course gave the students some much needed basics to enable them to enter the Phase Training course. However, even with these 6 months of intensive English language followed by 9 months of the Phase Training course¹², many of the student teachers still struggled with the materials. This was reiterated by the student teachers themselves who stated that more time was definitely needed so that they could grasp the language, content and methodology, in both the intensive language course as well as the Phase Training course. The REO also strongly suggested the need for the training to be extended to allow the student teachers to develop their English and teaching skills. The Kauda TTC tutors also noted that there were positive changes in the student

¹² The Kauda TTC facilitates the 3 x 3 months Phase Training course over consecutive months.

teachers as they progressed through Phase 1 to Phase 3, in terms of improvement in study habits and general behaviour, hygiene and attitude.

During discussions with the Kauda TTC tutors and student teachers, the issue of 'governance' was raised within the centre. Some of the student teachers felt that the tutors tended to treat them more as '*children rather than adult learners*' and placed too many constraints on movement outside of the TTC. Conversely, the tutors felt that restricting '*unnecessary movement*' within the town centre and market area, as well as enforcing regular evening 'reading time', was part of encouraging good study habits. One area of agreement though, did seem to be in the 'self-managing system whereby the student body has recently elected student leaders and a small committee to oversee and deal with disciplinary issues. Both tutors and student teachers felt this was beneficial and helped develop confidence and build self-governance within the student body.

Further support to the Kauda TTC was seen through the availability of equipment for co-curricula activities such as football and volleyball. The student teachers also had the opportunity to engage in activities such as local traditional dancing and debating, and during the short break time between courses at the TTC, NCA health workers have facilitated information sharing days on HIV/AIDs.

4.2 In-Service Programme

The In-service course was piloted with the support of NCA in Ikotos in June-July 2005 with 41 trainee teachers undertaking Term 1 of Stage 1 (38 male and 3 female). As mentioned, Ikotos is the only location where both the Phase Course and the In-Service programme can be compared in regards to implementation. The tutors have all had experience in facilitating both the Phase Training and now the In-service course, and hence were able to offer some direct comparisons between the 2 courses. During the visit to Ikotos, meetings were held with all the tutors, but only 3 student teachers were available to take part in discussion groups¹³.

The In-service course is designed to allow for continuous assessment of student teachers during the 3 week face-to-face workshops as well as for monitoring and support when the student teachers are back in their respective classrooms. With NCA support, the Ikotos tutors had been able to visit some of the study groups and support student teachers with their community-based study. Tutors also had the opportunity to meet with community members on these visits and mentioned that parents, community leaders and children were very interested in hearing about the purpose of their visit and to share information.

"The In-service course allows tutors to have interaction with the community and also to strengthen the links between the community and the school. Tutors can also advocate for girls education and other issues"(Tutor, Ikotos CEC).

However, the CEC tutors did face some constraints with transport and follow up of the student teachers. Whilst NCA supported transport with access to a vehicle when not being used for other NCA project work, the tutors were unable to visit some locations and/or were limited in the amount of time they could spend with student teachers. This meant that during the follow up period (Sept. – Nov. 2005), no actual classroom observations of student teachers was possible. Access to some communities was also not possible due to insecurity in the area. Furthermore,

¹³ The 3 student teachers were all female and none of them had taken part in the Phase Training Course, so were unable to make direct comparisons between the In-service and the Phase Training courses.

when visiting some of the communities, several student teachers were absent at the time due to the need to support their families during incidences of drought and hunger.

Conversely, the 3 student teachers interviewed during the visit said that they had not received an actual study group visit by the tutor(s) to date, despite all of them residing in Ikotos town. They felt that some of the difficulties they were having with the community-based study and assignments was due to not being able to ask advice or clarification of the task¹⁴. The 3 women did however try and meet together to support each other.

During discussions on the In-service programme, the tutors noted that the content of the In-service training materials was much more comprehensive and detailed than the Phase Training course materials, with the workbook building on topic content by providing student teachers with questions. The Social Studies module was particularly well received as it gave detailed information on the history and geography of Sudan, as well as giving view points based on the Southern Sudan historical perspective¹⁵. The CEC tutors mentioned that a more thorough review of the materials was needed however, as there are some areas where the sections are incomplete or are not clearly outlined. One further concern raised by the tutors was the large amount of time in Term 1 of Stage 1, being devoted to professional skills (i.e. classroom management, lesson planning, methodology etc.), when many – both tutors and student teachers – considered more academic content of importance at this early stage given the education background of the students¹⁶.

Both the tutors and the student teachers considered that enough of the training material was devoted towards HIV/AIDS and contained gender as a cross-cutting theme throughout the training and student resources. The NCA Health team also periodically gave additional information and short seminars on HIV/AIDS to the student teachers and tutors at the CEC.

The tutors felt that the general approach of the In-service materials allowed for learner-centred and participatory methodology to be used during the training, and the content and approach was considered comparable in standard to some other teacher training programmes undertaken in different countries (i.e. teacher training in northern Uganda). They did however mention that the CEC lacked reference material for both tutors and student teachers.

“The In-service course seems to be of a standard similar to some teacher education training I have received outside Southern Sudan and is suitable to the level of student teachers we have here in Ikotos” (Tutor, Ikotos CEC).

The student teachers also mentioned that they enjoyed the participatory methodology in the face-to-face workshop, especially group work. They strongly suggested that the technical assistance that the Ikotos CEC tutors had received from SBEP during the initial start-up of the training, continue. This was further supported by the tutors at the centre themselves, with a

¹⁴ The student teachers themselves had not initiated or considered approaching the tutor(s) as a group to ask for clarifications and assistance.

¹⁵ In contrast to this, the lead trainer from AVSI stated that she and the student teachers undertaking the course in Lomohidiang Payam, were very pleased with the amount of time and detail towards professional development, especially in classroom management and planning (refer to Appendix B)

¹⁶ This point was also reiterated by the Commissioner of Ikotos. He had attended several of the opening and closing ceremonies at the Ikotos centre and his feedback from the centre personnel reflected this observation as well. It was also noted by the Ikotos tutors, that the original intent was to make Stage 1 & 2 of the In-service course more content oriented with the later stages 3 & 4 more focused on professional studies and methodology. A further note was added by the tutors, that although the social studies materials were quite comprehensive, that the student teachers had difficulty in transferring this information to their pupils, as it was new information and the majority of pupils and teachers themselves, had only been exposed to Ugandan or Kenyan curricula in the past.

request for at least one week of technical support at the beginning of each 3 week face-to-face workshop (at least for the duration of Stage 1).

“The trainers from Maridi (SBEP) were able to teach us very well and made us understand the material. They were not tired of us asking so many questions and were able to handle all the student teachers regardless of their differing education backgrounds. The trainers would move from group to group to help and encourage us” (student teacher, Ikotos CEC).

The female student teachers also felt that the overall teaching (by both SBEP trainers and CEC tutors) was very good and they appreciated the fact that they were able to speak freely in the classroom and take an equal part in discussions with their male colleagues. However, some specific problems were also being faced by the female student teachers. According to the tutors 2 of the 3 ladies were very hardworking and had progressed well through the face-to-face workshops. However, during the community-based component, they were having difficulties completing assignments. When asked about this the female student teachers cited heavy workloads involving childcare, the collection of water and firewood and the task of brewing, that allowed them little spare time for study or completion of assignments. It appears that despite husbands and/or families allowing and supporting their women to go and receive training, that once outside the face-to-face workshop training, the support is limited. The female student teachers also raised the issue of some of the language in the modules and self-study workbooks as being difficult. They also said that some of their male colleagues were having the same problem. Study groups they noted, helped with discussions and understanding of the materials, but further support was also requested from tutors as well as with resources to help them learn and understand, i.e. dictionaries¹⁷.

The tutors reiterated this difficulty in understanding some of the course material and suggested that this was also due to the fact that some of the student teachers were only Primary 6 (or lower) educated themselves. The entry for the In-service has been set by the SoE/MoEST at Primary 7 – Primary 8 level, hence the tutors felt that the selection of some student teachers who had not reached the appropriate level may have been due to the following factors:

- The education personnel¹⁸ who facilitated the IASP allowing admission to the course despite the guidelines specifying that only Primary 7 educated applicants or higher should apply to take part in the IASP
- The admission of some applicants who did not pass the IASP into the In-service course in order to make up sufficient numbers to make the course implementation viable.

It was also generally noted by tutors, that an intensive English language program was essential at the beginning of each face-to-face workshop (at least in Stage 1) to improve student teachers' English skills and enable them to have a better understanding and grasp of the In-service materials.

Despite the constraints though, both the tutors and the student teachers felt that Term 1 had progressed reasonable well. The next challenge however, is for Term II to commence and the course to continue. According to the time-table followed, Term II of Stage 1 was due to start in November 2005. However, the CEC did not receive the Term II modules as expected and to date, these materials have still not arrived at the centre. This has meant that no fixed start date for Term II has been able to be arranged. Both tutors and student teachers are feeling frustrated and it is likely that some drop-out of student teachers will occur as a result.

¹⁷ Access to dictionaries during the face-to-face workshops was possible but this access was not possible during the community-based studies component.

¹⁸ The initial IASP was conducted by two SoE appointed tutors who had been trained on the In-service course by SBEP.

"I have been waiting here for the course to start because it is a good course for me, otherwise I would have gone Torit way – where my family is" (Ikotos CEC Student Teacher – a former teacher who taught in a refugee camp in Uganda refugee for the last 8 years)".

Another pressing concern for the CEC, is the fact that the tutors have not received any remuneration since September 2005, when UNICEF (the agency responsible for the dispersion of the funds for the Ministry) provided 3 months back pay to the tutors with promises of more payments before Christmas 2006. The payments have not materialised nor has an explanation¹⁹.

4.3 Pre-Service Programme

The Arapi RTTI has been operating the 2 year Pre-service training course since its re-establishment in Arapi in 2003. Currently there are 104 student teachers enrolled at the TTI. 70 student teachers in Year 1 (57 male and 13 female) and 34 student teachers in their second and final year (26 male and 8 female). The initial enrolment for Year 2 had been 44 students – insecurity issues and individual health problems were cited as the main reason for this drop-out. The current Year 1 enrolment target was set at 80 students, ensuring an intake from each county in the Equatoria Region. There are 10 academic staff at the TTI who plan and conduct lessons (including the two Deputy Principals), plus the Principal.

