“TOMORROW BEGINS TODAY”

Establishing an ECS University: Report of a Feasibility Study for the Episcopal Church of the Sudan

April 2011

By

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In consultation with

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FOREWORD

Undertaking the university Feasibility Study and writing the subsequent report in fulfilment of Archbishop Daniel’s commission, has been a pleasure and we thank his Grace for entrusting to us this sacred task. Testing-out the ECS’s God-given vision has been to tread on holy ground. Meeting with so many of our brothers and sisters in Christ throughout South Sudan was a joyful experience: their hope and optimism for the future continues to be an inspiration.

In undertaking the research and producing this report, we thank God for the innumerable people who prayed for us, welcomed and assisted us – including the 160 who so willingly shared their enthusiasm and vision for an ECS University in the guided conversations which form the evidence base for this report; the Archbishop; Bishops; Clergy; Provincial officers; Diocesan Synod members; Government of South Sudan officials; University Vice Chancellors, academics and administrators; College Principals; the groups of intellectuals brought together by diocesan bishops; students and others from wide ranging backgrounds and institutions; and NGOs. We also thank those who offered us most generous hospitality and, particularly the school children of Kajo Keji who warmly welcomed us in song on our arrival at the airstrip.

We are indebted to the Reverend Canon Trevor Stubbs for arranging the highly robust itinerary and to Rebecca Coleman for her help with this. Undertaking the university Feasibility Study would have been physically impossible without Mission Aviation Fellowship and World Food Programme pilots who flew us to otherwise inaccessible places; and to the Reverend John Vero from SUDRA who so professionally negotiated virtually impossible terrain to get us safely to appointments – on time! Accordingly, we thank God for his faithfulness and safe-keeping throughout our visit.

We also wish to thank those UK professional colleagues who formed an ad hoc advisory panel; and also the Salisbury/Sudan Diocesan Link Committee for contributing towards the costs of undertaking the university Feasibility Study. We also thank our families and friends for their generous financial and other support of us, and this project.

We now prayerfully submit the Episcopal Church of Sudan University Feasibility Study Report to Archbishop Daniel and the Sudan Provincial Synod for consideration. We do so with a deep sense of gratitude to God for His enablement and for the opportunity of undertaking this study. We pray He will lead and guide those responsible for determining whether to establish an ECS University.

The work of the ECS will continue to be in our hearts and prayers. It has been a privilege to be of service to the ECS. Thank you.

Yours in Christ,

Ruth Eade and Eeva John

Dr R M Eade and Dr E-M John
The ECS University Feasibility Study Researchers
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The Feasibility Study Report is structured to enable access to further information and guidance on major topics raised in the report, by referring to a dedicated web page.
EXECUTIVE SUMMARY

This Report records the summarised outcomes and recommendations of a University Feasibility Study carried out by Dr Ruth Eade, Dr Eeva John and Professor Peter Haycock regarding the possibility of establishing a University with an Episcopal Church of Sudan foundation in Sudan. The Most Reverend Canon Dr Daniel Deng Bul Yak, Archbishop of Sudan, commissioned the study. In April 2011 two members of the Feasibility Study Team visited nine dioceses in South Sudan, engaging with over 150 people as the basis of their research. They had hoped to visit Renk, Omdurman and Malakal but were prevented from doing so. In addition they visited Uganda Christian University in Kampala and St Paul's University in Limuru, Kenya.

The methodology of the visit entailed
1. Interviewing people with the first hand knowledge and information necessary to the overall authenticity and integrity of the report.
2. Visiting the ECS's existing Theological Colleges and other Church sponsored academic/training institutions to assess their potential for further development.
3. Visiting those sites available to the ECS which potentially might prove valuable in the context of establishing the proposed university.
4. Investigating the options available for establishing a new university
5. Identifying which university faculties should initially be established
6. Investigating the various ways in which the proposed University could be funded

Findings

The initial results of the Feasibility Study indicate that there is a strong motivation to establish an ECS University and that there is significant coherence among the potential stakeholders regarding the direction that such a project should take. The research indicated that this motivation can be supported by (unofficially validated) estimates which suggest that in 2011 approximately 30,000 pupils, who have been successful in gaining university entrance qualifications, will not be able to find university places in South Sudan.

The motivation is also supported by the widespread recognition of education as the principal means of accessing the peace premium in post conflict countries. The work and curricula of The Technion in Israel, The Kigali Institute of Technology in Rwanda, and Hargeisa University of Development Studies in Ghana, all of which have a specific focus on their country's recovery and development, offer good practice in this regard.

The Feasibility Study indicated a widespread preference for a dispersed university with faculties located in appropriate geographical areas of South Sudan. Potentially, this geographically dispersed model would capitalise on existing ECS educational facilities and regional strengths, contributing to regional development and peace building as students from different tribes studied together.

It was universally understood that the proposed university would need to have nationally and internationally recognised validation. Participants were keen to emphasise the need for excellent standards that would result in a good reputation nationally and regionally, if not internationally. This, in turn, entails robust quality assurance mechanisms.

Research participants in the Feasibility Study felt that the curriculum should reflect the needs of South Sudan as it continues reconstruction and development following independence. Priority subject areas identified included:
• Theological Education
• Business, Finance and Management, including Entrepreneurship
• Education
• Agriculture, including Entrepreneurship
• Development Studies
• Health (Nursing, Medicine, Pharmacy)

Research participants suggested that certain subjects, such as HIV-AIDS prevention, peace building and community development, should function as crosscutting themes. Participants agreed that the long-term goal would be to offer the full range of academic qualifications: Certificate, Diploma, BA, MA, and PhD.

Participants on the Feasibility Study stressed the need for excellent facilities. Almost all participants agreed that the site(s) should be spacious, quiet and conducive to study with the possibility of agricultural activity – whether for growing food for students or as part of an income-generating scheme.

There was remarkable unanimity that having education at all levels with strong Christian foundations is important for the nation of Sudan / South Sudan as a whole. Research participants were clear that such education should be focused on providing principled, morally motivated leaders to serve the country – a new generation of leaders who understand the need for justice and peace for Sudan. The university would need to benefit the whole country – not just the church. In practice, achieving this aspiration will require a corporate commitment to education in accordance with a Christian world-view, with its transformational potential to establish cohesion between a secular and a Christian world-view.

All research participants felt strongly that the proposed university should be open to students of all faiths. The aspiration is that the proposed university would eventually attract students from all over Sudan, from other African countries, and beyond. Many recognised the need proactively to recruit women students and to find out how the proposed university could be made accessible to women.

There was a significant coherence in participants’ responses which indicated a genuine understanding of the need for the proposed university to be self-sufficient in its financial underpinning, even if the early stages required significant resources from international partners. A sustainable, break-even model of finance would need

• ECS ownership
• a fees-based budget
• substantial income generation
• more marketable subjects subsidising less marketable ones
• partner funding for specific growth and development areas
• philanthropic interest

Good employment conditions are vital for recruitment and retention of high quality staff. Research participants considered there to be many well-educated Sudanese individuals who need to be attracted ‘back.’ It was recognised that the aspiration must be that university teaching staff should be qualified as follows:

• BA for teaching up to Certificate level
• MA for teaching up to Diploma level
• PhD for teaching to BA and postgraduate level and for Heads of Departments / Colleges

Recommendations

Ensuring Quality and Excellence

The Feasibility Study Report supports the view that the establishment of a new ECS University should be pursued. Nevertheless it emphasises that the aim must be to create a university of the highest calibre with standards which are recognised as such regionally, and even internationally. While this is an ambitious aspiration, the Feasibility Team considers that the establishment of quality provision must determine the pace of, and strategy for, growth. Beginning with small but high quality faculties which have the capacity to deliver high standards, is preferable to rapid expansion.
Governance

It is recommended the ECS should
• make contact with the Panafircan Institute of University Governance, based in Yaoundé – Cameroon.
• determine the extent to which ECS has the capacity to ensure quality governance of the proposed university by drawing upon both internal and appropriate external sources.
• give consideration to the adoption of a shared governance model and produce the policies which will ensure its effective implementation, continuity and progression. This will require the identification of potential members of both the Shadow University Governing Council and the substantive University Governing Council – based on their relevant knowledge, experience and skills - relative to establishing an ECS University.
• identify the processes and procedures necessary for setting-up a Shadow University Governing Council
• identify possible members of the Shadow University Governing Council - based on their relevant knowledge, experience and skills - relative to establishing an ECS University
• research ways in which the university’s geographically dispersed faculties can be facilitated in their representation on, and active participation in, the substantive University Governing Council.

Geographical Location and Infrastructure

The Feasibility Study Report recommends that the model of a dispersed university, with different faculties located around the country, with the administrative hub in Juba, should be pursued by carrying out an audit of available land and an assessment of existing institutional buildings. Clearly, there are issues of ‘coverage’. There will be a need for sites to be spread across the different regions. Such ‘coverage’ would need to take into account land availability and social and political stability. ECS owned Sites in Mundri, Maridi, Yei, Wau, Yambio, Kajo Keji, Rokon and Juba, as well as in Malakal, Renk and Omdurman should be given consideration.

Planning of the university faculties will need to be co-coordinated with the Government of South Sudan’s (GoSS) national infrastructure developments – especially transport, water and electricity.

Academic Infrastructure

A phased approach should be taken to the creation and development of faculties in the proposed university to ensure high standards and quality provision. The possibility of building on the ECS’s existing institutions and educational infrastructure in different dioceses should be given due consideration.

On this basis, the following suggestions are offered:
• Yei Teacher Training College as a potential Education Faculty,
• Lui Health Training Institute as a community Health Faculty,
• Bishop Ngalamu Theological College in Mundri as the Theology Faculty and Ministerial Training Centre,
• Canon Benaiah Poggo College in Kajo Keji as the Community Development and Entrepreneurship Faculty,
• Rokon as a Centre for Peace Building and Trauma Counselling
• Bishop Gwynne College as a Graduate School of Theology and the administrative nerve centre for the proposed university.

Each location should also offer a strong two-year Foundation Programme that enables students to reach university entrance level standards in core subjects by before embarking on a more specialised university programme.
In addition, research should be carried out concerning the possibility of establishing virtual and distance learning opportunities that may potentially complement campus-based teaching and learning.

**Curriculum**

A strong Foundation Programme should be created that enables students to attain the knowledge and skills needed to access university-level study in English. Subjects which ideally should feature in such a programme are English, mathematics, administration, community development, critical thinking, entrepreneurship and farming. The Foundation Programme would be a one or two-year programme, depending on the student’s abilities and qualifications.

A phased approach to growing faculties in a new university is recommended. Research participants indicated that the first phase of faculties should include Ministerial Theology; Education; Community Development; Nursing and Community Health; Business, Finance and Management.

To facilitate students in their access to education, the Feasibility Study Report recommends a modular curriculum structure that enables students to progress as follows:

- Foundation Certificate (one or two years)
- HE Certificate
- HE Diploma
- Honours degree (BA or BSc).

This structure provides students with exit points with awards as well as the possibility of building on prior learning. In the long term an ECS University should aspire to both taught postgraduate (Masters) and research postgraduate (PhD) degrees.

The Feasibility Study Report strongly recommends that the ECS take the opportunity of establishing a new university to raise the profile of vocational training. Potentially this could be achieved by incorporating vocational education into the overall vision for ECS’s involvement in higher education. This could be exemplified by developing its existing Vocational Training institutions.

**Christian Identity and Inclusiveness**

The ECS should consider the establishment of a university with a *Christian foundation* rather than a *Christian university*. This would enable the university to be inclusive and, therefore, admit students of all faiths or none.

The Christian identity of the university should be safeguarded by vision and values that reflect a Christian worldview. The Theology Faculty should assist other faculties to articulate Christian perspectives on all subjects that will be taught in the university. The majority of teaching staff should be committed Christians and all staff should be willing to comply with the Christian values and ethos of the university.

The curriculum should reflect the Christian identity of the university by ensuring all students have the opportunity to engage in core biblical and theological studies and are welcomed into a regular pattern of communal worship and prayer.

Consideration should also be given to how other Christian denominations could be involved in the establishment of a university with a Christian foundation.

**Staffing**

Staffing of the highest calibre should be recruited to a new ECS University. Initially some reliance on international staff should be accepted and welcomed, as is common practice in many quality universities, globally. At the same time efforts should be made to attract back to South Sudan its
academic and professional diaspora by offering an attractive employment package. Such a package is likely to comprise:

- Good local education provision for children
- Desirable housing
- Continuing professional development opportunities (for example, to upgrade qualifications and to develop a theological perspective to the subject specialism)
- Healthcare (for example, by providing a clinic on the campus)
- Pension scheme
- Research opportunities – including a good library and internet access
- Annual leave

Whenever possible, committed Christians should be employed, although professional qualifications should not be compromised. In accordance with the usual requirements, the aspiration should be that staff with PhDs should teach at honours degree level, those with Masters at Diploma level, and those with degrees at Certificate level.

Facilities

The Feasibility Study Report strongly endorses the research findings, namely that the following elements should be given priority in establishing university campuses:

- Quality teaching and learning spaces
- Excellent library facilities with IT and internet access
- Good housing for students (and families)
- Attractive and quality housing for staff
- Franchised clinics with links to local hospitals for students and staff use
- Quiet and spacious location outside towns
- Land for cultivation – for students and the institution
- Good security

Admissions

Admissions should generally be by successful completion of the Sudan School Certificate examination and without any consideration of the student’s faith commitment. Research participants suggested the provision of a number of scholarships/bursaries specifically for those demonstrating Christian leadership skills/ECS members. This was regarded as a means of creating a critical mass of Christian students in the university.

Successful completion of the Foundation Certificate should qualify students to enter the university programme “proper”. Students applying for the Foundation Programme should sit an entrance exam. The result of the exam should be used to decide whether a one or two year Foundation programme is necessary.

In recognition of Sudan’s recent history and difficulties, some flexibility should be exercised by, for example:

- accepting applications from those who have completed their Senior Secondary School education and have Senior Secondary School Certificate (or its equivalent) gained at a school for refugees or internally displaced persons.
- requiring applications for admission to be accompanied by two references, one of which should be from a senior teacher in the secondary school attended by the applicant and another from a respected member of the applicant’s community.
- facilitating those educated outside of Sudan, by accepting international equivalent qualifications.

Consideration should be given to how women can be encouraged to apply by, for example, offering bursaries. In addition, schemes should be created to attract students from more disadvantaged and remote areas of the country.
Finance

The Feasibility Study Report strongly indicates that seed funding must first be found to fund the development phase of establishing a new university. This will enable a small team to be employed to carry out further research and write a robust business plan to unlock the large funds needed to finance the first stages of the university’s life before financial sustainability is achieved.

The strategic aspiration for a new university must be to achieve a budget that is almost entirely funded through student fees. Some regular income may also be produced through sustained income generation, although this should not be the mainstay of the budget. Finance for special projects (such as buildings, IT and scientific equipment) would need to be raised through specific fund-raising initiatives and/or by taking out loans.

Towards a Strategic Business Plan

In order to draw up a robust business plan for establishing a university, ECS should

• produce a clearly defined policy statement regarding its vision and purpose for the proposed university; and how core Christian values will underpin its life and work.
• construct a well-evidenced case identifying the actual need for a new university in South Sudan based on current supply and demand data relating to the shortage of university places in the country; and also the GoSS’s current lack of funding to meet the need for more places
• identify the unique contribution which a university with a Christian foundation could potentially make to the future of South Sudan and the ways in which the ECS proposes the university should contribute to the recovery and future development of the country
• analyse the potential of Gwynne College and the other ECS theological colleges to attain the standards required for recognition as faculties in the proposed geographically dispersed university: then identify and timetable the steps to be taken in facilitating them to reach the required standards. This analysis should be costed for purpose of grant applications and determining the viability of the proposal.

In addition, the business plan should contain the results of research, including land inventory and audit of existing buildings and institutions, and also a year-on-year budget for at least five years with an accompanying cash flow showing how the project will move towards financial viability and sustainability.

Towards a University Marketing Plan

The marketing plan - drawn up by a University Marketing Committee - is a vital document in determining the viability of the proposed university since it should include projections relating to the potential size of the student market, size of take-up, and the proposed fees structure. The marketing plan should also identify strategies for continuous improvement, and also means by which the university can generate income in addition to student fees.

The University Feasibility Study Report was submitted to Archbishop Daniel in October 2011, for consideration by the Sudan Provincial Synod at its meeting in November, 2011. Having duly considered it, Synod members will decide whether to proceed with the establishment of a new university – as recommended in this report.

For those receiving only this Executive Summary, the full University Feasibility Study Report can be accessed at HTTP://THAMES.ME.UK/ECS/INDEX.HTM
INTRODUCTION

The Vision for the Study

The Episcopal Church of the Sudan (ECS), under the leadership of the Most Reverend Dr Daniel Deng Bul Yak, Archbishop, Primate and Metropolitan of the Province of the Episcopal Church of the Sudan and Bishop of the Diocese of Juba (the Archbishop) has a long-standing vision for the establishment of an ECS University specifically offering educational and academic excellence in accordance with a Christian worldview.

The ECS regards the establishment of the proposed university as providing opportunity for strengthening and extending the important relationship between proclamation evangelism and Christian social action and thus becoming more fully part of the missio Dei - the action of God in the world. Accordingly, an ECS University is envisaged potentially to provide a tangible symbol of resurrection hope for the new nation of South Sudan. By determining that it shall be a university for the whole of the ECS Province of Sudan and be accessible to all who are qualified – irrespective of their religious stance - it will also stand for peace and unity.

Understood in the context of South Sudan's post conflict status, the highly ambitious vision to establish an ECS University is underpinned by the implicit acknowledgement that education is the principal solution not only to widespread poverty but also to a peaceful future; to moral and just government; to human resource development; to capacity building and the development of the vital knowledge economy of the country.

In order to ascertain the viability of the ECS’s vision for the establishment of a new university, the Archbishop invited Dr Ruth Eade a university academic and international education consultant from the UK, to form a volunteer Feasibility Study Team. Dr Eeva John (Academic Registrar, Trinity College Bristol), Professor Joanna Kozubska (Vice President UK at International Management Centres Association) and Professor Peter Haycock (Keele University) accepted the invitation and in April 2011 Dr Eade and Dr John visited Southern Sudan to undertake the necessary research.

From the outset it was recognised that should the ECS Provincial Synod decide to proceed to establish a university, it will need substantial seed funding. Therefore, this report is written for a variety of internal and external audiences, including

- members of the ECS: the Archbishop; Diocesan Bishops; other senior lay and ordained leaders; members of the Sudan Provincial Synod;
- relevant ministries of the Government of South Sudan (the GoSS);
- leaders of other Sudanese churches;
- international aid agencies;
- funding agencies and donors – corporate and individual; and
- non-governmental organisations.

Accordingly, given the diversity of the potential readership, it is unavoidable that the report contains information with which some readers, but not others, will already be familiar.

The status of the university Feasibility Study report is advisory and for the guidance of those ECS decision-makers who will ultimately determine whether the church should proceed to establish a new university.

The Purpose of the Study

The purpose of the university Feasibility Study is to assist the ECS in making an informed judgment about whether or not to proceed with the establishment of an ECS University.
The Context of the Study

The study was undertaken in southern Sudan immediately prior to the region becoming the newly independent country of South Sudan on 9th July 2011 and the newest nation within the worldwide Anglican Communion. The report was written after the country became independent and therefore refers to South Sudan. Independence has potentially set the country on a trajectory of hope. However, analysts predict that the political and social infrastructure and sustainable development needed for peaceful prosperity and long-term development will require funding from the international community.

School Education in South Sudan

In common with other post conflict countries, education is widely considered to be a core element of the peace premium for South Sudan. That the churches in South Sudan are perceived by agencies and the GoSS to have a role to play in future education provision is evidenced by its inclusion in a recent document, Building a Better Future for Education: Education for an Independent South Sudan. In this document UNESCO invites the international community, the churches, NGOs and civil society organisations to join with the GoSS and the major ministries involved in educational provision (the Ministries of Youth Sports & Recreation, Education, Higher Education, and of Science & Technology) in ensuring that future generations enjoy their right to education.

The problems related to continuity and progression of education in South Sudan closely coincide with the country’s civil wars. The creation of an independent Sudan in 1956 and the subsequent vigorous policy for Arabisation – imposed particularly on schools – profoundly challenged South Sudan’s African identity and disrupted schooling. The situation was further exacerbated by the 1962 Missionary Societies Act which curtailed the work of foreign missionaries in education and eventually led to their expulsion in 1964. The consequence was that many of the schools started by missionaries could not continue. Subsequently, the civil wars deprived generations of access to formal education resulting in an estimated illiteracy rate in South Sudan of between 80% and 90% - one of the highest in the world.

In 1980 southern Sudan had approximately 800 primary schools many of which were established during the Southern Regional administration (1972–81). However, the second Sudanese civil war (1983–2005) destroyed many schools, although the SPLA operated schools in areas under its control. Nevertheless, many teachers and students were among the refugees who fled the ravages of war. Today many of the schools operate outside in the open, or under trees, due to the lack of built classrooms.

Following the destruction of the country’s infrastructure, there are major geographical disparities in the quality of educational provision across South Sudan’s states. Many schools were started by parents to provide schooling for their children. Consequently growth was haphazard and mothers with basic education became the teachers. Currently there are some voluntary initiatives seeking to address the problems, such as the USAID, which is currently supporting the use of radio as a means of delivering high quality education to children in South Sudan - including the disputed regions of Abyei, Blue Nile and Southern Kordofan. Some teacher and headteacher courses have been provided by the ECS, and the Mother’s Union has been instrumental in working with parents to set-up pre-schools where there is an emphasis on socialisation, developmental skills and play.

Further challenges arise from language differences. Schools controlled by the government during the conflict continued to use Arabic and those held by the SPLM continue to use English. Consequently, there is an increasing need to make educational provision for the considerable number of returnees and displaced person returning to South Sudan, speaking only Arabic.

Scaling up education provision to address the large out of school population, the massive shortage of qualified teachers, the need to improve the quality of teaching, the need for an advisory and inspection service and for a national education framework to deliver universal education, requires
both money and human resources. In addressing these needs GoSS faces significant funding issues including the short-term nature of financial aid in the context of the need for long term strategic planning. In 2010 aid represented 38% of the planned spending on education.

South Sudan comes at the bottom of most indicators for access to education. A recently released United Nations report states that children in South Sudan are more likely to die before the age of five than complete a basic education. However, the current estimate of a 1.3 million enrolment in South Sudan’s primary schools represents a four-fold increase over the 2005 figure. 2010 statistics indicate enrolment of about 34,000 children in secondary education with 1,600 in the final grade. The Go to School Campaign of 2008-2009, contributed considerably to an increase in enrolment. However, enrolment is relatively low when compared with the proportion of school-aged children in the country. Areas of disparity include age, gender, rural/urban, rich/poor. Currently, the specific needs of children with special needs/war disabilities are not being addressed.

It is estimated that only one in ten primary school pupils complete primary education and few enrol in secondary schools. The drop-out rate is mainly exacerbated by a large over-age population in primary schools – approximately 90%, and the home environment of girls which is frequently characterised by early marriage, domestic responsibilities and the tradition of educating sons before daughters. UNESCO’s research indicates that education can be highly instrumental in reaching illiterate or semi-literate adolescent girls and that this significantly benefits wider society. However, the challenges are particularly severe for girls. South Sudan has proportionately fewer girls going to school than any other country in the world. According to UNICEF, less than one per cent of South Sudanese girls complete primary education and only one schoolchild in four is a girl resulting in South Sudan’s female illiteracy rate being the highest in the world.

Primary education is available through government, Church and Islamic schools to South Sudanese children between the ages of six and thirteen years of age. The educational system of South Sudan is modelled on that of the Republic of Sudan, i.e. the 8 + 3 + 4 a system which has been in place since 1990. Accordingly, primary education consists of eight years, followed by three years of secondary education. On completion of primary education pupils are awarded the Basic School Leaving Certificate which indicates a measure of competency in Christian Religious Education, Arabic, English, Mathematics, Science, and Geography. This certificate is regarded as an important tool in gaining employment and necessary for those wishing to proceed to secondary education.