The TTI is located in an area that is frequented by LRA forces and since its re-establishment (and particularly since July 2005), periodic attacks have taken place in the vicinity, including direct firing within the TTI grounds. SPLA soldiers have now been deployed to the TTI for the safety of the student teachers and staff and to support the continuation of the teacher education programme. This, together with establishing an institute, constructing and rehabilitating institute buildings and piloting a new curriculum, is a demanding task. The staff and student teachers, together with NCA support, deserve to be congratulated. Despite the insecurity, the disruptive and psychological effects, as well as the many challenges faced in establishing such an institute of higher learning, the dedication and commitment from all involved is indeed highly commendable.

A key achievement in the last several months for the TTI is the agreement by Juba University to develop the examinations for the final year (Year 2) of the Pre-service course and to award a certificate of teacher education to those who are successful in the examination²⁰. Staff from the Juba University, with the support of NCA, visited Arapi TTI in December 2005 and were very impressed with the standard and quality of the syllabus and course content²¹. They also stated that it was similar in many ways to the 3 year Diploma that the University offers.

During discussions with County and Payam authorities, they expressed their own as well as the community's appreciation of the teacher education programme the TTI was facilitating. Arapi

¹⁹ After some follow up in Juba with UNICEF, it was ascertained that no records concerning Eastern Equatoria were in the office. However, the UNICEF zonal person has been contacted and a response has been promised. Ikotos CEC tutors also wrote a letter to the Director for Teacher Training outlining their concerns about the lack of Term II materials, their need for additional training themselves, and the lack of payments made to them.

²⁰ Originally the Juba University delegates had said that the examination papers would be developed by 15 March 2006 in order to be passed to Arapi via the MoEST. However, in a recent teacher education meeting held in Juba during the week of 6 March, this was revised, with the University stating that the papers would be with the MoEST by the 31st March.

²¹ The delegates from Juba University also made observations of the tutors' qualifications and the TTI infrastructure when assessing whether the standard was to an appropriate level that they would support through certification.

TTI is still considered the only Southern Sudanese tertiary institute that is operational in the South²². This was endorsed by members of the MoEST.

“The Arapi TTI needs to continue – it is the role model for others to follow” (Undersecretary, MoEST)

However, some questions and concerns were also raised during a meeting with the County and Payam education personnel²³. These are as follows:

- Reports concerning updates or progress of the TTI had not been made available to the County and Payam education offices, and hence they felt marginalised and without much knowledge of the institute and its progress
- Communication with the education authorities by TTI staff was minimal, including not discussing the placement of student teachers in primary schools in Nimule for teaching practice
- The question of the actual tutors’ qualifications and experience was unknown and the education authorities asked whether they had ever been evaluated, so as to ensure that a good standard of education was being imparted to the student teachers.

The education authorities were also interested to know the future plans for the institute and NCA support to such plans. They felt that the TTI should increase its intake for this coming year so as to give more student teachers the opportunity of gaining a much needed qualification in Sudan. The question on whether the TTI was going to upgrade in the future to offer a diploma course was also raised, together with whether NCA had plans to further offer some type of support to the graduates from the TTI. It was also acknowledged that GoSS has the huge task of recruiting and training thousands of teachers immediately if children are to have access to schooling, and the TTI (and other institutes like it), will not be able to meet this demand. The education authorities were interested to hear about the establishment and development of the CECs and whether progress had been made. This was seen as a good alternative to support the recruitment and training of the much needed teaching force in Southern Sudan, especially with the CPA in place.

During meetings in both Nimule and Arapi, the Arapi TTI staff unanimously stated that the support NCA had given them had allowed the continuation of the institute, as well as its achievements to date, including reaching a good standard of teacher education training. One concern raised however, was that of construction – the second phase of construction was due to be finished at the end of 2005 in order to allow for the new intake of student teachers in 2006, but due to problems with the contracting agent, the work remains unfinished. The Principal and Deputy Principals also suggested that they should have had some involvement in the planning and designing of these latest construction activities.

In terms of actual implementation, the Arapi TTI staff felt that the course for both Year 1 and Year 2 student teachers was progressing well. They noted that this second year of conducting the course was more manageable than the first teaching year. The staff attributed this largely to the initial entry assessment process. The responsibility to recruit the first cohort of student teachers was given to the CEOs but with no support from the TTI tutors, whereas in several counties, the second cohort of student teachers were selected and given the assessment test by

²² Geographically, three universities do belong to the South – Juba, Malakal and Bahr el Ghazal Universities. However, Juba University is still located in Khartoum, and the other 2 have been operating in the former GoS (Northern) controlled areas. Little information is currently documented regarding the curriculum and the standard of education being offered through these centres.

²³ It should be noted here, that the Magwi County Education Director is the chairperson of the Board of Governors (BoG) for Arapi TTI and therefore should have access or information regarding some of the concerns raised.

Arapi TTI tutors²⁴. This allowed for a higher standard of marking as well as reducing any nepotism related to the selection of student teachers. The tutors stressed that this type of approach is necessary if the standard of quality reached to date, is to be maintained.

The teaching staff also felt that even though the Pre-service course was lacking in some areas of content, and the fact that the TTI has limited resource material, that they were building up good support mechanisms and were much better prepared in this second year of implementation in terms of sharing (the limited) resources, as well as collaborating together and using more teaching strategies.

“In the beginning it was very difficult as resources were very scarce, but now we can pull our resources together, share and borrow the reference materials we need” (Tutor, Arapi TTI)

As mentioned above, and whilst tutors and student teachers state that the overall content of the Pre-service is appropriate, they are all in agreement that some aspects of it do need to be further reviewed and amendments made. The main observations were as follows:

- The content in the following subjects is limited and needs further input – Social Studies, Art and Craft, Music, Agriculture, Philosophy (differs from what is taught in schools), English (grammar section), History of Education (lacking in critical education acts, policies, CPA information relevant to education, etc. related to the Southern Sudan context)
- The following course subjects are listed in the syllabus, but course content has not been developed – Kiswahili, Arabic, Mother Tongue and Home Science
- TTI staff also felt that cross-cutting issues such as HIV/AIDS, peace education, etc. were not integrated or included (enough) in course content. They also raised the concern that there were no resource materials to make reference to in regards to such cross-cutting issues.
- Tutors and student teachers also mentioned that several of the subjects required practical learning and due to TTI limitations, the following courses tended to be too theoretical – Physical Education, Science²⁵, Music, Art and Craft and Agriculture.

Some further general points were also forwarded by student teachers:

- Some subjects are taught, but the tutors need further training to improve their teaching skills – i.e. Music, Art and Craft, Philosophy
- The tutors tend to use their own schemes of work / formats but it would be useful if they could use a standard one
- Due to the scarcity of resource materials in the library, it would help if some things could be photocopied²⁶ and therefore more readily accessible to the student teachers

Despite the shortfalls of some of the subject content, student teachers generally praised the course, tutors and administration of the TTI. Student teachers noted that if a tutor were absent for any reason, that the delegation of teaching responsibilities to another member of staff was done efficiently. They also observed that the tutors and support staff were very supportive and cooperative and followed policy and good school management. For many of the student teachers, it has been and continues to be, a very worthwhile learning experience.

²⁴ There was concern raised by the TTI staff that this may not be possible with the intake and assessment of the next (third) cohort, as the previous year the TTI had the assistance of some ‘additional’ tutors who had been posted to the TTI by the SoE. These tutors are no longer in place.

²⁵ The Tutors also mentioned the need for a laboratory to ensure that the area of science was appropriately covered.

²⁶ The TTI does possess a photocopier but it has not been installed as yet, due to a lack of technical assistance.

“Before my behaviour was very rough. Now I have experienced the tutors at the TTI and through the democratic way that the institute is run, I have more respect for teachers and others in general” (Year 1 student teacher).

“When I went home the community was pleased and proud of me. The tutors have tried to polish us into good teachers” (Year 1 student teacher).

“Before joining the TTI, I would have just picked up a textbook and gone through it in the classroom, but now I know how to use different teaching aids and to teach children in a good way” (Year 1 student teacher).

“As a teacher of 15 years, I have discovered some of the previous errors in my teaching. We will be the best teachers of Southern Sudan” (Year 1 student teacher).

The second year student teachers also reiterated many of the points mentioned by the Year 1 cohort and these were endorsed by the tutors. Noticeable changes in behaviour, attitude and aptitude were noted.

“Now they (student teachers) are capable people and able to become good teachers. When they arrived their standard of education and attitude was very different, but now they have reached a good level, they are responsible and behave like professional teachers.” (Tutor, Arapi TTI)

They Year 2 student teachers also stated that in general, the TTI staff gave them a greater sense of confidence as well as giving them skills and knowledge in the teaching profession. The tutors at the TTI were commended overall for giving student teachers responsibility over their own learning and through the democratic approach in the day-to-day running of the institute. Both the first and second year student teachers have elected student leaders who have responsibility over certain aspects of curricula and co-curricula activities, such as physical sports, HIV/AIDs, lobbying and communication, etc.²⁷ Student teachers in both years have also been able to take part in other co-curricula activities such as football, volleyball and debating²⁸.

The TTI Pre-service course also allows for micro-teaching and practical teaching sessions. At the time of the visit to Nimule and Arapi TTI, the second year student teachers were undertaking their last teaching practical sessions in 3 primary schools located in Nimule town. This 3 week practical was the second round of practical teaching sessions the student teachers had undertaken, and followed on from initial micro-teaching sessions completed earlier in their course.

The student teachers noted a number of differences between this final practical and their prior experiences in primary schools. The following points were noted in a group discussion with student teachers:

- Our classroom management and lesson presentation skills have improved
- We are faster at preparing schemes of work and lesson plans

²⁷ The TTI has set up a self-managing system whereby student teachers campaign for and are elected accordingly, to various positions of responsibility. There is a Mayor and Deputy, together with ‘Minister’ positions. The Mayor chairs regular meetings and the student body organises its own code of conduct and consequences, with ‘justice’ undertaken by the student teacher ‘justice board’. The TTI also reserves every Friday afternoon for assembly where announcements are made, information and messages passed, as well as questions asked and answered, etc. Both tutors and student teachers are free to contribute during the assembly.

²⁸ However, there was mention by both tutors and student teachers, that there was a need for them to have appropriate physical education clothing – for their practical lessons in class as well as when on teaching practice.

- We have more control over our students but ensure that they are involved as individuals in the learning process
- We are able to create things out of nothing, especially teaching aids
- We are more aware of the individual needs of pupils, how to listen and talk with children and how to guide and counsel them.

The student teachers also noted that some of the existing teachers and pupils in the schools now attended class regularly and on time, whereas in the past, this had not always been the case. The student teachers also felt that many of the existing teachers were now gaining knowledge and skills from them.

During these practical teaching sessions, student teachers had been placed in classes ranging in size from approx. 39 to 105 pupils. Although some class sizes were large, student teachers said that they were still able to engage pupils in their learning through using clear teaching aids, role plays, question and answer sessions and in small and larger group work. Head Teachers from the schools where student teachers were undertaking their practical sessions, also confirmed that the student teachers were using different ways to present their lessons and had showed improvement in their teaching and presentation of lessons during this round of teaching practice compared to their performance the first time.

Head Teachers from the 3 Primary Schools also made the following observations concerning teaching practice sessions:

- In general the student teachers have been well behaved, punctual for lessons and active in their lesson presentations
- Having student teachers in the schools is also perceived as a good idea by parents and pupils themselves, however the planning for this should be discussed with the schools and Head Teachers in advance, including a timely circular sent to confirm the placement of student teachers in schools
- Some of the schools in Nimule have had too many student teachers placed for teaching practice, although the Head Teachers realise that part of this was due to the insecurity in other areas where primary schools are located
- Undertaking teaching practice is very good although the student teachers should be allocated so that they can teach across a range of different primary levels from P1 to P7²⁹
- The TTI should ensure that student teachers complete full days during the teaching practice sessions and not allow them to finish at 1 pm³⁰. This often disrupts the flow of lessons for both pupils as well as the existing teachers and does not allow the student teachers to experience the benefits and challenges of completing a full teaching workload
- Many of our existing teachers have good teaching skills and are often better than those exhibited by the student teachers due to experience, but also due to the fact that the student teachers tend to “teach for assessment / examination purposes” under the supervision of their tutors.

²⁹ The majority of primary schools in Nimule use the Ugandan primary school syllabus which covers Primary 1 to Primary 7.

³⁰ One of the primary schools used for teaching practice only took student teachers for P1 and P2 classes as these normally do finish at 1 pm. The Head Teacher reiterated that when student teachers only come for half a day that the existing teachers find it difficult to ensure that lessons and schemes of work have continuity.

During this meeting with Head Teachers and County and Payam representatives, several further issues were raised. However, it was unfortunate that none of the TTI tutors were present in the meeting³¹. The main points were as follows:

- County representatives noted that any programme introduced or affecting primary schools or other educational activities in the payam / county should be discussed with the CEO first
- There should be better overall communication and coordination between the CEO, TTI and NCA, in regards to plans and progress etc.
- A report on the progress of the student teachers during the practical sessions should be made available to the CEO so as to '*join hands together*' and support the successes achieved in the schools and by the student teachers
- All student teachers should be competent to teach a range of primary school levels from P1 to P7 and not have the 'choice' to specialise in only a few grades³²

In terms of future plans, the education authorities, Head Teachers and TTI staff, all agree that the TTI should be consolidating the 2 year Pre-service course and if possible, and depending on learning space, increasing the number of student teachers for each yearly cohort³³.

4.4 Institute / Centre Management and Administration

Arapi TTI

During the visit to Arapi TTI, a meeting was also specifically held with the administration staff – including the Principal, Dep. Principal Administration, Dep. Principal Academics, Finance Administrator, and Compound Manager. The staff commented that since the TTI relocated back to Arapi, that there are now institute rules and regulations in place, student guidelines, staff job descriptions, and clearly delegated roles and responsibilities for tutors and support staff. The student teachers have been given responsibility for their own learning and are able to organise themselves in a manner that further supports the overall administration and running of the TTI. Further points discussed during this meeting were as follows:

- Some of the student guidelines, rules and regulations need to be reviewed and additions made, i.e. in respect to transport and child-care, etc. (refer to Appendix C for further suggestions regarding transport, and to Sections 4.7 and 6.3 for further details and suggestions on child-care issues)
- Staff have not received any training or assistance to upgrade their skills. They identified the need for short courses to be made available to the tutors and other staff in semester break times to develop skills that are needed to enhance individual as well as the overall quality and running of the institute (refer to Appendix D for a list of these)
- Staff identified the need for further technical assistance – especially in the area of information technology and also for someone experienced in the operation of solar power. (The TTI has solar power installed, however there are on-going problems with the power supply).
- The TTI does not have a formal staff appraisal or performance assessment system³⁴. The Principal mentioned that some assessment takes place informally when a person's immediate supervisor is asked to advise and/or requests a particular piece of work.

³¹ It should be noted here, that the meeting was not well coordinated despite an agreement from the TTI tutors to make the necessary arrangements with Head Teachers and to attend the meeting themselves. Despite this, and after some initial dissatisfaction raised by the County representatives, the meeting proceeded well (see also constraints, Section 7).

³² Currently the TTI randomly places student teachers for their first practical session and then allows them to select which primary school level they would like to teach in for their second practical.

³³ Consolidation in terms of becoming more familiar with course content, improving the course through additional materials and resources, acquiring further equipment to help support practical elements of teaching and improving teaching methodology.

- Staff raised the issue of a salary scale for tutors. They indicated that their salary had remained the same since they began, however after discussion they did recognise that the salary of TTI staff is part of a wider GoSS / MoEST remuneration system that is also linked with other offices, i.e. the public service and labour office. Having a staff appraisal system in place would also support levels of remuneration.
- The TTI reporting lines are unclear at this stage. The TTI, in most respects, views itself as a national institute of higher learning and therefore is currently (irregularly) reporting to the MoEST in Juba and ensuring the BoG is kept informed. With the establishment of the State offices, the reporting lines will most likely change, but as yet, these remain unclear. It would however be strategic during this present time, for the TTI to distribute some general reports to the National, State and County education offices. Refer also to the Recommendation Section.
- Construction needs to be finished so as to better accommodate the new intake of student teachers for 2006.
- There are various transport issues as the TTI relies on one vehicle with limited capacity
- The issue of adhering to a school calendar was raised and how Arapi can conceivably fit in with a national GoSS calendar year. This was acknowledged as difficult, especially as the institute utilises schools operating in Magwi County for school practice and the majority of these follow the Ugandan syllabus and calendar. The TTI, at least for the present, feels that they will need to continue along the same calendar year as Uganda, so as to continue their collaboration with the schools and their teaching syllabus.

A more general discussion on budget allocation was also undertaken during this meeting, with suggestions for possible amendments in future budget submissions and possible prioritisation of items / activities to be funded. The TTI noted some areas where they felt they either had to make budget amendments, adjust budget lines and/or seek further assistance from NCA. The main areas for further budgetary consideration were:

- On-campus medical facilities and first aid items
- Child-care arrangements for student teachers who are mothers with accompanying babies or young children
- Incentives (or similar) for Juba University support to examinations, including marking and issuing of certificates
- Technical expertise in critical areas, such as information technology

Ikotos CEC

The CEC staff together with the CEO are beginning to take on more responsibility for the administration of the centre, in terms of managing some of the CEC's finances. NCA are supporting the staff to become more autonomous and this needs to continue if ownership is to be enhanced. The CEC is also facing considerable difficulties in terms of access to transport to follow up student teachers as they undergo the community-based component of the course. This is inevitable given the current workload of other NCA activities that also place demands on the vehicles in Ikotos. Closer working collaboration between the CEC administrator and NCA transport / logistics person (or similar), may help enhance the support NCA is able to give the CEC in terms of planning for transport, logistics, etc. At the very least, it will allow the CEC to become more involved in the planning and constraints associated with transport and movement.

Kauda TTC

³⁴ As part of an institutional management process, a performance appraisal system would allow the opportunity for both the person being appraised as well as the appraiser to identify areas of support and advice to both parties. It would also lead to identifying the real gaps in further training / support that is needed not only by individuals or departments, but for the whole staff, etc. With such information, planning and time-frames for prioritised support needs could then be outlined and undertaken.

The Kauda TTC is mainly managed by NCA staff located in Kauda who control the bulk of the finances for the running of the centre. The TTC has an administration person but his responsibilities are for daily or small (weekly) expenditure. During discussions with staff, there was a general feeling that they lacked 'control' over the finance and administration of the TTC and were therefore lacking independence. With the signing of the CPA and the importance of the TTC in Kauda, the staff felt that the centre should be more autonomous.

"NCA are running the TTC as an activity or organisation, not as an institute of learning. Our only 'power' is to teach and assess students, but we could do a lot more" (Tutor, Kauda TTC)

Another point raised was the discrepancy in salary payments to the Kauda TTC tutors. The NCA recruited tutors were particularly concerned that despite the fact that all tutors were carrying the same workload and responsibilities, that the REO appointed tutors from the region, received considerably less payment compared to the others. The REO also raised this and even though there is recognition that the tutors from Nuba are not as highly qualified as the others, it was suggested that their remuneration should at least be raised so that the gap is not so considerable³⁵.

The admission of students to the courses was also mentioned as being problematic. Currently the REO submits a list of potential students to the Kauda TTC and an entry test is given to these students by the TTC tutors. However, some students who are not suitable are still admitted and others who have potential, may be vetted even before making the REO list. The TTC stated that this was beyond their control, and even when some students were not passing course assessments, they do not have authority to dismiss them.

One further point raised by all training centres was that of medical assistance. Arapi TTI staff and student teachers mentioned the need for a health clinic on campus as well as a general first aid kit to be available. The latter is a more feasible immediate request in terms of making some kit with basic medicines available. The other suggestion is perhaps a more long term approach and would need further assessment³⁶. The issue of first aid items was also raised in Kauda and Ikotos, especially to have some basic items available to assist with sickness during the night or on weekends. Centre staff requested NCA to incorporate this cost and provision within the support budgets to the training centres.

4.5 Institute / Centre Resource Materials

All the training centres mentioned that there was a lack of reference and other resource materials for both tutors and student teachers. At Arapi TTI, discussions as well as observation, found that the library room at the institute is indeed very small and does not have enough space for those resource books that are available. There is also no space for anyone to sit and work in the room, although a borrowing system exists allowing student teachers to take books out for a 2-3 day period. The library does contain the recently produced Pre-service supplementary booklets for some subjects, the In-service modules, some general reference material and English readers. However, the need for good reference materials to support all the curricula

³⁵ The stated remuneration ranged from approx. USD 600 for NCA recruited tutors to USD 100 for tutors recruited by the REO. In terms of qualifications, the NCA recruited tutors tended to have diplomas in education compared to the REO recruited tutors having 'O' level qualifications. The REO noted that there had been a discussion between NCA and the REO and that the proposal was for the REO to find further funding for their own tutors, however they have no access to such funds.

³⁶ It should be noted that there is a health clinic in Pageri and also a newly established one at the main road junction to the TTI, although these reportedly do not have good medical supplies.

course work is evident, and more reading books have also been requested to further support the English language subjects.