Secondary education covers the 9th, 10th and 11th grades and introduces science including chemistry, biology, physics, and geography. There is a particularly high drop-out rate from secondary school. The reasons are complex but invariable related to poverty, including inability to pay fees, purchase books or uniforms, and the need to provide for other family members.

Secondary school pupils passing a recognised School Certificate and who gain more than 50 % in six or more subjects are eligible for university entrance. In an attempt to standardise the wide range of certification currently on offer to South Sudan’s secondary schools, the GoSS has produced a new certificate intended to provide a common curriculum for all South Sudan’s Schools. However, since the associated textbooks and professional development for the teachers are not yet available, the implementation of a common curriculum is problematic. Vocational, primary and early year’s education is also under review by the GoSS.

Subsequent to the Comprehensive Peace Agreement (CPA) of 2005, training has been offered at various teacher-training centres. Since 2005 the pupil-teacher ratio for formally qualified teachers in southern Sudan has risen to 53:1 with the figure for the pupil-unqualified teacher ratio being 100:1. Current estimates indicate that there are up to 15,000 untrained teachers working in South Sudan’s schools. It is envisaged that an ECS University - with its proposed Faculty of Education - would potentially be instrumental in raising the standard of education in South Sudan through the provision of continuing professional development opportunities for serving teachers and through the training of new teachers.
In addition to addressing the lack of qualified teachers throughout the country, in seeking to establish a national framework for education, the GoSS faces three major, simultaneous challenges:

- the construction of additional classrooms where facilities already exist
- the repair of damaged schools
- the building of new schools to accommodate the increasing demand for education.

With regard to developing a National Framework for Education, the GoSS is currently embarked on a highly ambitious programme of education re-construction focused on the realisation of goals contained in South Sudan’s Development Plan and the Education Sector Strategic Plan. However, resources for achieving the plan’s goals are considerably limited and do not meet the increasing demand for education. The goals involved are as follows

- Proposed immediate increase in primary school net enrolment from 46% to 63%
- Proposed immediate expansion of secondary school enrolment by 100%
- Provide In-service and Pre-service training for seven thousand primary and nine hundred secondary school teachers
- Reduce the ratio of primary and secondary school children to textbooks from 4:1 to 1: 1 by 2015
- Construct four thousand primary school classrooms by 2013
- Construct 800 community and 80 boarding schools for girls by 2013
- Construct sixty seven new secondary schools
- Construct one (steel constructed) model secondary school in each of the ten states.

**Vocational Education in South Sudan**

The shortage of Vocational Training Colleges is primarily attributed to an historical emphasis on acquiring a university education rather than the acquisition of the practical skills. Accordingly South Sudan lacks Vocational Training College graduates capable of building, maintaining and developing its infrastructure, e.g. roads, houses, water treatment systems and sewage plants - as well as computer networks, telephone systems and electricity generating plants to power the entire infrastructure. Implementing such facilities will require a well trained, qualified workforce. Accordingly, more Vocational Training Colleges are needed.

**Higher Education in South Sudan**

At the independence celebrations held at Juba University, the nation’s President Salva Kiir Mayardit, acknowledged the centrality of higher education to the development of the new Republic of South Sudan when he said:

> I appeal to you all both academic staff and administrators of our public universities to put your minds together and come up with well studied recommendations and plans for strengthening our institutions, which must become the pillars of nation-building.

At the time of independence South Sudan inherited nine public universities. The country also has 16 private universities which, at present, have no government recognition. To address this unsatisfactory situation, the GoSS is planning to create a process for quality assuring in private universities: it also plans to pass a Higher Education Bill to regulate higher education institutions.

Because South Sudan is newly independent there are no officially validated statistics available relating to the need for a new university. However, it is estimated that in 2011 approximately 30,000 pupils who have been successful in gaining university entrance qualification, will not be able to find university places South Sudan. Joseph Ukel, South Sudan’s Minister for Higher Education, Science & Technology has said that creating sufficient university places is only one of the challenges the universities face: the other major challenge is finance. However, the GoSS’s proposed budget for 2011 does not include any money for the universities: nor is higher education
included in the list of the 60 important issues identified by the South Sudan 2011 Taskforce.

The overall current situation pertaining to South Sudan’s universities is of major concern in the context of the country’s need for development. Ideally – in addition to developing the potential of students – it needs universities which will produce leaders and managers with the capacity to manage the country’s economic and social development. Similarly, it needs university faculties with the potential to provide consultancy services to both the public and private sectors; engage in social and scientific research; and also contribute to the development of the country’s knowledge economy.

Currently, South Sudanese university degrees do not operate at UK honours degree level and, therefore, are not regarded as equivalent to those awarded by other universities. The table below shows a comparison of current Sudanese university programmes with international equivalents. Level 3 is a foundation year, with levels 4 to 6 comprising the 3 years of a standard BA(Hons) programme in the UK. Level 7 corresponds to taught postgraduate study.

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Sudan ordinary or honours degree</th>
<th>Sudan professional* honours degree</th>
<th>International/UK standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3a</td>
<td>3a</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3b</td>
<td>3b</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>4a</td>
<td>4a</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>4b</td>
<td>4b</td>
<td>6 (BA Hons)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>6</td>
<td>(Medicine L6)</td>
</tr>
</tbody>
</table>

* Professional = undergraduate masters, eg in Engineering or Pharmacy

**The International Context of Higher Education**

Key examples of current higher education institutions identified by international aid agencies as having successfully contributed to their nation’s post conflict development through the implementation of specific, carefully focused curricula, include, *The Technion* in Israel, *The Kigali Institute of Technology* in Rwanda, and *Hargeisa University of Development Studies* in Ghana.

A university’s international dimension - as represented in student enrolment and faculty membership - are increasingly important as a means of determining the ranking of universities in world league tables. Current research evidence clearly shows that the world’s best universities enroll significant numbers of foreign students and employ foreign faculty in their search for the most talented. Examples include Harvard University, with 30 percent international students; Oxford University 36 percent; Cambridge University 33 percent.

International collaboration is also considered to be of significant importance in determining the caliber of a university. The Anglican Communion, as a worldwide network, offers possibilities for international collaboration and exchange through bodies such as the Colleges and Universities of the Anglican Communio (CUAC) and the Cathedrals Group of universities in the UK.
UNESCO’S *World Declaration on Higher Education* (1998) check-list identifies that a university should:
- be equally accessible to all who have the qualifications/potential to benefit from a university education
- be part of a seamless educational system starting from childhood
- provide for lifelong learning,
- be relevant to society
- provide diverse educational models
- provide for essential staff development
- ensure quality
- be student-centred
- ensure women’s participation
- embrace the potential of Information Technology and networking

**The Episcopal Church of Sudan (ECS)**

In 1976 Sudan was separated from the Province of the Middle East and became the autonomous Episcopal Church of Sudan. Despite the recent separation of southern and northern Sudan, the Anglican Province of Sudan remains. Accordingly, the stated intention is that an ECS University would serve both Sudan and South Sudan.

Christian missionary work in southern Sudan was significantly forwarded when in 1903 Archibald Shaw resigned from his Bishopric of Bath and Wells Diocese, UK, and began the pioneer missionary work of the Gordon Memorial Sudan Mission and was instrumental in the expansion and consolidation of Christianity in parts of southern Sudan allotted to the Anglicans by the government. In 1904, General Wingate awarded the Church Missionary Society exclusive mission spheres located mainly in Equatoria Province and areas in the White Nile Province.

Bishop Llewellyn Gwynne became the bishop of the new Diocese of Egypt and the Sudan in 1920. Bishop Gwynne founded the Unity High School in Khartoum in 1928 and dedicated the first church building at Atbara Railway Station a year later. In 1937 he laid the foundation stone for a lepers’ church in Lui.

In 1938 the first revival movement started in Yambio as the result of Richard Jones and impacted on the Sudan/Uganda border areas. As a result, a strong Christian church developed amongst the Bari, Lendu and Kakwa peoples. It was from such beginnings that the first substantial body of Sudanese clergy and bishops emerged.

In contrast to much of the Anglican Communion, Christianity in South Sudan is growing numerically. Currently, the ECS has an estimated membership of 5 million spread across 31 dioceses, many of which are geographically small due to limited transportation. The whole of South Sudan has approximately 100 km of paved roads - half in the capital, Juba: the other half on Chinese-run oilfields. Whilst in many parts of Africa dissatisfaction with Anglicanism has resulted in a growth in the Pentecostal Churches, in South Sudan the development of a vernacular liturgy - plus a decisive shaping of what it means to be Anglican in a Sudanese context - have contributed to the development of a relatively cohesive and numerically growing ECS. During, and following, the Civil Wars, many southern Sudanese recognised their church communities as an alternative to the families they had lost.

The ECS collectively – as well as some individual dioceses - is currently linked with several overseas dioceses and organisations including:
- The Diocese of Salisbury, UK
- The Diocese of Southwestern Virginia, USA
- The Diocese of Bradford, UK - linked with the four northern Dioceses of Khartoum, Kadugli, Port Sudan and El Obeid
• The Diocese of Missouri in USA - linked with the Diocese of Lui
• The Diocese of Chicago, USA - linked with the Diocese of Renk
• The Diocese of Bethlehem, USA linked with the Diocese of Kajo Keji)
• The Sudan Church Association in UK
• AFRECS - American Friends of the Episcopal Church of Sudan
• A group in Salisbury Diocese which is fundraising to build a school in Kadugli Diocese
• HART Humanitarian Aid Relief Trust
• St. Michael's Episcopal Church in Barrington, USA - linked with Renk Theological College and the Diocese of Renk

The ECS recognizes an ECS University as potentially embodying the opportunity and responsibility of the church to contribute to the sustainable development of South Sudan. Through its Diocesan network of Bishops and other leaders the ECS envisages enhancing its emphasis on the social gospel. Accordingly it plans, wherever possible, to collaborate with the GoSS in delivering its National Development Plan. The Under Minister for Higher Education of the GoSS, Mou Mou Athian, indicated that the government would potentially be supportive of an ECS University with a Christian foundation and to its partnership in furthering higher education, development and decentralisation.

The Scope and Basis of the Research

The scope of the university Feasibility Study was principally determined by the Archbishop’s remit which identified the need to:

• Interview a range of people with the relevant first hand knowledge and information.
• Visit existing ECS theological colleges and other ECS sponsored academic and training institutions to assess their potential for further development as the basis of the proposed university (see Appendices for information regarding these institutions).
• Visit those sites available to the ECS which might prove valuable in establishing the proposed university.
• Investigate the options available to ECS in establishing a new university
• Identify which university faculties should initially be established in addition to:
  - Theology
  - Agriculture and Community Development
  - Administration
  - Medicine
  - Education
• Investigate the various ways in which an ECS University could be funded.

Early analysis of the Feasibility Study data indicated the strongly held belief that - whilst finance was recognised to be an important consideration - the viability of an ECS University should primarily be determined in the context of the ECS’s calling to nurture and form Christian leaders for South Sudan. This was regarded as a means of ensuring that Christian values and principles will permeate the process and outcomes of the development of South Sudan. The Feasibility Study was therefore undertaken in accordance with this premise, without losing sight of the highly significant implications of finance and other major factors involved in the establishment of an ECS University.

A second premise that has been taken for granted is that investment in education is the most effective means by which post conflict countries are able to build peace and the social and political capital that is necessary for sustained development. This is supported by the UN Millennium Development Goals and by the 2011 UNESCO Global Monitoring Report which cites evidence indicating that aid is most effective in promoting rapid progress in post-conflict countries when it is focused on strategies for developing education. Accordingly, the Feasibility Study Report is based
on the implicit understanding that the potential impact of the anticipated outcomes of a successful ECS University would far exceed the level of financial investment.

**Overview of the Research Methodology**

An ethnographic methodology was adopted which involved guided conversations with research participants, using a series of key open questions, the composite answers to which formed the evidence base for the research. This enabled the researchers to access the authentic, indigenous voice of a wide range of people at first hand, articulating their vision for an ECS University.

The overall integrity of the university Feasibility Study and report derives from the authenticity of the account upon which the analysis is based. In order accurately to convey the closest approximation to the evidence, the verbatim responses of contributors were used to inform the research.

Interviews were held with a wide range of people, including senior ECS, government and education personnel, priests, laity, groups of intellectuals and students across approximately a third of the Province’s Dioceses. Visits were also made to four universities – Juba University, St Mary’s University, Juba; the Christian University of Uganda, and St Paul’s University, Kenya. Because visas were obtainable only for southern Sudan, a comprehensive questionnaire was sent to twenty key people in northern Sudan to facilitate their contribution to the university Feasibility Study.

Since the data yielded by the university Feasibility Study research strongly accorded with the view of the Archbishop, namely that an ECS University should be geographically dispersed, the study focused primarily on that preference. However, the report also sets out alternative university models for consideration.

**Qualifications and Validity of the Research**

Because South Sudan is a new nation currently engaged in establishing administrative processes, it was not possible to obtain officially validated statistics in order to produce a market analysis to support/test the data yielded by the ethnographic methodology. Nevertheless, some deductions have been made from information gathered from a variety of sources – including the guided conversations - which have led to the conclusion that a university is necessary since there is currently a lack of university places in South Sudan: a situation which can only be further exacerbated as schooling becomes more universally available throughout the country.

The report acknowledges that need must be differentiated from viability and feasibility. Therefore - in addition to quality assurance issues - the report identifies that the realisation of the university is dependent on the capacity of the ECS to access seed funding from grant-making bodies. Consequently, in support of such applications, the ECS will need to draw up business, financial, marketing and strategic plans identifying the external and internal factors involved in bringing the university project to self-sustained fruition.

The possibility of the ECS establishing an ecumenical university in partnership with another member(s) of the Sudan Council of Churches was not widely explored as part of the university Feasibility Study. This aspect was considered to be a matter for determination by the ECS and to explored with other church leaders should it be deemed appropriate.

On the basis of the research evidence relating to issues such as the admissions policy and staffing policy for an ECS University, this report assumes that the ECS will decide to establish a university with a Christian foundation – as opposed to a Christian University: an issue which is discussed in this report.

The evidence base for this report was compiled using material and information from a wide variety of sources and also from people to whom the researchers are indebted for their co-operation and contribution. Within the available parameters, every attempt has been made to ensure the reliability of the information contained in this report.
METHODOLOGY

The University Feasibility Study research was undertaken in accordance with Archbishop Daniel’s remit which included requests that the Feasibility Study Team should:

1. Interview people with the first hand knowledge and information necessary to the overall authenticity and integrity of the report.

The Feasibility Study Team responded to this requirement by interviewing 160 people in nine dioceses: Juba, Wau, Yambio, Kajojeji, Yei, Maridi, Mundri, Lui and Rokon. Because visas to enter Sudan via Khartoum were not granted, the Team was regretfully unable to conduct interviews in northern Sudan. However, as part of the overall consultation process, a comprehensive questionnaire was sent to twenty key people in the North, to facilitate their contribution to the University Feasibility Study.

The research methodology was based on guided conversation techniques, using a consistent series of open questions. This methodology was regarded as preferable to a market research model since it contributed to the indigenous authenticity of the University Feasibility Study Report by recording and reflecting the views of individuals and groups.

The following questions were explored in the conversations, with some variations, depending on the context and the nature of the participants:

• How do you perceive the aspiration of creating a Christian university in Sudan?
• What would be your vision for a university? What would it look like in 10 years?
• Who would be attending? Who would the students be?
• How would the university be staffed? What issues does staffing raise?
• What facilities are particularly crucial?
• What would the curriculum include? Which subjects should be taught? Is there priority order for establishing faculties?
• How would the Christian identity of the university be expressed – in the curriculum, in the recruitment of staff, in admissions policies?
• Where should the university be located? What issues does location raise?
• What should the university be called?
• How will the university be financed long-term? Will people be able to afford the fees?

In different settings, each of these questions gave rise to more in-depth exploration of the issues underlying the questions that were raised.

2. Visit the existing Theological Colleges of the ECS and other Church sponsored academic/training institutions to assess their potential for further development.

In fulfilling this requirement the Feasibility Study Team visited Theological Colleges in South Sudan and other academic and vocational training institutions where they interviewed key members of staff as well as students. These are listed under Evidence Base below.

3. Visit those sites available to the ECS which potentially might prove valuable in the context of establishing the proposed university.

When carrying-out the research throughout South Sudan, the Feasibility Study Team viewed various sites/properties owned by the ECS and discussed their potential for development with Bishops and other key local personnel. These are listed under Evidence Base below.

Furthermore, the Archbishop hoped that, as part of the research carried out as indicated above, the Feasibility Study Team would
4. **Investigate the options available for establishing a new university**

Research participants were asked about how they envisaged the proposed university being structured within the context of maximizing the benefit that the proposed university would bring to the development of the nation. In some guided conversations research participants were invited to envision a university in ten years’ time. There was a general acceptance that such a timeframe was realistic and appropriate. However, it was also recognised that, in order for the project not to lose momentum, it was vital that the university should be significantly progressed within the next five years.

5. **Identify which university faculties should initially be established**

In his remit to the Feasibility Study Team, Archbishop Daniel indicated a basic need for certain academic faculties to be established (see *Introduction* above). In engaging with stakeholders, however, the Feasibility Study Team did not offer any suggestions as to what the academic faculties should be, but explored stakeholders’ views using open-ended questions.

6. **Investigate the various ways in which the proposed University could be funded**

While the Feasibility Study was carried out at the invitation and request of Archbishop Daniel, one of the purposes of the study was to gauge ‘bottom-up’ support for a proposed university and appreciation of the challenges involved. The Study Team was impressed with the sense of realism and determined hope of the participants.
**EVIDENCE BASE**

**People**

Individuals and groups with whom the ECS Feasibility Study Team met are listed below in order of organisation. Where a number of individuals are listed together, the Feasibility Study Team met with them as a group.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Position / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop Daniel Deng</td>
<td>Episcopal Church of Sudan</td>
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</tr>
<tr>
<td>Simon Peter</td>
<td>ECS SUDRA</td>
<td>Programme Manager</td>
</tr>
<tr>
<td>Mary</td>
<td>ECS SUDRA</td>
<td>Community Mobiliser</td>
</tr>
<tr>
<td>Benjamin</td>
<td>ECS SUDRA</td>
<td>Education Officer</td>
</tr>
<tr>
<td>Revd Moses Kose Simon</td>
<td>ECS Juba Diocesan Office</td>
<td>Diocesan Secretary &amp; BGC Board</td>
</tr>
<tr>
<td>John Augustino Lumori</td>
<td>ECS Provincial Office</td>
<td>Acting Provincial Secretary</td>
</tr>
<tr>
<td>Emmanuel Lomoro</td>
<td>ECS Provincial Office</td>
<td>Education Coordinator</td>
</tr>
<tr>
<td>Bishop Enock Tombe</td>
<td>ECS Diocese of Rajaf</td>
<td>Rejaf Diocese</td>
</tr>
<tr>
<td>Bishop Moses Deng</td>
<td>ECS Diocese of Wau</td>
<td></td>
</tr>
<tr>
<td>Andrew</td>
<td>ECS Diocese of Wau</td>
<td>Diocesan Communications Officer</td>
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<tr>
<td>Bishop Peter Munde</td>
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<tr>
<td>Diocesan Finance Committee</td>
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<td>6 Individuals</td>
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<td>Bishop Anthony Poggo</td>
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<td>Bishop Hilary Luate</td>
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<td>Bishop Justin Badi</td>
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<td>Bishop Francis Loyo</td>
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<tr>
<td>Bishop Bismark Avokaya</td>
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<tr>
<td>Bishop Stephen Dokolo Chaplain</td>
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<td>Bookseller</td>
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<tr>
<td>Diocesan Secretary</td>
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<td>Dean of the Cathedral</td>
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<tr>
<td>Canon Philip</td>
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<td>Canon Morris</td>
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<td>Canon Joseph</td>
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<td>Principal-elect BGC</td>
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<tr>
<td>Revd Simon Lual Bang</td>
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<td>Students of BGC</td>
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<td>BGC visioning session</td>
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<td>Jacob Haasnoot</td>
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<td>Theology Lecturer</td>
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<tr>
<td>Jackson Bullen</td>
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<td>Revd Dr Paul Issa</td>
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<tr>
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<tr>
<td>Staff (7)</td>
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<tr>
<td>Revd Levi Mayele Matatia</td>
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<tr>
<td>Clement Auyuku (Dip)</td>
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<tr>
<td>Revd Uriah Jakayu</td>
<td></td>
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</tr>
<tr>
<td>Joel</td>
<td>Yei Teacher Training College</td>
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<tr>
<td>Milka</td>
<td>Reconcile, Yei</td>
<td>Programme Manager</td>
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<tr>
<td>Principal</td>
<td>Yambio secondary school</td>
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<tr>
<td>Principal</td>
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<tr>
<td>Joyce</td>
<td>Yei Vocational Training College</td>
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</tr>
<tr>
<td>Ben Beninyo</td>
<td>The Catholic Archdiocese of Juba</td>
<td>Education Coordinator</td>
</tr>
<tr>
<td>Severino Fajala</td>
<td>University of Juba</td>
<td>Deputy Vice-Chancellor</td>
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<tr>
<td>Mou Mou Athian Kuol</td>
<td>GOSS, Ministry of Higher Education, Science &amp; Technology</td>
<td>Under Secretary</td>
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<tr>
<td>Charlie Goldsmith</td>
<td>Booz</td>
<td>Consultant</td>
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<td>Elger Nieuwhuis</td>
<td>Malaria Consortium</td>
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<tr>
<td>Young people (ca 14)</td>
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<tr>
<td>Abraham Bandera</td>
<td>Former Gen Sec of SCC</td>
<td></td>
</tr>
<tr>
<td>Wesley</td>
<td>Working for UN in Liberia</td>
<td>All from Mundri</td>
</tr>
<tr>
<td>Ruth</td>
<td>Pastor and MRDA</td>
<td></td>
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<tr>
<td>Scopas Elias</td>
<td>Educational Consultant</td>
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<td>Sudanese students</td>
<td>Uganda Christian University</td>
<td>Info about UCU and how it works</td>
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<tr>
<td>Chaplain</td>
<td>Uganda Christian University</td>
<td>Insight into growth of UCU</td>
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<tr>
<td>Joseph Galgalo</td>
<td>St Paul’s University Limuru</td>
<td>Vice Chancellor</td>
</tr>
<tr>
<td>Esther Mombo</td>
<td>St Paul’s University Limuru</td>
<td>Deputy Vice Chancellor</td>
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<tr>
<td>Samuel Githuku</td>
<td>St Paul’s University Limuru</td>
<td>Dean of Theology</td>
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<td>Organisation</td>
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<td>Emily Onyango</td>
<td>St Paul's University Limuru</td>
<td>Dean of Students</td>
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<td>Chaplain</td>
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<tr>
<td>Nyokabi Kamau</td>
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<td>Head of Arts and Social Sciences</td>
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<tr>
<td>Rosemary Ndegwa</td>
<td>St Paul's University Limuru</td>
<td>Librarian</td>
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<tr>
<td>Daniel Aswani</td>
<td>St Paul's University Limuru</td>
<td>Head of Business and ICT</td>
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<tr>
<td>James Mururi</td>
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<td>Senior Administration Officer</td>
</tr>
<tr>
<td>Charity Irungu</td>
<td>St Paul's University Limuru</td>
<td>Head of Development Studies</td>
</tr>
<tr>
<td>Zablon Bundi Mutongu</td>
<td>St Paul's University Limuru</td>
<td>Director of Lifelong Learning &amp; Leadership Development</td>
</tr>
<tr>
<td>Mr Njao</td>
<td>St Paul's University Limuru</td>
<td>Senior Finance Officer</td>
</tr>
</tbody>
</table>