Ikotos CEC tutors and student teachers stated that they had little in the way of reference or other resource materials, and therefore any supporting or reference books would be welcome. However, it should be noted, that during the dispersion of resource books by SBEP in 2004-2005, that each CEC had been allocated a number of resource books and materials. When asked about this consignment of books, the staff said they were unaware of this. But when discussed with NCA, the books had, to their knowledge been delivered. Further investigation on the whereabouts, usage and appropriateness of these books, would be beneficial.

At the Kauda TTC, both tutors and students also mentioned the need for more reference materials, especially dictionaries and English readers. They were quite specific about some materials and requested English readers that were well-graded across levels of reading comprehension, plus newspapers and magazines to broaden general knowledge. Kauda TTC has a TV and video player and hence another suggestion was to avail a few videos on teaching methodology as well as English (speaking, listening and activities) to make full use of this media in the teaching-learning process. Many of the tutors and some of the student teachers who had their own personal radios, said that they often listened to the English programmes broadcast by sSIRI/EDC and found these very useful. A radio for the TTC was therefore requested to widen the listening audience.

4.6 Tutor Qualifications, Experience, Responsibilities and Workload

NCA work in close collaboration with the CEO / REO to engage suitably qualified tutors for the teacher education centres. The tutors are issued with contracts from the CEO / REO in all locations – Arapi TTI, Ikotos CEC, Kauda TTC and Alek TTC. This helps enhance the local community ownership and gives recognition to the lines of education management established under GoSS.

In terms of education qualification, experience and workload of the tutors, there appear to be some discrepancies between and within the centres supported by NCA. From staff records, the Arapi TTI tutors overall, have a slightly higher level of (accumulative) education and experience, compared to the other centres. However, the tutors at Kauda TTC³⁷ are also relatively well qualified and appear very motivated despite the fact that they are delivering a lower level training course to a varied group of student teachers. The Ikotos tutors are less qualified and as a group of tutors exhibit a more teacher-centred approach that lacks innovation and learner-centred teaching techniques³⁸.

Although records and discussion were limited, it appears that the workload of tutors also differs both within and between centres. To an extent, this is expected as tutors are specialized in subject areas and the programmes operating at the centres are also different – for example the Pre-service course is a higher level programme and therefore may require more preparation time for tutors, etc. compared to those facilitating the Phase Course Training. In particular, the

³⁷ In Kauda, an agreement between NCA and the REO stipulated that 3 of the tutors should be from Nuba with the remaining 8 coming from other parts of Southern Sudan / Uganda. Ten tutors are Southern Sudanese and one is Ugandan.

³⁸ The Ikotos tutors were not observed teaching during this visit as classes were not in session, however, from past visits as well as discussions, this appears to be the case. SoE/MoEST with the support of SBEP had developed and started the implementation of a 'Professional Skills Development Programme' (PSDP) for training TTI and CEC tutors and the Ikotos and Arapi tutors had been involved in this. However, due to funding constraints it is unlikely that the PSDP will continue at this stage. There was no data available on the tutors in Alek.

administration staff of Arapi TTI raised concerns over the workload and expressed a need to increase the number of tutors, however the breakdown of actual contact (teaching) hours does not appear to indicate this, at this stage³⁹. The TTI had no record indicating individual contact hours, only the staff timetable. Using this as a guide, the tutors seem to have a range of 5 to 11 contact hours per week (an average of 8 hours). This is with the current number of student teachers at 104 (70 in Year 1 and 34 in Year 2). This does not appear to be overly burdensome, however a further detailed assessment in this area would need to be undertaken based on student numbers and hours for the 2006 – 2007 teaching year, when the number of student teachers is expected to be 160 and would require 4 classes operating simultaneously compared to the 3 classes that are currently operating⁴⁰. A comparison with contact hours in other similar institutes / universities would also be useful.

Offering some sort of comparison is the number of contact hours the tutors at the Kauda TTC facilitate. The range is between 4 and 15 with an average of 10 contact hours per tutor⁴¹. It was difficult to gauge the contact hours undertaken by the Ikotos CEC tutors at this stage, as they said that they had attended the majority of all classes conducted during Term 1 of the In-service course. This was because the course was new for them and they wished to either attend classes so as to learn from one another or to support their fellow tutors by co-facilitating some lessons. An assessment on the workload would need to be undertaken at a later stage when the tutors are more comfortable with the course content and a clear timetable has been developed.

4.7 Gender

Despite NCA's intentions to increase the number of females in teacher education courses and as staff in institutes and training centres, the data indicates that the number of men is far greater than that of women. However, given the very low number of female teachers and tutors in Southern Sudan, the fact that there are 3 female tutors at both Arapi TTI and Ikotos CEC (compared to 8 male tutors at each centre), is at least an acknowledgement and promising start to ensure that women are part of the academic staff. There is currently one female tutor at the Ikotos CEC⁴².

The female student teacher numbers and ratios at each of the training centres are outlined in the table below.

	<i>Arapi TTI (Pre-service intake)</i>			<i>Ikotos CEC (In-service intake)</i>			<i>Kauda TTC (Phase Training)</i>			<i>Alek TTC (Phase Training)</i>		
	<i>M</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>F</i>	<i>%</i>	<i>M</i>	<i>F</i>	<i>%</i>
2004	26	8	31	-	-	-	31	4	13	-	-	-
2005	57	13	23	38	3	8	49	20	41	33	4	12
TOTAL	83	21	25	38	3	8	80	24	30	33	4	12

³⁹ It should be noted that the TTI is not running at its projected capacity as yet, i.e. 160 student teachers (80 for each year).

⁴⁰ If further scale up of the institute in terms of student teacher intake was to take place after consolidation of the course (above the projected 160 student teachers), then this would certainly require an assessment of not only the teaching staff, but support staff, classroom space, accommodation, recreation facilities, etc.

⁴¹ The Principal and Deputy Principal mentioned that these hours are more when the TTC is running two Phase Training courses and one intensive English language course – at present the TTC is running one Phase Training course and two intensive English language courses.

⁴² Having female tutors as part of the academic staff is necessary to enhance gender equity and also for women to be able to serve as 'role models'. However, it is also vital that such women are given actual (and observable) leadership and management roles and responsibilities, as well as equal opportunities in participation and decision-making.

Note: Kauda TTC currently have 42 female students enrolled in the intensive English language courses (total number of students is 100).

From observation and discussion with tutors and student teachers at the Arapi TTI, Ikotos CEC and Kauda TTC, there is some support for female students, but to varying degrees. The staff themselves take the view that if there are female tutors at the centre, then this provides some support to the female students enrolled. The student teachers in Kauda TTC said they had 'access' to the female tutors and there was also support from the female Deputy Principal. In Arapi however, the female student teachers noted that they didn't have much more interaction (if any) with the female tutors compared to that of the male tutors.

In Ikotos, the tutors (in general) mentioned that they had discussions from time to time with the female student teachers to try and motivate them to continue the course and therefore become more qualified for work in the future. But the level of real impact on these women is difficult to ascertain. In Arapi, Ikotos and Kauda, more practical concerns were facing the female student teachers, and impacting on their study: The need for (1) additional support to hygiene and, (2) support for female students who are mothers. The female student teachers noted that while they were adequately housed in all centres, and despite some makeshift arrangements to dormitories, that they would greatly appreciate further assistance in maintaining hygiene, i.e. extra soap and comfort / sanitation kits. Some assistance towards this has been made by financial and material inputs through the Gender Equity Support Programme (GESP), a project initiated through SBEP/CARE. However, this GESP support for the women in Arapi has only occurred once in August 2004. Since then nothing further has taken place. The GESP focal persons recently visited Kauda TTC for the second time this March. But in both locations during the discussions held, there were some discrepancies noted, which may require further investigation⁴³. The conclusion however, based on discussions with student teacher, is that there appears to be little additional support to female students in the area of hygiene and sanitation.

The issue of nursing mothers and childcare was also raised both at the Ikotos CEC and Arapi TTI. In Ikotos one of the female student teachers found it very difficult to attend classes and continue the course, as she did not have any support in her home to look after her young children. The Ikotos CEC did allow her to bring her children to the centre, but no facilities were availed, nor any food rations for the children during the day.

"There is only one food ration per student teacher so I give mine to my children as I have no time to go to my home with them and prepare food. It means I have no food during the day."
(Student Teacher, Ikotos CEC)

Ikotos CEC will need to address such issues facing student teachers who are mothers, if they wish to support women to be trained. Already another of the female student teachers now has a 2 week old baby and this may reduce her chances of continuing with the course in the next term.

⁴³ In Arapi, the second year student teachers said that they had received comfort kits once in 2004, but since then nothing else had been provided to them despite a plan being devised to support both female and male student teachers at the institute. The TTI administration commented that in fact money had been given to individual female students when requested. On some further questioning of records held by GESP, the amount allocated to Arapi seemed quite high in comparison to what was supposedly spent. However, further investigation would be needed, plus concrete facts to reach any conclusions. The main concern here is, that whatever has happened, the female students appear to have missed out on any real benefits of the funding, either from their own mismanagement, or inadequate planning and dispersion of funds. In Kauda, it was not possible to discuss the actual expenditure of the GESP funds as the NCA representative in charge of this, was on leave. However, Kauda TTC tutors mentioned that some dictionaries and story books had been purchased with some of this funding.

At the Arapi TTI, the female student teachers also raised their concerns about childcare support from the institute. Currently 5 of the female student teachers have either babies or young children and the TTI does not have the available facilities at present to really cater for their needs. The children and child-carers however, are currently staying with their mothers in the female dormitory but this is largely due to the insecurity within the immediate area of Arapi / Pageri payam. The TTI has otherwise stipulated that student teachers who are mothers should reside outside the campus and thereby care for their children, including securing their own accommodation, feeding and all other support. The female students are stating that this is causing them considerable hardship as they have very little money available to rent a place outside the campus, as well as look after their children. On the other hand, the TTI has not budgeted for this expense, nor does it see itself as the provider of such support, especially as children often get sick, mothers sometimes miss lessons, and the TTI cannot cater for the additional expenses of feeding and looking after child-carers and children. Only the female student teacher herself, is able to receive food from the TTI regardless of whether she has children with her or not. The children and child-carers are not entitled to receive any food or assistance.

In contrast to both Ikotos CEC and Arapi TTI, the Kauda TTC does provide support to their female students who are also mothers. There are currently 7 babies/children at the Kauda TTC. The mothers bring their own children and child-carers with them to the centre. However, as the centre can only provide one bed per student, the mother must share this with her child and child-carer. The TTC does provide extra blankets and also food for the children and child-carers⁴⁴. When asked about the additional burden of children becoming sick or having health problems, the Deputy Principal replied that in fact, the children rarely get sick and that particular attention is paid to hygiene and ensuring clean drinking water is available at the centre, in order to minimise the chance of ill-health.