**Educational institutions**

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<tr>
<th>Diocese</th>
<th>Institutions</th>
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<tr>
<td>Juba</td>
<td>• Bishop Gwynne College (BGC)</td>
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<tr>
<td></td>
<td>• University of Juba</td>
</tr>
<tr>
<td>Wau</td>
<td>• ECS Primary School</td>
</tr>
<tr>
<td></td>
<td>• Secondary School</td>
</tr>
<tr>
<td>Yambio</td>
<td>• Bishop Yeremaya Episcopal Evangelical Training College (BYEETC)</td>
</tr>
<tr>
<td></td>
<td>• Vocational Training Institute (not yet opened)</td>
</tr>
<tr>
<td></td>
<td>• ECS Primary School</td>
</tr>
<tr>
<td></td>
<td>• ECS Secondary School</td>
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<tr>
<td>Kajoceji</td>
<td>• Bethlehem Tailors’ Training Centre</td>
</tr>
<tr>
<td></td>
<td>• Lulu Group Centre</td>
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<tr>
<td></td>
<td>• Canon Benaiah Poggo College</td>
</tr>
<tr>
<td>Yei</td>
<td>• Yei Teacher Training College (YTTC)</td>
</tr>
<tr>
<td></td>
<td>• Yei Vocational Training College</td>
</tr>
<tr>
<td></td>
<td>• Reconcile</td>
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<tr>
<td>Maridi</td>
<td>• Chaima Christian Institute</td>
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<td>Mundri</td>
<td>• Bishop Ngalamu Theological College (BNTC)</td>
</tr>
<tr>
<td>Lui</td>
<td>• Hospital</td>
</tr>
<tr>
<td></td>
<td>• Lui Health Training Institute (closed)</td>
</tr>
<tr>
<td>Rokon</td>
<td>• Site</td>
</tr>
</tbody>
</table>
Available sites

Possible sites – in addition to those of existing institutions’ campuses - for locating university faculties were viewed in

- Wau (a site outside the town, by the river Jur)
- Yambio (Bishop Yeremaya Episcopal Evangelical Training College)
- Yei (former Bishop Allison Theological College site)
- Mundri (Bishop Ngalamu Theological College)
- Rokon.
FINDINGS

This section reports

- The coherent motivation for a new university
- the outcomes of the Feasibility Team’s observations with regard to existing institutions that the team visited;
- a summary of stakeholders’ participatory engagement in facilitated conversations about a range of aspects concerning the feasibility of establishing an ECS University.

The initial results of the Feasibility Study indicate that there is a strong motivation to establish an ECS University, and that there is significant coherence among the potential stakeholders regarding the direction that such a project should take. The research indicated that this motivation can be supported by (unofficially validated) estimates which suggest that in 2011 approximately 30,000 pupils, who have been successful in gaining university entrance qualifications, will not be able to find university places in South Sudan.

Survey of Existing Institutions

The table on the following page summarises key points regarding the institutions that were visited by the Feasibility Study Team. Bishop Yeremaya Episcopal Evangelical Theological College (BYEETC) and Canon Benaiah Poggo College and Bethlehem Tailors Training Centre provided written reports for the team. The Feasibility Team recognises the significant gaps in the findings as a result of our inability to visit Khartoum, Omdurman, Renk and Malakal and the institutions there. Shokai Bible Training Institute provided an Annual Report for 2009. Summary information about other institutions is provided in the Appendix.

By way of comparison and in order to gain some background, the Feasibility Study Team visited Juba University and met with the Deputy Vice Chancellor, Severino Fajalla. The return of the University from its location in Khartoum during the war has severely restricted its capacity in terms of physical infrastructure and human resources. Significant numbers of northern Sudanese staff did not relocate to the south. In Khartoum the University had grown to comprise 12 colleges and 22,000 students. In Juba, the infrastructure can only support 1,000 students. The Juba University website indicates that there were 1,840 students who enrolled in 2010-11. The colleges of the university are currently as follows:

- Education
- Medicine
- Applied and Industrial Science
- Natural Resources and Environment Studies
- Law
- Art, Music and Drama
- School of Management Sciences
- Computer Science and Information Technology

The Feasibility Study Team also met with the Education Coordinator for the Catholic Archdiocese of Juba. The Catholic Church has established two Catholic universities in Sudan. The Catholic University of Sudan was established approximately four years ago and has campuses in Juba, Wau and Malakal. St Mary’s University was established in 2008 and comprises two colleges, namely the College of Rehabilitation and the College of Teacher Training. At the time of meeting, there were approximately 60 students in total enrolled at St Mary’s University. The University had successfully negotiated the procedures for obtaining a Certificate of Registration from the GoSS. This involved agreeing a Memorandum of Understanding, Registration and receipt of a Letter of No Objection from GoSS. Currently there are no national guidelines for curriculum frameworks.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Awards Offered [Accrediting Body]</th>
<th>Campus and Facilities</th>
<th>Staffing and Curriculum</th>
<th>Finance and Partners</th>
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<tr>
<td>Canon Benaiah Poggo College, Kajo Keji</td>
<td>Certificate and Diploma in Theology, Certificate in Tailoring, Diploma in Teacher Education [Registered with GoSS in 2008]</td>
<td>The College was relocated from Arua, Uganda, to Kajo Keji in 2008. The 300 acre site and buildings are impressive. There are two large lecture rooms and a student dormitory, with most rooms equipped with beds. In addition there are two sets of terraced housing for up to 9 staff. There is a large library that is well stocked and managed by a librarian. There is an IT suite that runs on solar power and a generator. There is limited internet access.</td>
<td>The College bases its curriculum on that of the Uganda Christian University, with which it has links. In addition, Sudanese Church History, Church and Integral Mission and Theology and HIV are taught. The College aspires to establish programmes in Business Administration and in Community Development. Land is available for further development. The Certificate in Tailoring is taught through the Bethlehem Tailoring School set up by the Mothers’ Union.</td>
<td>The College is financed through fees, income-generating projects (especially hiring the College out for workshops), a Diocesan grant, contributions from individuals and from the following international partners: Hilfe für Bruder (Germany), Bringing Good News (UK), the Diocese of Bethlehem (USA), Feed the Minds and the Evangelical Literature Trust.</td>
</tr>
<tr>
<td>Yei Teacher Training College, Yei</td>
<td>Certificate in Primary Education</td>
<td>Established in 2002 at the invitation of ECS and the support of ACROSS, the site has grown to comprise a double classroom block, 2 dormitories, an administration block and a library. There are plans to expand this significantly – including a 3-storey classroom block and a multi-purpose hall, kitchen and dormitory for women students with children.</td>
<td>The College offers the curricula of Kyambogo University Uganda and that of the Ministry of Education Science and Technology South Sudan. There are crosscutting themes including children's rights, HIV-AIDS and microfinance. In addition, the College offers many short courses and workshops, including in-service training for teachers and headteachers, intensive language courses, and supervisors and inspectors courses. Staff are educated from Diploma to Masters level.</td>
<td>YTTC has a range of partners, including ACROSS (which continues to provide management services), the Stromme Foundation (Norway) and UNHCR. Student fees are a mainstay of the budget. The College is considering growing its own food and gains income from the short courses it hosts during the holiday period which are funded by the GoSS Basic Services Fund.</td>
</tr>
<tr>
<td>Institution</td>
<td>Awards Offered [Accrediting Body]</td>
<td>Campus and Facilities</td>
<td>Staffing and Curriculum</td>
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<tr>
<td>Bishop Gwynne College, Juba</td>
<td>Diploma in Theology [ St Paul's University, Limuru, Kenya]</td>
<td>BGC moved to a new site a year ago. Site contains a student dormitory, multipurpose teaching and dining room, a combined library and study space and latrines and washing buildings. The Principal’s house is complete; a second staff house is being built. Development plans are in place for a chapel and another staff house. The library continues to improve its significant stock through donations from partners. There are no IT facilities for students.</td>
<td>BGC follows the curriculum of St Paul’s University. In addition, agriculture, basic administration and development principles form part of the programme. A Foundation Course that includes English language teaching continues to be a need – but for which there are currently no resources. Until 2011, the College has had two full-time paid teaching staff and four volunteer staff from UK, Italy and USA. Sudanese staff are qualified to Masters level.</td>
<td>BGC aspires to become self-financing through fees and income generation (through renting property in Juba and encouraging investment on land adjacent to the site) – but has not yet reached this goal. BGC has partners in UK (Salisbury Diocese, Trinity College Bristol), the USA (Virginia Theological Seminary, Duke University and Berkeley Divinity School, Yale) and Germany (Hilfe für Brüder). Rev Trevor Stubbs acts as International Liaison Officer.</td>
</tr>
<tr>
<td>Bishop Yeremaya Episcopal</td>
<td>Certificate in Theology [ None]</td>
<td>Students have housing (tukuls) and land for cultivation. There is only one lecture room facility. The library has suffered from an infestation of ants that destroyed many books. With a better building the stocks have now risen to a total of 544 books (April 2011). There are no IT facilities for students. The Diocese has given the College land in three different zones, totaling 1,700 square metres.</td>
<td>The College is staffed through some full-time staff and many part-time staff who are priests in the Diocese. Most have Diploma qualifications, some have BTh, one is a Masters candidate, and another a PhD candidate. The Certificate programme takes 3 years to complete. The College offers streams in Zande and English. There is an aspiration to offer a Diploma programme with an expanded curriculum that would include public administration, project planning, ICT, French and Arabic. The curriculum is influenced by the College’s proximity to Uganda.</td>
<td>No financial information was available about BYEETC.</td>
</tr>
<tr>
<td>Institution</td>
<td>Awards Offered [Accrediting Body]</td>
<td>Campus and Facilities</td>
<td>Staffing and Curriculum</td>
<td>Finance and Partners</td>
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<tr>
<td>Yei Vocational Training College</td>
<td>Short courses [Registered with GoSS]</td>
<td>The College has several classrooms and workshops as well as a dormitory.</td>
<td>The Principal has a BA from Makerere University. There are short and longer term vocational training in carpentry and joinery; building and concrete technology; vehicle mechanics and driving tuition; electrical installation and plumbing. The College also offers a micro enterprise programme and a furniture production workshop.</td>
<td>The College was established in 2003 in partnership with CMS Ireland. For several years courses were funded by the Sudan Recovery Fund. More recently, UNHCR has funded programmes for Congolese refugees.</td>
</tr>
<tr>
<td>Chaima Christian Institute, Maridi</td>
<td>Various Certificates and Diplomas, including a Certificate in Theology</td>
<td>The Institute has excellent classroom and administrative office space. Students are local, so there is no need for accommodation.</td>
<td>There are 4 permanent full-time teaching staff. One-year certificates are offered in entrepreneurship, office practice and management, ICT and English. Two-year diplomas in business administration and development studies.</td>
<td>The total number of students in 2010-11 was 63. The Institute is supported by CMS Ireland and the Diocese of Down and Dromore.</td>
</tr>
<tr>
<td>Bishop Ngalamu Theological College, Mundri</td>
<td>Diploma in Theology</td>
<td>The College has recently resumed in the old buildings of BGC, having relocated from Khartoum. The classrooms were in use but in poor repair. The large and impressive chapel was not in use.</td>
<td>The Principal has recently established himself in Mundri to run the College.</td>
<td>The College had 16 students enrolled, although 2 of them had not been able to register because their churches had been burned as a result of intertribal conflict. The level of English language of the students was poor.</td>
</tr>
<tr>
<td>Institution</td>
<td>Awards Offered [Accrediting Body]</td>
<td>Campus and Facilities</td>
<td>Staffing and Curriculum</td>
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<tr>
<td>Yambio Vocational Training institute</td>
<td>None</td>
<td>There is a single classroom building.</td>
<td>None. The Institute hopes to open in 2011-12.</td>
<td>The building was constructed by funding from Finnchurchaid.</td>
</tr>
<tr>
<td>Kajo Keji Ecumenical Training Programme</td>
<td>None</td>
<td>There is a single building.</td>
<td>None. The institute is in its infancy: its purpose is to teach pastors practical skills for holistic mission.</td>
<td>CMS Ireland is the key partner for this project.</td>
</tr>
<tr>
<td>Lui Health Training Institute</td>
<td>None</td>
<td>Excellent facilities which were closed due to lack of funding.</td>
<td>None. The Institute is next to the Lui Hospital.</td>
<td>The Lui Health Training Institute was supported by Samaritan’s Purse, which had pulled out last year. The African Medical and Research Foundation (AMREF) has also supported the training of midwives at this Institute.</td>
</tr>
<tr>
<td>Bishop Allison Theological College</td>
<td>See appendix.</td>
<td>The College is currently located in Arua, Uganda, but a site in Yei is being held by the ECS.</td>
<td>See appendix.</td>
<td>CMS Ireland is a partner of this College. There appear to be difficulties concerning ownership of the Arua site that are affecting relocation and building of a new campus in South Sudan.</td>
</tr>
</tbody>
</table>
Location and Physical Infrastructure

The Feasibility Study indicated a widespread preference for a dispersed university with faculties located in appropriate geographical areas of South Sudan. Potentially, this model would

• capitalise on existing educational facilities
• capitalise on the specific specialisation(s) of particular regions
• contribute to regional development
• provide the opportunity for students from various tribes to study together

The University Feasibility Study Report recognises that appropriately informed exploration regarding the possibility of establishing a geographically dispersed university will necessitate taking full account of the timetable for, and the extent to which, South Sudan’s infrastructure is likely to develop. Clearly, the implementation of a dispersed geographical model is highly dependent on the extent of the development of road networks, transport and communications in South Sudan in the foreseeable and long-term future.

Although the majority of research participants favoured a geographically dispersed model for the proposed university, a few envisaged a central campus in Juba, even if some faculties were to be located elsewhere. Land in Juba, however, is becoming excessively expensive and rapidly less available. There are also proposals for establishing South Sudan’s capital elsewhere. The Feasibility Study Team was not provided with evidence of progress having been made to secure and maintain land ownership for the ECS in Juba. Currently the situation seems to be that if negotiation takes place with the local community, it is relatively easy to ‘claim’ land. The Feasibility Study Team could not ascertain the viability of this situation. However, it is clear that there is a sense of urgency with regard to making some strategic decisions about land for such a project, even if the development of the land is some way into the future.

The table below indicates some of the considerations that were raised about sites that were visited by the Feasibility Study Team. In addition, some creative proposals arose as part of the study:

• The possibility of offering a Foundation Programme in a number of locations around the country. This would mean that students could access a Foundation Programme relatively locally, and therefore with minimum cost. If the entrance examination for the university were to take place after completion of the Foundation Programme, then this would be a good means of widening access to the university without compromising standards.

• A proposal that had significant support was that the Faculty of Theology (or Divinity or of Theological Education) be named after Bishop Gwynne (for example, Bishop Gwynne School of Theology). It was further suggested that Mundri, for example, should be the main campus for degree level theological education. Other campuses could offer certificates and diplomas in locations which would be nearer to students’ homes. This would enable more pastors and church workers to be trained at lower cost. A final component of this proposal was that a Graduate School of Theology could also be established, perhaps in Juba. These suggestions are in line with the ECS Theological Education Commission’s four-tiered approach to theological education.

Conversations with an official from the Ministry of Higher Education revealed that the GoSS would welcome proposals for university campuses in rural areas of South Sudan.

While there was great enthusiasm for a dispersed model, the Feasibility Team recognises that distance and virtual learning approaches could complement or offer alternatives to a geographically defined model. This is discussed more extensively under Recommendations.

For further information and guidance on the above topic see full paper - “Alternative University Models – Distance and Virtual” at http://thames.me.uk/ECS/index.htm.
<table>
<thead>
<tr>
<th>Location</th>
<th>Advantages</th>
<th>Possible faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mundri</td>
<td>o Good basic infrastructure of buildings needing renovation and expansion</td>
<td>Theological education</td>
</tr>
<tr>
<td></td>
<td>o historical link to theological education (&quot;village of God&quot;)</td>
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<tr>
<td></td>
<td>o land availability</td>
<td></td>
</tr>
<tr>
<td>Yei</td>
<td>o YTTC, YVTC already well established</td>
<td>Education</td>
</tr>
<tr>
<td>Wau</td>
<td>o proximity to North Sudan and need to counter Arabisation</td>
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</tr>
<tr>
<td></td>
<td>o terminal of the Khartoum – Wau railway line</td>
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<td></td>
<td>o airport</td>
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<td></td>
<td>o capital of Bahr el Ghazal</td>
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<td></td>
<td>o there is a road to Uganda via Rumbek</td>
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<td></td>
<td>o the town is a multicultural centre, with no conflicts since CPA</td>
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<tr>
<td></td>
<td>o a large site is available out of town, by the river</td>
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<td></td>
<td>where a clinic and a church had already been built: the site is fully</td>
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<td></td>
<td>accessible by road.</td>
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<tr>
<td>Yambio</td>
<td>o fertile land available</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Kajo Keji</td>
<td>o some local enterprises already established (tailoring, Shea oil)</td>
<td>Entrepreneurship and Community Development</td>
</tr>
<tr>
<td></td>
<td>o Canon Benaiah Poggo College has excellent land, facilities, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>partnerships</td>
<td></td>
</tr>
<tr>
<td>Maridi</td>
<td>o Chaima Institute has good buildings</td>
<td>Peace Building and Trauma Counselling</td>
</tr>
<tr>
<td></td>
<td>o Land is available as well as electricity, water</td>
<td></td>
</tr>
<tr>
<td>Rokon</td>
<td>o Almost no infrastructure but with a history of good education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o History of intense fighting in the area makes it symbolically appropriate</td>
<td></td>
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<tr>
<td></td>
<td>place for rebuilding</td>
<td></td>
</tr>
<tr>
<td>Juba</td>
<td>o central for communications</td>
<td>University administrative centre</td>
</tr>
<tr>
<td></td>
<td>o proximity to other HE institutions</td>
<td>Business and Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate School of Theology</td>
</tr>
</tbody>
</table>

* NB other sites, notably Malakal, Bor, Bentiu, Lainya, Torit, Renk, Kadugli, Wad Medani, Post Sudan and Omdurman were not visited by the Feasibility Study Team, and therefore recommendations concerning them could not be made by the Study Team.
**Academic Infrastructure**

Research participants emphasised the need for excellent standards that would result in the university acquiring a good reputation with nationally and internationally recognised validation. Achieving this would entail the implementation of well-structured academic administration and organisation involving robust quality assurance mechanisms.

The Feasibility Study Team met with the Vice Chancellor of the University of Juba, the Education Coordinator of the Roman Catholic Archdiocese of Juba and the GoSS Minister for Higher Education in order to gain insight into the process that a proposed university would need to undergo in order to gain a University Charter. Clearly these processes are emerging as the new GoSS begins to establish its own higher education infrastructure.

**Name**

A few individuals strongly favour Bishop Gwynne University. Most others, however, preferred a neutral name, such as South Sudan Christian University. Bishop Gwynne, it was generally felt, could be retained as the name of the Theology Faculty (see above).

**Curriculum**

Participants in the study were asked which subjects they felt were of highest priority to include in the curriculum of a proposed university. Subjects fell into three categories:

a. suggested by almost all participants  
b. frequently mentioned  
c. suggested by just a few participants.

<p>| | |</p>
<table>
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| a. | • Theology / Ministerial Theology / Theological Education  
• Business, Finance and Management, including Entrepreneurship  
• Education / Teacher Training  
• Agriculture, including Entrepreneurship  
• Community Development / Development Studies  
• Health (Nursing, Medicine, Pharmacy) |
| b. | • Peace Building and Trauma Counselling  
• Law  
• Sciences  
• ICT |
| c. | • Vocational Training (Mechanics, Construction, Carpentry etc)  
• Economics  
• Arts and Cultural Studies – promoting and celebrating indigenous art and culture  
• Civil Engineering  
• Religious Studies (especially Islam)  
• Leadership  
• Social Sciences and Politics |

Some suggested that certain subjects could and should function as crosscutting themes. These included:

- HIV-AIDS prevention,
- peace building,
- community development
Participants agreed that the long-term goal would be to offer the full range of academic qualifications: Certificate, Diploma, BA, MA, PhD

It was felt that the curriculum should reflect the needs of South Sudan as it continues reconstruction and development following independence.

**Facilities**

Participants on the Feasibility Study stressed the need for excellent facilities. Many had experienced the good facilities at Uganda Christian University, St Paul’s Limuru and other African institutions, upon which their responses were based. Almost all participants agreed that the site(s) should be spacious, quiet and conducive to study with the possibility of agricultural activity – whether for growing food or as part of an income-generating scheme.

- Clinic on site for staff and students
- Library
- IT facilities
- Quiet, spacious environment conducive to study (probably out of town centres)
- Transport
- Good food
- Security
- Accommodation for students and their families
- Good staff accommodation

**Christian Identity and Inclusivity**

There was remarkable unanimity of understanding about the Christian identity of a proposed university. This may partly have been because many had experienced the UCU and St Paul’s Limuru (and other) models. In general there was a very strong feeling that having education at all levels with strong Christian foundations is important for the nation of Sudan / South Sudan as a whole. Such education would provide principled and morally motivated leaders to serve the country – a new generation of leaders who understand the need for justice and peace for Sudan. Such a university would need to benefit the whole country – not just the church.

In the facilitated conversations, participants were invited to identify how the university’s Christian identity would work in practice. Responses included the following dimensions:

The university would

- employ (mostly) committed Christians in governance and as teaching staff: this would need to be shown to be a ‘genuine occupational requirement’ in order to comply with equal opportunities legislation;
- establish values of accountability, stewardship and integrity through modeling by the faculty members and by stipulating certain codes of behaviour and Christian norms;
- offer a core curriculum for all students that could include basic biblical studies, Christian ethics, Christian worldview, integral mission and ‘health and holiness,’ as well as mathematics and English;
- establish a rhythm of communal prayer and worship for all Christian students;
- consider teaching subjects with a Christian perspective;
- employ Christian chaplains to serve the university community as a whole;
- employ Christian staff with the ability to be interpreters of the Gospel to the university community - through their work and lived-out lives.

Although most felt that they would prefer teaching staff to be Christian, it was acknowledged that there needed to be exceptions when, for example, a good quality teacher in a particular
subject who is a committed Christian could not be found. Furthermore, many felt that while it may be seen as an ECS initiative and foundation, it should be open to other denominations, and to collaboration with, for example, the Catholic Universities in Sudan.

**Students**

Research participants felt strongly that the proposed university should be open to students of all faiths. The aspiration is that the proposed university would eventually attract students from all over Sudan, from other African countries, and beyond. This was particularly relevant for locations near the borders of the Democratic Republic of Congo, the Central African Republic, Uganda, Ethiopia and Kenya.

Many research participants strongly emphasised the need proactively to recruit women students and to find out how the proposed university could be made accessible to women.

Particularly in relation to ministerial training, research participants hoped for a strong sense of community in the Theological Colleges. Accordingly, they identified the need for accommodation to be provided so that families and children of students being trained for Christian ministry would have the opportunity of growing-up in a Christian environment. This is in contrast to the current situation where children are often separated from their parents and can become estranged from the Church as a result.

**Finance**

Participants in the Feasibility Study were questioned as to how they envisaged the university to be funded – both in terms of establishing the university and of making the university financially sustainable in the long term. There was a significant coherence in participants’ responses that reflected what the Feasibility Study Team heard as a genuine understanding of the need for the proposed university to be self-sufficient in its financial underpinning, even if the early stages will require significant resources from international partners. A sustainable, break-even model of finance needs to be the goal, even if this is not achievable in the first instance. Some participants noted examples where this is currently not the case (Renk Theological College and Bishop Allison Theological College, for example).