Whilst the child-care support in all the centres could improve, the situation at the Arapi TTI and Ikotos CEC needs further assessment. These centres may have to re-consider their stance on student teachers who are mothers, the types of support that can be realistically availed, and to realign budgets, guidelines and policies accordingly (refer also to the Recommendations in Section 6.3). This is especially pertinent if the centres hope to promote the MoEST strategic plans and policies toward increasing gender parity and the number of female graduates entering the teaching profession. Issues of facilities to promote the enrolment and retention of female student teachers, therefore needs to be addressed.

4.8 Community Support

Arapi / Nimule

The County and Payam education personnel in Magwi, Nimule and Pageri expressed their satisfaction with the support NCA continues to give to Arapi TTI and whilst such personnel are not directly involved in the running of the institute, stated that the schools and community in general, were pleased that the institute was continuing despite the hardships. The education authorities observed that the TTI has status in the community and has allowed the chance for many aspiring and existing teachers to be accepted into a higher institute of learning in their own country and to achieve a teacher education certificate that will be recognised across Southern Sudan. They supported the aim of the TTI to focus on quality education for teachers, so as to ensure that there is quality education for children throughout the country.

⁴⁴ In Alek TTC, the child-care situation was reportedly similar to that of Kauda TTC

Ikotos:

The tutors, student teachers and CEO stated that Ikotos was a good place to have the CEC and that NCA support was widely acknowledged, however, they also expressed a lack of support for the centre from the general community. They felt that the community had little interest nor understanding of the type of training the centre was providing. The PTA members also endorsed this and said that while the PTA members were aware of the CEC and the courses on offer, the majority of the community were not:

"They are mostly uneducated and so have no interest in how the centre is going" (PTA secretary, St. Mathews Primary School, Ikotos).

In one practical area of support however, the community have provided 4 kilns (approx. 70,000 bricks), as well as collecting stones and sand, as contributions to the rehabilitation of the centre⁴⁵. The next step is for NCA to confirm with the CEO and CEC when the rehabilitation of the centre will take place. Some rehabilitation is very much needed, as the current tukuls are falling apart and one of the dormitories has no roof at present.

Kauda

The REO and the wider community, have appreciated and depended on NCA in the past and wish them to continue with their support to the Kauda TTC so that teachers can continue to be trained. The REO is not yet in a position where it can operate and staff a training centre of its own. The only other institute in the area is the Yusaf Kuwa training institute⁴⁶ that trains teachers on a Kenyan syllabus (supported by Koinonia). SBEP had expressed interest in the past to supporting teacher education in South Kordofan, but such support is now very unlikely to occur. NCA is therefore viewed as a long term committed partner by the REO and one that has the potential to continue the current support to the Phase Training Course, as well as consider further support options to Kauda and the region. This is also seen as particularly pertinent now by the REO, as the UNICEF distance learning teacher training no longer exists. The distance learning approach was also not considered by the REO as appropriate to the teacher education needs in Kauda. Reasons cited were that follow up was extremely difficult due to geographical outreach, and that students do not have enough content knowledge or English to undertake the individual study that is required for the course. The distance between schools and teachers also means that study groups are hard to organise and meet on a regular basis. A more intensive face-to-face approach was strongly suggested by both the REO and the Kauda TTC tutors. However, if this option were to be pursued by NCA or another support agency, further assessment on the actual requirements and appropriateness of teacher education programmes would need to be undertaken.

Another factor impacting on the education sector in Kauda is the complex political aspects involved⁴⁷. Historically, as well as with the agreements made under the CPA, South Kordofan

⁴⁵ This community support mobilised via the payam administrator and NCA coordinator was reportedly successful, with assistance from WFP and the FFW programme.

⁴⁶ Student teachers from the Kauda TTC stated that they preferred the Kauda TTC over Yusaf Kuwa as the TTC had more resources, better accommodation and a higher level of trained tutors. There are however political affiliations to both the centres and this underlies many of the reasons why students prefer one centre over the other. UNICEF was also offering a teacher education distance learning course in Kauda but recently closed down in Dec. 2005. The REO stated that in fact they had asked them to close as they had failed to produce any graduates from the course. When UNICEF was asked about the closure of the Distance Learning Programme in Kauda, financial and mis-management of the funds was cited.

⁴⁷ In terms of the political issues involved, there is a lot of uncertainty regarding what will happen. According to the Machakos discussions and CPA, South Kordofan now comes under the (North) Sudan Government and as such, the fear is that an Arabic education system will be imposed. However, the final decision relies on the appointed parliament in South Kordofan and the constitution. This constitution is now being developed and should reflect the voice of the people and their wishes, however, much speculation surrounds the final outcome.

has been left somewhat 'marginalized'. For many of the people in Kauda, there is a fear that the Arabic system from the North will be imposed. This impacts on the education curriculum and language of instruction. The REO and many stakeholders in the region, strongly support the continuation of the GoSS education system and continued instruction in English. The strong hope being articulated, is that the Kauda TTC will continue to be supported by NCA and from the South, including the recruitment of Southern Sudanese tutors. The continued need to support the teachers of the region and to upgrade the skills of those who could become proficient tutors at the TTC, was also expressed.

"We cannot accept recruitment of tutors from the Northern side, so NCA needs to continue to support us by continuing to bring tutors from the South and to provide support with English scholastic materials. We have gone far with English (curriculum) and we don't want to be interrupted again." (Regional Education Director, REO, Kauda)

4.9 Monitoring, Follow-up and Retention

The MoEST, together with local education authorities, training centre staff and community members expressed concerns about the enrolment of students into teaching courses, the retention of teachers in schools, as well as the need for more teachers to cater for the increase in pupil numbers. There is little systematic gathering at the national level, of information relating to this and data collection is difficult to obtain⁴⁸.

The extent of monitoring and follow up to graduate teachers from the NCA supported centres has also been limited, by both NCA tutors / staff as well as REO / CEO personnel. Time, human and financial resources and mobility have been some of the key constraints. In a functioning education system, it would be the responsibility of the education authorities at the payam, county and state levels to undertake supervision and monitoring of the teachers in the primary schools. However, as yet, this is not taking place on either a regular or a qualitative basis. NCA and tutors working at the centres have also been unable to undertake regular systematic monitoring and follow up to teachers in schools.

The retention rate of those teachers trained in NCA supported centres is also not clearly documented or known. However, in Ikotos and Kauda, it is generally regarded by the education authorities, centre tutors and NCA staff, that teachers do tend to remain in the schools and teach. In Kauda, this is encouraged by the REO who request that those completing the Phase Training at the Kauda TTC spend a minimum of 2 years teaching in primary schools in the area.

Research and observation have shown however, that what is imparted in teacher training courses does not automatically transfer to the classroom. Changes in methodology are difficult to make and with limited access to teaching aids and resources in schools, the level of quality teaching taking place is hard to gauge⁴⁹.

As Arapi TTI is only graduating its first cohort in April this year, the institute may need to consider how some follow up or feedback can take place from the graduating student teachers. For example, whether those graduating do indeed enter the teaching profession and if they do,

⁴⁸ EMIS has been initiated in collaboration with GoSS / MoEST however funding has ceased for this particular project at this time.

⁴⁹ As an additional comment here, when asked why one particular parent was taking his daughter to Narus for schooling even though the family resided in Ikotos, he stated "...the teachers in Ikotos are not properly trained nor regular in the class and the teachers (in Ikotos) have no motivation (remuneration) to be good teachers ..."

the type of teaching methodology and classroom management, etc. that is used in the actual classroom.

Tracking of (student) teachers as they progress through the training courses is much easier to monitor. As examples of perseverance and dedication to the Phase Training course, the student teachers do continue to progress through the Phase course from Phase 1 to Phase 3 with very minimal drop out. This has been the case in Kauda and Alek (and Ikotos with its prior intakes of Phase training students). With the Ikotos CEC now implementing the In-service course, follow up is inbuilt into the programme, however as noted in Section 4.2, this has not been easy and will require further planning and support if tutors are to ensure that follow up during the course is meaningful and on a regular basis. Ikotos CEC will also need to monitor the retention rate of those student teachers continuing from Term I to Term II and so on, and to ensure that measures are in place to minimise drop out, as well as lessons learnt on retention strategies⁵⁰.

Monitoring of drop out from the Arapi TTI will also need to be in place. The academic year is almost at an end, hence the number of returning Year 1 student teachers for their second year will need to be recorded and any reasons for drop out reviewed in terms of how to retain student teachers. Already the number of Year 2 students who have progressed to this stage are 10 less than the original number who started (34 compared to 44 who began the course in 2004). Admittedly security has been a major issue and this could account for some of the drop out, however, this represents a 23% drop out and should not be ignored – among other things, it has implications of cost for the institute. A more thorough analysis may provide possible areas for the institute to address to try and improve the programme and thereby retain student teachers for the full 2-year course.

5. Recommendations

The following outlines some suggestions – the majority of which have been discussed already with staff at NCA supported training centres. As funding is not always available, some recommendations may not be viable options at this stage. There is also the issue of staff numbers to support both current and future programme activities. These suggestions therefore are dependent on available budget and human resource and also whether NCA feels any or some of them are priorities for the NCA education programme. Appendix E also outlines some further considerations that affect the education and teacher training sector in the Southern Sudan context.

5.1 Technical education support:

➤ Provide training to Arapi TTI and Ikotos CEC staff in the delivery of programmes⁵¹

In the past some collaboration and coordination has taken place between NCA and SBEP to provide technical support to the teaching staff to enhance the delivery of the Pre-service and In-service programmes. The extent of this support now available from SBEP is likely to be very limited (if non-existent). To improve the quality of training at the TTI and CEC, such training is necessary to ensure that student teachers receive the best possible teacher education in the

⁵⁰ As this is the first pilot of the materials by the Ikotos CEC it will be important for example, to monitor reasons for drop out that might concern the quality of the programme – both course content and ability of the tutors, as well as adequate support to female students, etc.

⁵¹ The training needs of the Alek tutors would need further assessment and discussion with them. The Education Supervisor made mention of training being required, but details were not outlined. In general, the Kauda tutors are well qualified to facilitate the Phase Training course, although the Nuba-based tutors would welcome the opportunity to further develop their knowledge and skills (Refer to recommendations under Kauda TTC).

current context. This is particularly needed at the CEC where the tutors are less qualified and lacking in experience and full understanding of the course materials.