Important factors that were articulated included the need for

a. ECS ownership: churches and provinces should contribute to the proposed university on a long-term basis.

b. a fees-based budget which would mean a possible change of culture from one of dependency on outside scholarships and bursaries to families finding the means for supporting children through higher education. Research participants suggested that families could be encouraged to sell one or two heads of cattle to generate fees, or students could be encouraged to be more entrepreneurial in their approach to funding their own education. An immediate aim of the proposed ECS University should be to set levels for student enrolment and the associated fees structure at a level which will enable the university to become self-financing in the shortest possible period of time.

c. income generation. Ideas for this included:
   • property investment
   • creating a university farm
   • work scholarships for needy but able students
   • business sponsorship
   • conference centre (e.g. in Juba)
   • running professional workshops for companies, organisations
   • maintaining guest houses (e.g. Maridi Guest House)
d. more marketable subject areas (such as business administration) to subsidise less marketable subjects (arts and culture or theological education)
e. partner funding to be sought for specific growth and development areas, eg solar energy, IT
f. approaching philanthropic wealthy individuals who share the vision of the proposed university
g. students to be able to grow their own food

**Admissions and Foundation Programme**

It was generally accepted that in order to maintain high standards, the entrance requirements must be stringent. The minimum requirement must be a stipulated level of achievement in the Sudan School Certificate. Students could be asked to sit an entrance exam, and, on the basis of this exam, be directed to a Foundation Programme or direct entry to a college. In most cases, students would need to do an English language course.

**University Staff**

Qualifications of staff must comply with and be recognised by GoSS Higher Education Commission. Research participants recognised that good employment conditions are vital for recruitment and retention of high quality staff. Elements that were mentioned were:

- Good local education provision for children
- Housing
- Continuing professional development (eg PhD)
- Healthcare (eg clinic on the campus)
- Pension scheme
- Research opportunities – including a good library and internet access
- Annual leave

There was a general feeling that there are many well-educated Sudanese individuals who therefore need to be attracted ‘back.’ Many may currently be abroad, but others are employed in other Sudanese universities, the GoSS, with NGOs as well as in the private sector.

While there is an assumption that the majority of staff needs to be indigenous, many expressed the desire and recognised the initial need for staff from other countries in Africa and beyond. There was a sense that the proposed university would benefit from an international dimension.

The minimum qualifications for teaching staff were considered by research participants to be as follows:

- BA for teaching up to Diploma level
- MA for teaching up to BA level
- PhD for Heads of Departments / Colleges

**Creating a New University**

This section gathers up some comments made by research participants during facilitated conversations about the possibility of establishing a Christian University in South Sudan / Sudan. In this Feasibility Study report they are recorded here as they were received.

“The church is recognised by the people and the GoSS as a force for peace and reconciliation.”
The church’s role in peace negotiations and in helping to make the elections in 2010 and the referendum in 2011 successful is widely recognised."

“The aim of Christian university is to provide God-fearing citizens who serve the country – a new generation of leaders who understand the need for justice and peace for Sudan. The job of the university would be to equip and commission – not ‘keep’ people in the church.”

“Training Sudanese people abroad is much too expensive and de-culturalises them. It is important to be educated within a local perspective and context. With regard to theological training especially, the South will need to resource the north when the two countries separate.”

“It is anticipated that there will be a considerable shortage of university places in South Sudan in the foreseeable future. Following independence, and the consequent security which it is envisaged that will engender, it is expected that many more students will wish to avail themselves of a university education. Currently, the insufficient number of university places in South Sudan results in students being unable to access a university course per se, or going to universities outside of the country. This is not only expensive, but contributes to university education being considered elitist. It is important to have a Christian University that will give less well-off students access to higher education. Currently only those students who can afford to go abroad get a (Christian) university education. Despite the existence of Catholic universities, the perception is that there are no Christian universities in Sudan.”

“The shortage of university places in South Sudan is also instrumental in breaking-up families on a continent which has much to teach the rest of the world about family and communal life. Accordingly, it is imperative that Sudan has more university places.”

“The university should grow gradually and build on the experience of other colleges.”

“A university is needed in order to create aspiration at secondary school level – currently students drop out because they don’t see any future beyond school. It is important to educate people about the value of education. Similarly there needs to be a change of culture that stops people looking for short courses that are a ‘quick fix’ to accessing jobs, rather than investing time in higher education longer term.”
RECOMMENDATIONS

The following Feasibility Study Report recommendations represent an amalgam of the findings of the Feasibility Study Team's visit to South Sudan, independent research carried out by members of the team and the experience of higher education that they bring. The Team anticipates and hopes that the recommendations will be regarded as catalysts for further participatory discussion and planning towards an ECS University in South Sudan.

Establishing a University that Embodies Quality and Excellence

The goal of establishing a new ECS University should be pursued. Furthermore, the aim must be to create a university of the highest calibre that is recognised as such nationally, regionally and internationally. While this is an ambitious aspiration, the Feasibility Team considers that the establishment of quality provision must determine the pace and strategy of growth: beginning with small but high quality faculties which have the capacity to deliver high standards, is preferable to rapid expansion.

Hallmarks of Quality Higher Education

The formal recognition of a university as a high quality institution is not a matter for internal designation, but is externally determined on the basis of a university’s proven track record. League tables are based on global data collected from across a wide spectrum of the life and work of universities, including academic achievement and standards, peer review, recruitment of graduates, numbers of international students and international faculty members, research performance of faculty and alumni, and receipt of international awards such as Nobel prizes.

In the context of an ECS University there will be a need to ensure that the quality hallmarks - identified by the university as typifying the education which it offers - are consistently present across all its faculties.

Research into how universities achieve high quality status indicates that it is the outcome of a process underpinned by structured visionary planning and a corporate culture dedicated to attaining excellence. Because each university is unique and responds to its own cultural context, there can be no single blueprint for creating a high quality university. However, such institutions share a number of important common factors including:

• making a significant contribution to the advancement of knowledge through research;
• delivering innovative curricula and teaching methodology;
• providing excellent facilities and resources;
• recognising research and making it an integral component of undergraduate teaching;
• producing outstanding graduates resulting from the provision of strongly competitive environments.

Underpinning such quality outcomes, are five key characteristics that have been identified by the World Bank’s research as comprising:

• autonomy
• academic freedom
• capable students
• well qualified faculty
• researchers

The major implications of this research - relative to the establishment of an ECS University - are that it should be capable of:
implementing a form of governance which encourages strategic vision, mission, direction, innovation, flexibility and questioning of the status quo;
• creating an environment which promotes quality teaching and learning and assists the conduct of advanced research;
• creating a critical mass of well qualified staff capable of attracting funding for leading-edge teaching and research.

The Need for an International Dimension

As discussed elsewhere in this report, attracting foreign faculty members, students and researchers to a university is widely considered to be an excellent way of achieving and maintaining a high quality university and is increasingly regarded as an important determinant of a university’s excellence. Widespread evidence indicates that to attract foreign faculty requires attractive employment contracts – short or medium term. Such an initiative can be immensely instrumental in the overall development of a university - including the creation of graduate programmes and new research: thus giving the host university competitive advantage.

Another strategy used by many universities seeking to benefit from the input of foreign faculty and students, is the formation of partnerships with top universities in other countries. The National University of Singapore, for example, has formed strategic alliances with Harvard, Duke and John Hopkins Universities in the US, Eindhoven University of Technology in the Netherlands, the Australian National University and Tsinghai University in China.

The employment of foreign nationals in a university can sometimes offend national sensitivities and imply a sense of lack of national self-sufficiency. Relative to this, the Feasibility Study research indicated acceptance amongst research participants of the need for some posts in a proposed ECS University to be filled by foreigners, but with the proviso that South Sudanese and Sudanese should be appointed to senior posts in order to provide role models. This view reflects the position whereby very few countries, globally, have undertaken international recruitment searches for the highest university posts - irrespective of this being a recognised means of developing high quality institutions.

Relative to the development of an international dimension the ECS could consider establishing global partnerships with other Anglican universities. Accordingly, consideration could be given to the possibility of the university joining the following organisations:

• The Colleges and Universities of the Anglican Communion (CUAC). This organisation comprises a worldwide association of one hundred and twenty Anglican higher education institutions in America.

• The Cathedral Group of universities, UK - all of which have a Christian foundation.

Conforming to National Standards

The new GoSS is in the process of establishing a regulatory framework for quality assurance of higher education that will apply to both public and private universities. In practice, compliance with the GoSS’s regulatory requirements will potentially be advantageous to the ECS. It will not only assist the ECS in setting goals for the university, but also - in marketing terms - will indicate the university’s commitment to providing quality.

Relative to the proposed establishment of a geographically dispersed ECS University, compliance with GoSS regulations and requirements will need to be consistently implemented across all constituent faculties. In practice, regulatory compliance with these regulations is not a one-off matter: it is ongoing. Therefore, it will require the formulation and implementation of policies and practices focused on ensuring regular monitoring, evaluation and review procedures across all the university’s faculties.

For further information and guidance on the above topic(s) see full paper - “Challenges of Establishing a Quality ECS University” at http://thames.me.uk/ECS/index.htm
Governance

It is recommended the ECS should

- make contact with the Panafrican Institute of University Governance, based in Yaoundé – Cameroon.
- determine the extent to which ECS has the capacity to ensure quality governance of the proposed university by drawing upon both internal and appropriate external sources.
- give consideration to the adoption of a shared governance model and produce the policies which will ensure its effective implementation and continuance.
- identify the processes and procedures necessary for setting-up a Shadow University Governing Council
- identify possible members of both the Shadow University Governing Council and substantive University Governing Council - based on their relevant knowledge, experience and skills - relative to establishing an ECS University
- research ways in which the university’s geographically dispersed faculties can be facilitated in their representation on, and active participation in, the University Governing Council.

This section offers some guidance regarding good practice in establishing and maintaining effective governance structures for a proposed ECS University.

Initially, the establishment of a new university involves the creation of a Shadow University Governing Council to steer the proto-university through the strategic planning process and implementation processes leading to the launch of a formally registered university. Subsequently, it will be necessary to establish a substantive University Governing Council with the powers and responsibilities necessary for the effective oversight and strategic development of the university.

Although there may be some overlap in the membership of the shadow and substantive University Governing Councils, because the requisite skills and experience required to set-up a university are substantially different from those required to lead a university, membership of the substantive University Governing Council is likely to be significantly different. When establishing both the shadow and substantive University Councils it will be essential for the ECS to implement a robust interview and selection process in order to ensure that Council membership is comprised of those who, individually and collectively, possess the skills and experience required successfully to establish and effectively govern a university.

Since the University Governing Council would be responsible for the overall oversight and strategic development of the university, the Feasibility Study Report recommends that the ECS should ensure that the university’s Instrument of Government facilitates a membership representing a broad spectrum of interests. Therefore - in addition to the statutory membership, consideration should be given to facilitating membership of the GoSS’s Ministry of Higher Education, and other higher education institutions - including schools. All University Governing Council members will need to be able to contribute relevant skills and experience and have the time to be properly acquainted with the life and work of the university. This is in order that the Council’s decisions would have integrity and carry the necessary conviction.
Quality governance plays an important role in creating and maintaining excellence in a university by

- embodying democratic principles and values, transparency and accountability
- recruiting inspiring and persistent leaders
- offering a strong strategic vision of where the institution is going
- articulating and maintaining a philosophy of success and excellence
- encouraging a culture of constant reflection, organisational learning and change.

However, because there is no international blueprint for university governance, detailed governance structures must be created in the context of the culture and legislative framework of South Sudan. Accordingly, the ECS is advised to refer to the work of the Panafican Institute of University Governance, launched during UNESCO’s 2009 Conference on Higher Education. This Institute maintains that African universities can only develop if they succeed in designing their own policies and procedures whilst taking international standards into consideration. The Institute’s principal aim is the modernisation of all aspects of university governance centred on the following challenges to which the Feasibility Study Teamn anticipates the ECS will wish to aspire:

- Improvement and development of all the practices contributing to the smooth running of higher education in Africa;
- Implementation of efficiency and associated practices;
- Rationalisation and realisation of the mission of universities;
- Strategic pooling of resources and the exchange of good practice;
- Realisation of an African community of higher education which transcends language barriers.