Some options for NCA to consider in the support to Ikotos CEC are: (1) Short-term employment on a regular basis of 1 – 2 trainers who have worked with SBEP / NCA in the past. Prior to each new Term, this person(s) could work intensively with the CEC tutors on the In-service material as well as teaching techniques, (2) employ another full time tutor who has been involved and trained in the In-Service programme to be the CEC support person (ideally, request MoEST to appoint and pay such a person)⁵².

As Arapi TTI is piloting the Pre-service teacher education programme and is the only institute to do so under GoSS / MoEST, the TTI has a unique role in ensuring that the programme develops and maintains a level of quality. Whilst stakeholders seem pleased with the achievements and quality of the course content and methodology, these are all areas that need review as well as further development of the course and supplementary materials. The provision of equipment and other resource materials, together with upgrading of tutors' skills will also support improved quality. To address the latter, the tutors have already submitted a list of some of the courses they feel are necessary. NCA can further support Arapi TTI in planning for such courses, identifying the resource person(s) needed to facilitate such training (whether internal or external), as well as materials and costs involved, etc. In the cases where specific technical persons may be identified and needed on a temporary or permanent employment basis by the TTI, then how this might be provided needs to be further planned. For example, there may be a need to employ an IT person either now or in the future to develop this subject area as well as provide technical support to the running of the institute, etc.

The upgrading of skills should also be linked with performance appraisals when this system is developed at the TTI. This would allow for areas of individual support but should also benefit the TTI overall, in programme delivery, administration and management.

➤ **Provide training to RTTI and CEC staff in administration and management**

Now that Southern Sudan is moving into the post-conflict stage, it is even more necessary to ensure that community ownership is enhanced and that training centres have the opportunity to be self-managed. NCA have begun this process to varying degrees in the centres it supports.

Support to Arapi TTI administration and management needs to continue with further training of personnel at the TTI in institutional management, such as in setting and managing budgets, developing detailed student and staff policies and guidelines, establishing staff performance appraisals, developing reporting lines (financial as well as programmatic), and proposal writing, etc.

Further support to Ikotos CEC (and the CEO) in administration and management through continuing to develop skills in financial administration and expenditure, logistical and transport planning, reporting and documentation, etc. The CEC has begun to manage some of the areas itself, but this needs to continue so that an appropriate skill level is attained and the working collaboration between the CEC and CEO is further developed.

➤ **Provide training and support to the Kauda TTC staff and REO administration, so as to allow the TTC to become more independent**

⁵² Ideally, a person from Arapi TTI could be this support person, but as yet, this would probably not be feasible as (i) none of the tutors at the TTI have been specifically trained in In-service delivery, and (ii) the logistics as well as time for this training would disrupt the current teaching schedule at the TTI.

Training of tutors from Nuba in facilitation of the course together with training and support to the administration and management of the TTC (including budget accountability), will be essential if NCA wish to promote ownership of the programme. REO representative(s) should also be included in the training / capacity building process to support the collaboration between the TTC and ensure that the REO has a role in the running and ownership of the centre⁵³. One possibility might be for NCA to place an education management person at the TTC to mentor and train staff in the overall management / administration of the centre⁵⁴.

NCA have already made suggestions towards some tutors being transported to Arapi TTI to upgrade their education and management skills. This, as well as other opportunities that might be possible, such as scholarships, could be further explored and implemented.

➤ **Develop Ikotos CEC skills to implement education management and PTA training to education and community representatives**

NCA should ensure that they have copies of the MoEST Education Management Toolkit (EMTK) and course outline from the MoEST/SBEP and consider training the CEC staff in the delivery of this programme. This would assist the CEC in its own management of the centre as well as allow selected CEC tutors to offer this course to education authorities and Head Teachers etc⁵⁵. Something similar could take place with PTA training. Within the EMTK there is a section on PTA support and a separate module was to be developed by MoEST / SBEP specifically for PTA training. Selected CEC tutors could receive some training on this and then be given the responsibility to train PTA members in Ikotos County. Whilst this will take some planning and support training to the tutors and to the implementation initially, the involvement of the CEC and the tutors in such programmes will lead to increased confidence and competence in programme delivery as well as ownership of the CEC.

5.2 Policy and coordination support:

➤ **Continue close coordination and pro-active support to the newly established MoEST in terms of policies, strategies, good practice and lessons learnt.**

With the joining of the NCA North and Southern Sudan programmes and with an office in Juba, together with the respect of the ministry and long-term input into education programmes in Sudan, NCA are ideally situated to continue to build on their relationships with the MoEST and to help support their plans and implementation strategies. In particular, and as the only agency currently supporting Pre-service, In-service and Phase Training courses, NCA has the opportunity to further offer support and guidance to the MoEST (and State education ministries as they develop) in the teacher education sector.

➤ **Continue to build closer links with other organisations**

NCA has good links with other NGOs operating in Southern Sudan as well as UNICEF, SRRC and local Education Authorities and these should continue to be maintained and developed. With many new donors, agencies and larger funding becoming available in the coming months, NCA can inform others on good practice and lessons learned in the education sector. NCA

⁵³ If the management of the Kauda TTC was to be 'handed over' to the region, consider the idea of the TTC having a committee (or BoG) to support such management of the centre. Basic guidelines and policies should also be documented. Having a committee or BoG could then assist in the development and implementation of rules and regulations, including adherence and transparency of course entry tests for students and dismissal procedures, etc.

⁵⁴ The current CEC tutors already have basic skills in administration and finance etc., and with little technical input, could already be much more involved in the self-management of the TTC.

⁵⁵ The CEC could begin with training others on the EMTK and then look at further possibilities for the longer term education management course. The modules for this longer term course have also been developed and approved by the MoEST.

need to continue to be involved in education forums such as the ERDF, the Teacher Education Technical Committee, and donor meetings, etc., to voice their opinions based on experience, and to help promote a more coordinated and collaborated effort in the education sector. The current situation with the signing of the CPA and the early development stages of an emerging MoEST, has the potential to allow for parallel systems or initiatives to be started by donors/agencies without a comprehensively informed approach. This could lead to confusion and/or community expectations being unfulfilled.

Closer links with other agencies that NCA should continue and/or pursue include (but are not limited to):

- i) SC UK, ADRA, (and SBEP whilst they are still operational) and any other agency offering support to the development of CECs, so as to exchange learning experiences, progress in centre administration and operation, etc.
- ii) SC-Sweden and SBEP and any other agency offering support to the development of TTIs, so as to exchange learning experiences, progress in institutional administration and operation, etc.
- iii) Wider NGO, UN, donor and MoEST forums to inform others on the progress, lessons learned and the 'gaps' in teacher education, especially in relation to TTIs, CECs, teacher education curricula, etc.
- iv) Agencies facilitating intensive English language courses to build upon current resource materials and to share information on progress.

➤ **Continue to develop communication links with National, State and County education offices**

The MoEST is still very much an 'emerging ministry', with few resources, limited capacity, and as yet, no formal appointments of Department Heads or personnel. Those acting in positions are often the only individual in that department. States Education Offices are yet to establish themselves in most cases. Hence despite the need for improved communication between the Teacher Education Department and Arapi TTI, as well as for Ikotos CEC with the State Education Office, this will be difficult for them to achieve in the near future. NCA, as a respected partner to the MoEST needs to continue to assist this flow of communication between the training centres – especially the TTI and CEC – and the education authorities, to ensure that information is shared, and to support follow-up when and where necessary.

NCA could also further improve regular and timely communication with the REO in Kauda and CEOs in Ikotos and Magwi to ensure clear and transparent communication, sharing of information and in the collaboration of shared strategic planning and support. The REO in Kauda has particularly requested that NCA update them on their plans regarding their continued support to schools and to the Kauda TTC, including the contact person for NCA⁵⁶. The contact email for the REO is: educationnuba@yahoo.com

➤ **Develop the linkage between the Arapi TTI and Ikotos CEC in terms of information sharing**

The TTI and CEC are likely to remain fairly autonomous training centres and to an extent this is reflected in the MoEST plans, i.e. one of the education priorities is to establish 20 CECs, but there is no mention of linkages to the TTIs. This in many ways, is more realistic given the context of Southern Sudan and the current difficulties with transport, logistics, etc. However, NCA should promote information sharing between the TTI and CEC (and other CECs they may

⁵⁶ A recent meeting with NCA in Kauda (March) did take place, however the Regional Education Director was not able to be present. The REO is also expressing a need for further clarification of NCA plans regarding education and the continued support from a 'Southern' perspective.

support), through supporting the training centres to disseminate progress reports, hold occasional meetings, etc.

It appears that there is little knowledge about the unified curriculum and the different modes of delivery (Pre-service and In-service) even amongst tutors and student teachers currently enrolled. The community are aware that there are teacher training courses but very few understand the differences between the courses and how to access them. Further information sharing and advocacy from all stakeholders in this area would also help increase community understanding and support to the centres and programmes.

5.3 Access and learning support:

➤ Provide further reference material, resources and equipment to teaching centres

Depending on budget constraints, consider providing some additional support to the training centres. However, some assessment should take place in regards to: (1) what is already available at the centres, (2) what the priority needs of the centres are in terms of resources and equipment, (3) in the case of Arapi TTI, support them in their prioritisation of resources needed and what is affordable within their budget line(s), (4) source other agencies and donors etc., for their support to the centres in terms of resources – either directly as NCA and/or through the actual training centre soliciting their own support. Refer to Sections 4.3 and 4.4 for suggested ideas of further resource and equipment needs.

➤ Support the (further) development of child care facilities at training centres

NCA will need to support the training centres, particularly Arapi TTI and Ikotos CEC to develop plans to support female students who are mothers, as well as developing training centre guidelines, if they wish to increase the enrolment and retention of female student teachers. This may include support to the centre to employ a trained child-carer, additional accommodation and food, transport and advocacy, etc. This will likely require some additional funding either by NCA or through the re-adjustment of current budgets. Both the TTI and CEC have presented some strong points against support to mothers, however with collaboration and support from NCA, appropriate plans, with guidelines and TTI / CEC policies, could be developed and implemented⁵⁷. In addition to this, NCA may wish to consider supporting the training centres to develop guidelines for inclusion of all potential student teachers regardless of religious affiliation, ethnic background, disability, etc.

➤ Provide opportunities to enhance capacity of local education authorities and teacher education personnel to raise awareness of the importance of girls / women's education

NCA already support female students in many of the teacher education centres, as well as offering scholarships and payment of fees, etc. There are many resources available that promote education for girls and women, and these could be further used in a variety of forums to advocate for the increase in number of female tutors in TTIs/CECS, the number of female student teachers and the number of girls in primary school. Ikotos CEC tutors have already indicated that through their follow up to community based studies that they get the opportunity to talk with community members about the benefits of educating girls and women. Additional training for tutors and for local education personnel, plus access to resource material could

⁵⁷ Arapi TTI staff stated that financial support to student teachers who were mothers would not be worthwhile, especially if they were unable to participate fully in the teaching programme: Mothers, they stated, would be more likely to miss classes or exams or be unable to take part in practical activities etc., due to pregnancy, any complications during pregnancy, giving birth and/or attending to sick babies, etc.

enhance this advocacy. Appendix F has a list of possible ways to increase the number and retention of girls and women in education, training centres and the teaching profession (in general).

➤ **NCA develop specific indicators to track enrolment and retention of girls and women in training centres, as student teachers and tutors**

If not already existing within programme plans, NCA should consider developing specific indicators to monitor the enrolment and retention of girls / women in all activities supported in the education sector by the organisation, i.e. primary and secondary schools, training centres and institutes of higher learning. Programmes and indicators should also relate to levels of participation, positions in management, leadership roles and general empowerment experienced by girls / women. This would then help promote the NCA education programme in its support to the MoEST, the Norwegian Education Platform Document and to donors.

➤ **Provide further support to the intensive English language courses, especially in Kauda, Alek and Ikotos**

Consider extending the intensive English language course in the CEC and TTCs by a month (or more if possible), to allow students to gain further English language skills before entering into the Phase or In-service training courses. Other agencies⁵⁸ that facilitate English courses may also provide further resources (if this avenue has not already been pursued). Budget and time constraints may be hindering factors here, especially as the Phase courses generally utilise the school holidays. The Ikotos CEC could work towards planning an intensive English language component into the delivery of the In-service training course as a long term commitment to improving students language skills. One option for the short term, may be for the Ikotos tutors to utilise some of their time now (before the Term II materials arrive) to offer a short English course⁵⁹.

➤ **Develop implementation plans to link NCA programmes in the former GOS held towns to the programmes supported in Southern Sudan**

NCA has already begun this task of merging the education programmes and how much can be achieved will also depend on scope and budget, etc. Two areas that are important in regards to this report are the future plans for Torit town and Kauda, and are as follows:

- i) The feasibility of supporting a CEC in Torit to begin implementing the In-service programme and/or intensive English courses
- ii) The way forward in continuing the support to Kauda TTC and/or plans for expansion of the course – whether through extending the existing course or exploring how the unified teacher education curriculum may be implemented in the area⁶⁰.

One of the key issues will be for NCA to ensure that they are continuing to meet the needs and aspirations of the communities they are supporting.

➤ **Support Arapi TTI and Ikotos CEC teaching staff to develop ‘review’ papers on the implementation of the Pre-service and In-service courses**

To improve the quality of the unified curriculum, it is important that details are documented regarding the content, methodology, implementation and lessons learned through the TTI and

⁵⁸ Other agencies of repute involved in English language course development and implementation include African Education Trust (AET) and Whindle Charity Trust (WCT).

⁵⁹ While in theory this might be a good idea, it may not be feasible, especially given transport issues as well as the lack of remuneration for these tutors, etc.

⁶⁰ The latter may not be feasible for NCA to support, however if/when another agency is interested and able to support further teacher education in Kauda, then NCA experience and input would be appropriate in offering guidance as well as ensuring that those who have completed the Phase Training course at Kauda TTC have the opportunity to enter into this further teacher education.

CEC experience to date. This is perhaps even more important now, as it is very likely that SBEP will be unable to fund the full development of all 4 stages of the In-service programme, and the pilot of the Pre-service programme has just been completed by the TTI. The MoEST have highlighted teacher education curriculum as an area to continue to develop, and with the possibility of another agency or agencies obtaining funding to finish the In-service curriculum (and possibly review the Pre-service curriculum), it will be important for the staff and student teachers to advocate for the continuation and review of the programmes so far⁶¹. The TTI and CEC staff may require additional support to develop such documentation and to ensure that what has been painstakingly developed and implemented so far, is not lost.

5.4 Specific institute / centre support

Whilst the above recommendations cover many aspects identified in the four NCA supported teacher training centres, there are a few further suggestions and comments specific to the respective centres. These are outlined here in brief.

➤ Continued support to Arapi TTI:

NCA have supported Arapi in terms of construction / rehabilitation, programmes, management and administration, as well as transport and logistics. This support will need to continue to enable full management and ownership of the institute. Based on discussions and suggestions made, some further areas that NCA might consider supporting the centres to do (or through direct support themselves), are as follows:

- guest lecturers
- exchange of information and progress between TTI staff once they are further established, through planned annual or bi-annual meetings (if possible, this could be extended to also include exchange visits of tutors)
- list of names of graduates given to the MoEST, so that they are kept informed but also so that they are aware of trained teaching personnel who could possibly be placed in CECs or other training centres to support the delivery of the unified teacher education curriculum
- prioritization of adequate library space and facilities to be made – whether through re-arranging the current set up and/or through further funding (NCA or other funding)

One further and immediate need, is to follow up with the Director for Teacher Education in regards to support to the certification process by Juba University. Whilst this responsibility lies with the MoEST and Arapi TTI, additional 'intervention' to ensure that this first cohort are able to sit examinations and be certified, is critical to the work that has been in progress for the last 3 years in the re-establishment of the TTI, and the piloting of a Southern Sudan teacher education curriculum.

➤ Continued support to Ikotos:

Aside from the continuation of support to Ikotos CEC as mentioned above under 'technical education support', some immediate follow up support is needed to assist the continuation of the In-service programme. This has already been started by the CEC tutors writing letters to the Director for Teacher Education regarding Term II In-service materials and remuneration, etc. This was further followed up by the consultant with a letter to the Director for Teacher Education outlining these concerns (together with the issue of certification of the first cohort of Arapi TTI student teachers by Juba University). UNICEF have also been contacted to investigate and

⁶¹ The situation regarding SBEP funding is (literally) changing on a daily basis, and during a meeting with SBEP on 29 March, it was stated that the funding for the teacher education curriculum was likely to cease at the end of April 2006.

explain the non-payment of the Ikotos tutors and SBEP have been requested to provide information on the Term II In-service materials. NCA should now continue to follow these up.

➤ ***Continued support to Kauda TTC:***

Continue the current support to the centre and improve the quality of the course to meet the needs of the student teachers and the community. Consider increasing the time period for both the intensive English language and the Phase Training courses (as mentioned above). This should focus on improved English skills and improved content knowledge to enable the Phase course student teachers to be more competent in teaching in the upper primary classes⁶². This would need to be planned around the school year and with the REO. Depending on budget constraints, consider rehabilitating another dormitory to allow a small increase of students (i.e. 150 to 180) and/or have further discussions with the REO in the utilization of the former UNICEF occupied centre.

There is a need, as soon as possible, to clarify with the REO and Kauda TTC tutors how NCA will continue this next stage of support. This includes recruitment of tutors, terms of contract, support to local tutors in terms of training and remuneration, and acquisition of teaching materials and other supplies⁶³.

6. Constraints to the Evaluation

Given the time schedule, transport and logistics involved, the evaluation was able to take place with little interruption or any major complications. However, the following points are noted here as placing some limitations on the gathering of information and to an overall assessment of the support NCA gives to teacher education.

General:

- Unavailability of recent NCA documentation. The majority of the reports received were from 2003 or earlier.
- Limited time for further comprehensive assessment, i.e. small discussion groups with parents and pupils, etc. Such discussions would have contributed to the teaching taking place on a day-to-day basis and where and how actual teaching practise may have improved as a result of the teacher training courses through NCA supported centres.
- Unavailability of Mette Nordstrand, Education Advisor, MoEST, Juba. Discussions with Mette may have helped towards understanding the directions the MoEST are working towards, the current partnerships and the plans for priorities and future initiatives.

Specific Locations:

Arapi / Nimule

- The Magwi Payam Education Officer was unavailable due to other commitments in another county
- There was some confusion with the meeting arrangement for payam and county personnel, Head Teachers and Arapi tutors over the agreed upon meeting in Nimule on 16 March. In

⁶² At present, Kauda TTC tutors and student teachers state that they are able to teach P1 - P4 but lack further skills to enable them to teach P5 – P8.

⁶³ The REO and community strongly recommend that NCA support continue from the South in terms of tutor recruitment, course content and further training opportunities for local tutors. The Kauda TTC staff and REO also suggest that the remuneration to local tutors is raised to reflect their workload and to be more in line with the NCA recruited tutors.

the end, it was a very useful meeting after initial discussion on why the Arapi tutors did not attend⁶⁴.

- A follow up meeting with Arapi TTI tutors in Nimule (who were supervising teaching practice) did not take place as the Dep. Principal Academics (and also the coordinator for the teaching practice) stated that it would not be necessary after the visit to Arapi.
- Arapi TTI staff, whilst very accommodating and happy to answer questions and enter into discussions, stated that they would have preferred to have been given prior notice, details and preparation time for the evaluation⁶⁵

Ikotos

- At the time of the visit, tutors were available however no course teaching was taking place nor were the majority of student teachers available in the vicinity. As a result discussions could only take place with 3 female student teachers and no observation of classes was possible.

Kauda

- Limited time for the visit due to a delay for the flight from Loki to Kauda. This left only 1 full day to arrange meetings with the Kauda TTC tutors, student teachers as well as the REO. It may have been useful to discuss the distance learning programme that UNICEF had been facilitating but the unavailability of UNICEF education personnel meant that this was not possible. A visit to Yusaf Kuwa may also have proved useful to compare the teaching and learning taking place, the educational background of the students and the content of the course being offered etc. Time constraints meant that this was also not possible.
- Unable to meet with Santina Sadia Samson, NCA Education Supervisor in Kauda, for further information regarding NCA support to the Kauda TTC.

Juba

- Unable to meet with key MoEST personnel, specifically John Aguek (acting Director for Teacher Education) and Akon Kuol (acting Director for Higher Education). They were not in Juba at the time of the visit.

Alek

- Due to time constraints, a visit to this location was not possible, hence observation and meetings could not take place.
- Due to travel schedules, it was not possible to meet with Henry Lobene, NCA Education Supervisor. Through a questionnaire, some information was obtained, but a face-to-face interview would have been preferable.
- Given the above constraints, information on Alek is not as detailed as that from other locations and training centres.

⁶⁴ The reason for the Arapi tutors non-attendance at this meeting is still unclear.

⁶⁵ When this was cross-checked with NCA, it appears that the Principal was informed of the visit and the purpose several days in advance.

Appendix A:

MSEE guidelines and reference

The MSEE handbook⁶⁶ was used for evaluation reference points and as a basis for some of the recommendations. The following table shows the particular categories and standards taken into consideration:

Category	Priority Standards
Community Participation	Standard 1
Analysis	Standards 3 & 4
Access & Learning	Standards 1 & 3
Teaching & Learning	Standards 1, 2*, 3 & 4
Teachers & Other Personnel	Standards 1, 2 & 3*
Education Policy & Coordination	Standards 1 & 2*

* These Standards were especially indicative towards the set objectives of the evaluation.

Appendix B:

AVSI teacher training program⁶⁷

One 'unexpected discovery' in the wider Torit County was the facilitation of the In-service training in Lomohidiang Payam by the International Service Voluntary Organisation (AVSI). AVSI undertook a teacher training needs assessment in this payam with a view of conducting teacher training. They contacted the Ikotos CEO who informed them about the MoEST teacher training programme: In-service teacher training. Subsequently AVSI revised their training plans and after approaching Ikotos CEC, photocopied (at their own expense) the modules for the course and conducted the 3 week face-to-face course with 64 teachers – all teachers in the 9 primary schools in Lomohidiang payam attended (55 male and 9 female). The course was conducted by 3 experienced and qualified tutors from 15 Jan – 4 Feb., 2006. The community-based studies component and follow up is now in progress.

During the course, it became apparent to the tutors, who was able and who was not able, to complete the course satisfactorily. Student teachers were then divided into 2 groups – those who could cope with the In-service, and those who needed to concentrate on intensive English and basic subject content. The tutors noted that the majority of those who had taken part in the Phase Training courses were generally much more able and better prepared for the In-service course.

The facilitation of the In-service course by AVSI raises some interesting points. The organisation coordinated with the CEO and as the CEO was familiar with the In-service and MoEST implementation of this, and they were able to guide AVSI to follow MoEST guidelines.

⁶⁶ The Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE) is a handbook developed through the Inter-Agency Network for Education in Emergencies (INEE). Published 2004.

⁶⁷ Meeting was held on 8th February, 2006 with Ms Aceng Lucy (Education Officer, Lead Teacher Trainer) and Ms Siamia Charity Sunday (Social Worker, Teacher Trainer). AVSI are operating in Lomohidiang Payam, Isoke, Ikotos County.

This showed good coordination and information sharing. However, as none of the AVSI tutors have been trained in the In-service and IASP, the intake of the student teachers included those who were not suitable for the course. Not having guidance in the In-service delivery may also have an impact on the standard of training delivered by the tutors.

Comments from the lead tutor (trainer) on the In-service course:

- User-friendly and easy to transfer to student teachers
- Overall, very comprehensive and in many ways much more detailed than the In-service course operating in Uganda
- Very good classroom management, administration and planning sections that were useful for the student teachers
- The course needs an intensive English literacy component
- The English module needs more on writing skills – at present it appears too heavily biased towards reading comprehension and reading strategies
- Novels (story books) are missing from the English module
- The Social Studies module tends to be too geographically focused with a limited history section. Further resources or supplementary materials would be useful, i.e. atlases.

Appendix C:

Arapi TTI Rules and Regulations

Currently Arapi TTI has a one-page “Minimum Programme and a Signed Understanding” document that all student teachers read, sign and abide by. It basically states an adherence to the TTI guidelines. The TTI guidelines document is attached and consists of 2 pages outlining the key “Rules and Regulations of the Institute”. This document consists of 2 sections: (a) attendance of lessons and, (b) students general conduct. Whilst the development of such a document is commendable, the TTI needs to further develop not only the “Rules and Regulations of the Institute” for student teachers, but also for TTI staff. A more comprehensive institutional management and administration plan (together with rules, regulations, guidance, etc.) needs to be developed if the institute is to achieve the full status required for a National / State institute offering quality programmes and certification.

For the purpose of supporting the current documentation relating to student teacher transport (a key issue raised by all student teachers), the following suggestions (or similar), could be used to ‘insert’ into the current TTI documents.

The following could be inserted under the “Minimum Programme and a Signed Understanding” as an additional item and footnote:

“I undertake to do the following to the best of my ability”

- To make own arrangements to reach the TTI in time for each semester

[The TTI may request a supporting agency to assist with transport both to and from the TTI only with students coming from difficult to access and/or distant places where road transport is considered too difficult and/or impossible due to circumstances]

Alternatively, the issue of transport could be embedded in the “Rules and Regulations of the Institute” as a separate section, as follows:

C: Transport:

- A student is responsible for his/her own transport to the institute

- The institute will make provision for a student returning from the institute to his/her home location at designated times (i.e. at the end of each year / semester). This provision may be in the form of direct vehicle transport or through a travel allowance. [Note: This is a set allowance and/or transport support from the institute administration and no discussion will be entered into concerning this support]
- In some cases, the institute will support students coming from and returning to, difficult to access, or distant places. This is at the discretion of the institute and support agency [Note: This support is additional to institute administration costs and will be financed by a support agency]

Appendix D:

Short courses requested by Arapi staff

The following is a list of short courses that was documented by the staff of Arapi as the main requirements to further improve the development and running of the TTI (the course are not listed in order of priority):

- HIV/AIDs awareness
- Peace education
- Civic education (i.e. CPA, Constitution of GoSS, Referendum, etc.)
- Nursery teaching
- Special needs education
- Education institutional management
- Human resource management
- Business administration
- Administration and management
- Computer science / literacy
- Sport science
- Project proposal and planning
- Guidance and counselling
- Effective teaching and learning methods
- First aid training
- Education communication technology
- Financial budgeting
- Financial management and accounting
- Solar power technical course

Appendix E:

Further Issues to Consider

Several issues were discussed in various meetings and will need consideration by all agencies involved in the support to teacher training centres, including NCA – both in their continued support and planning within the education sector and further support of the teacher training centres. In brief, these issues include:

- **Quality** – there is a pressing need to recruit more teachers, however, issues of quality are particularly critical in terms of the types of teachers being produced. With on-going discussions around ‘fast track’ teaching options, the consolidation and improvement of the courses conducted in Arapi, Ikotos and Kauda are considered a priority by the majority of people met. For example, improved facilities and resources at Arapi, further training of tutors in Ikotos to improve their performance, and extension of time for English and the Phase Training courses in Kauda and Alek.
- **Expansion** – this needs consideration in terms of how much expansion, given budgets and human resources etc., and at what expense to ‘quality’. The centres at both Arapi and Kauda have potential to increase their intake of student teachers, but whether this is feasible and to what extent needs to be analysed⁶⁸.
- **Returning teachers from the wider diaspora**⁶⁹ – teachers are available in the former garrison towns and those returning from the North and wider diaspora. However, this point also raises further issues, for example (1) the increased need for intensive English language courses for returning teachers who may have been taught in a different language, and (2) the majority of current teachers in the South do not have the educational qualifications that their returning brethren will have and many of them may well find themselves lacking in appropriate skills and relegated as ‘untrained’ by the returning teachers. Furthermore, as many of the current teachers have never completed their own primary education, let alone any higher qualification, they may be disadvantaged when the MoEST establishes educational requirements for teachers under the GoSS..
- **Payment of teachers** – to date, GoSS have not issued any payments to teachers. For the duration of the conflict teachers have basically been volunteers, and now there is an expectation that salaries will be forthcoming. Teachers however, are realistic and believe that this will still take some time for the newly established GoSS to implement this. In the meantime, some teachers from the South are opting to move to towns, to the North or to agencies while they have the chance (or expectation) that they can get paid employment or to further their own education. This may deplete the numbers of existing teachers in some areas.

Appendix F:

Some possible ways to increase the number and retention of females in the teaching profession:

The following is a list of some possible ways to increase the number and retention of female tutors and student teachers. These are examples only and may offer some ideas regarding new activities and/or initiatives that NCA are already pursuing (or may wish to pursue), in order to increase female participation in the education sector.

- Childcare facilities
- Intensive English language for Arabic speakers who have a reasonable level of education (or are teachers)

⁶⁸ For example, Arapi are yet to have their full intake, i.e. 80 students in each year, but current capacity, or a small increase, would certainly allow this (i.e. tutor hours, buildings, etc.). In Kauda, there are buildings available for some increase in student numbers, but further assessment would be needed in terms of renovation and cost, etc. (i.e. for an increase of 150 – 180 students). Further discussions with the REO for the use of the campus next to Kauda TTC

(formerly used by UNICEF) may also be another option, if NCA wished to look at such an expansion option.

⁶⁹ One particular issue in Kauda is the mistrust many of them have for these returnees – and whilst there is recognised need for teachers, those coming from the North are often perceived as having ‘another agenda’ usually pertaining to the Arab influence on South Kordofan.

- Female discussion groups or a support system that enables the members to work towards solving their own problems and issues
- Advocacy and support to home environments to support female students throughout their courses, i.e. reduction in home duties, time to study, etc.
- Scholarships for girls / women to complete secondary / higher education (including payment of fees, transport, etc.)
- Comfort / sanitation kits provided to each girl / woman studying or teaching at a learning centre (at least 2 per year if possible)
- Continue to ensure that at least 1 female tutor (minimum) is employed at each CEC, TTI or TTC and work towards increasing this number on a yearly basis
- Enlist the support of the REO / CEO / PEO for a female leader or role model in the community to be a 'support person' or 'counsellor' for female students at learning centres
- Plan forums to advocate for girls / women's education to both men and women in the community
- Develop specific project indicators that can monitor and assess the increase and retention of female students / tutors in learning centres
- Allow girls / women who are interested in the teaching profession to sit entry tests and allow entry into the course even if their score is not as high as some men (some cut-off mark however will need to be maintained). If this is adopted, ensure that there is additional support in terms of tuition etc. to develop the skills needed to complete the course successfully
- Encourage / advocate for schools, PTAs and Head Teachers to employ female teachers or student teachers on a part-time basis and/or as assistants so as to enable them to maintain household / childcare duties, etc. but still continue within the teaching profession
- Advocate to the MoEST to focus on the recruitment of female teachers / students currently residing in Khartoum, Kenya, Uganda or wider afield when they visit these areas to discuss "returning to their homeland"
- Coordinate with the REO / CEO / PEO to offer short courses or seminars on gender awareness or provide gender training to teachers and students at learning centres (including secondary schools)
- Continue to advocate for payment of teachers and raise the status of the teaching profession for both men and women and in particular the status of female teachers / tutors as role models