A University Governing Council that embraces a shared model of governance would include the following members:

- **Foundation Governors**
  Private universities such as the proposed ECS University are accountable to their founding/sponsoring body. The mechanism for this should be set out in the university’s Instrument of Government and stipulate that the majority of the University Governing Council’s membership should be comprised of foundation governors appointed by the ECS. Whilst all members would be formally required to agree to do nothing to undermine the university’s Christian foundation, foundation governors – as the formal Christian presence on the Council, have a further responsibility for oversight of the university’s Christian foundation. This involves ensuring that the strategies and decisions made by the University Governing Council consistently accord with, and are an expression of, the university’s Christian foundation.

- **Ex officio Governors**
  Based on the practice of many Anglican Universities, the Archbishop – or his delegated representative – would be an *Ex officio* Governor of an ECS University’s Governing Council. If other Church denominations become involved in founding the university, the University Instrument of Government would need to include them in the Council’s Foundation membership and stipulate the process by which they were to be nominated by their Church.

- **Staff Representation**
  It is widely regarded as essential and advantageous, that teaching and administrative staff should be represented on University Governing Councils.

- **Student Representation**
  Increasingly, University Governing Councils facilitate student representation so that the authentic student voice can be heard and contribute to the decision-making process. It is customary for a university’s Student Union to elect a representative(s) to sit on the University Governing Council. The Instrument of Government should clearly indicate whether they are full voting members or representative participant observers.
• **Dispersed Faculty Representation**
  Because the preferred model for an ECS University is a geographically dispersed model, formal representation of each of the university's faculties on the University Governing Council is recommended. In view of possible logistical challenges, it is essential that the ways in which modern technology could be of assistance in facilitating faculty representation on the University Governing Body should be fully explored.

In order to capitalise on the experience and expertise of members, University Governing Councils typically operate through a number of committees, such as:

• Advisory Committee  
  with delegated responsibility for planning, development, overseeing strategic planning and raising funds for the university.

• **The Academic Board**  
  run by the Vice Chancellor, with responsibility for academic standards and achievement, and having its own committees.

• **Finance Committee**  
  with a delegated responsibility to oversee the financial administration of the university, oversight of preparation of the annual budget and its presentation, the university’s assets, finances and financial strategies.

• **The Employment/Staff Welfare Committee**  
  with a delegated responsibility to oversee the creation of posts, appointments, staff welfare and personnel policies.

• **Marketing Committee**  
  with a delegated responsibility to promote the university and recruit new students

• **The Audit Committee**  
  with the responsibility of ensuring appropriate financial controls are in place, i.e., that value for money is consistently obtained, and monitoring of the risk strategy

• **The Estates Committee**  
  responsible for oversight of the university’s real estate and the acquisition and disposal of real estate.

• **The Student Experience Committee**  
  responsible for monitoring the well-being of the student body.

*For further information and guidance on the above topic see full paper - “University Governance” at [http://thames.me.uk/ECS/index.htm](http://thames.me.uk/ECS/index.htm)*

### Geographical Location and Infrastructure

The model of a dispersed university, with different faculties located around the country, with the administrative hub in Juba, should be pursued by carrying out an audit of available land and an assessment of existing institutional buildings. Clearly, there are issues of ‘coverage’ which would suggest that sites should be spread across the different regions. However, such ‘coverage’ would need to take into account land availability and social and political stability. ECS owned sites in Mundri, Maridi, Yei, Wau, Yambio, Kajo Keji, Rokon and Juba, as well as in Malakal, Renk and Omdurman should be given consideration.

Planning should be streamlined with national infrastructure developments – especially transport, water and electricity.

The findings regarding the sites of existing ECS institutions and potential new sites have already been described. Clearly, the Feasibility Study Team was unable to visit all potential sites and institutions. Therefore, since it is recognised that there will be much greater local knowledge, it
is not considered appropriate for the Feasibility Study Report to draw any definite conclusions about potential locations, other than the ones already identified as institutions that are well placed to form the basis of new university faculties.

Academic Infrastructure

The Feasibility Study Report recommends a phased approach should be taken to the creation and development of faculties in the proposed university to ensure high standards and quality provision. The possibility of building on the ECS’s existing institutions and educational infrastructure in various dioceses should be given due consideration.

The following suggestions are offered:

• Yei Teacher Training College as a potential education faculty,
• Lui Health Training Institute as a community health faculty,
• Bishop Ngalamu Theological College in Mundri as the Theology Faculty and Ministerial Training Centre,
• Canon Benaiah Poggo College in Kajo Keji as the Community Development and Entrepreneurship Faculty,
• Rokon as a Centre for Peace Building and Trauma Counselling
• Bishop Gwynne College as a Graduate School of Theology and the administrative centre for the proposed university.

Each location should also offer a strong two-year Foundation Programme that enables students to reach university entrance level standards in core subjects by before embarking on a more specialised university programme.

In addition, research should be carried out concerning the possibility of establishing virtual and distance learning opportunities that may potentially complement campus-based teaching and learning.

The Feasibility Study Team acknowledges and recognises two proposals that form the background to the research concerning the feasibility of an ECS University.

• The first is the remit provided by The Most Reverend Dr Daniel Deng Bul, Archbishop of Sudan in commissioning this research, in which the faculties of theology, agriculture and community development, education, medicine, and administration would form the basis for a proposed ECS University.
• The second are the recommendations of the ECS Strategic Review of Theological Education for a four-tier structure for theological education in which degree programmes would be offered by Bishop Gwynne College, Diploma programmes by four provincial Colleges, and Certificate programmes by other institutions, and, finally, local training would take places within dioceses.

The Place of Distance and Virtual Learning Possibilities

The data yielded from research participants in the Feasibility Study assumes that the proposed university would follow a model incorporating a central campus, bricks and mortar facilities, book based libraries, constituent geographically dispersed faculties and traditional class room based teaching methods. This is not surprising since this is possibly the most common model for a university. However, South Sudan’s situation offers the opportunity for completely fresh thinking regarding what a university should be like. Therefore, thinking should not be restricted to existing models of higher educational identified in this report but to other forms of provision. Principally these are distance learning and virtual learning models.

Distance learning institutions offer access to students living both in remote areas and in densely
populated urban areas. This is made possible by a range of methods and technologies including traditional study manuals and the postal system, as well as the use of electronic communication and submission and marking of assessments. Radio and television have played a large part in the growth of this method: the coming of the internet even more so. Distance learning has huge potential and this potential will increasingly be realised as the use of the internet becomes more widespread. ECS already has some expertise in this area through the Theological Education by Extension programme.

Virtual institutions provide access to higher education through the internet and are a form of distance learning /education. The benefits are as for traditional distance learning – access to opportunities for people who live in remote areas. They provide great flexibility – students can study when convenient to themselves as with traditional distance learning packages. More importantly students using the internet gain a flexibility of approach whereby they can use a range of study methods and resources, all easily available to them via the internet. For example – students can access a huge range of written and visual material. The internet provides them with the opportunity to undertake their own research – accessing knowledge and materials which would not be available to them via traditional paper based distance learning routes or in book based libraries. Real time teaching is also possible through video-conferencing technology.

While not raised as possibilities in discussions with research participants, it is highly likely that these elements of distance and virtual learning will need to form part of the strategy of establishing an ECS University.

For further information and guidance on the above topic see full paper – “Alternative University Models – Distance and Virtual” at http://thames.me.uk/ECS/index.htm

**Curriculum**

A strong Foundation Programme should be created that enables students to attain the knowledge and skills needed to access university-level study in English. Subjects which should ideally feature in such a programme are English, mathematics, administration, community development, critical thinking, entrepreneurship and farming. The Foundation Programme would be a one- or two-year programme, depending on the student’s abilities and qualifications.

A phased approach to growing faculties in a new university is recommended. The first phase of faculties is likely to include Ministerial Theology; Education; Community Development; Nursing and Community Health; Business, Finance and Management.

A modular curriculum structure is recommended that enables students to progress as follows:
- Foundation Certificate (one or two years)
- HE Certificate
- HE Diploma
- Honours degree (BA or BSc).

This structure provides students with exit points with awards as well as the possibility of building on prior learning. In the long term an ECS University should aspire to both taught postgraduate (Masters) and research postgraduate (PhD) degrees.

Vocational training should be incorporated in the overall vision for ECS involvement in higher education by building on the Vocational Institutions already in place.
The Need for a Foundation Programme

Research participants agreed that a Foundation Programme is highly desirable. This is in recognition of the variable quality of secondary education in recent years in South Sudan and of the fact that the Sudanese School Certificate does not prepare students to a level that enables them to step on to the first rung of internationally recognised higher education learning.

The curriculum of a Foundation Programme would enable students to acquire the skills and knowledge to access higher education. Students completing the programme could exit with a Foundation Certificate, a qualification in its own right. Furthermore, vocational training qualifications could be incorporated into a Foundation Programme structure and qualification.

The Foundation Programme would be a one or two-year programme, depending on the students’ abilities and qualifications. Ideally, in the context of entry to an ECS University, the curriculum for a Foundation Programme should include:

- English language
- Mathematics
- Community development
- Administration
- Entrepreneurship
- Farming skills
- Christian leadership

Successful completion of the programme would enable students to enter the higher education programmes of the university – to study towards a Certificate or Diploma of Higher Education, or a BA/BSc(Hons).

The Feasibility Study report recommends that while it may be beneficial to consider a dispersed model for the different faculties of a proposed ECS University, it would be extremely advantageous for each location to offer the Foundation Programme. Students could therefore access this programme locally, cutting down on the costs of food, and accommodation and the need to travel long distances. The establishment of a consistent, high quality Foundation Programme would be a significant priority in the journey towards a new university.

The structure of the Foundation Programme could be tailored to the chosen specialism, as illustrated below. In these tables it is assumed that the student will acquire 60 credits each year, and will have associated extra-curricular activities in addition to the academic curriculum.

<table>
<thead>
<tr>
<th>Education</th>
<th>Theology</th>
<th>Development</th>
<th>Nursing</th>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 10</td>
<td>Ethics 10</td>
<td>Maths 10</td>
<td>Human Biology 20</td>
<td>Animal Biology 20</td>
</tr>
<tr>
<td>Philosophy 10</td>
<td>Philosophy 10</td>
<td>Geography 10</td>
<td>Chemistry 20</td>
<td>Chemistry 20</td>
</tr>
<tr>
<td>Teaching 10</td>
<td>Biblical studies 20</td>
<td>Statistics 10</td>
<td>Personal Devpt 10</td>
<td>Maths 10</td>
</tr>
<tr>
<td>Critical Thinking 10</td>
<td>Critical Thinking 10</td>
<td>Politics 10</td>
<td>Numeracy 10</td>
<td>Statistics 10</td>
</tr>
<tr>
<td>Writing 10</td>
<td>Writing 10</td>
<td>Writing 10</td>
<td>Communication 10</td>
<td>Communication 10</td>
</tr>
<tr>
<td>Seminar 10</td>
<td>Seminar 10</td>
<td>Seminar 10</td>
<td>Learning 10</td>
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<td>Learning 10</td>
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<td>IT 10</td>
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<tr>
<td>IT 10</td>
<td>IT 10</td>
<td>IT 10</td>
<td>Anatomy 10</td>
<td>Biology 20</td>
</tr>
<tr>
<td>Sociology 10</td>
<td>Sociology 10</td>
<td>Psychology 10</td>
<td>+ 10 credits</td>
<td></td>
</tr>
<tr>
<td>English 30</td>
<td>English 30</td>
<td>English 30</td>
<td>Counselling 10</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Priorities

Recognising the challenges associated with establishing a new university the Feasibility Study Team recommends a staged approach to establishing faculties. This approach takes into account the technical infrastructure required to some subjects (such as medicine and some sciences) as well as the priorities that are determined by the development needs (and therefore job opportunities) of South Sudan. The proposed phases are as follows:

**Phase 1**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theology</td>
<td>Some well-established colleges offer this subject already. However, there is a need for consolidation and upgrading of academic standards and standardization of curricula. Many research participants supported the idea of establishing an undergraduate School of Theology in Mundri, and a Graduate School of Theology in Juba.</td>
</tr>
<tr>
<td>Education</td>
<td>YTTC already offers some excellent practice in this area. In addition, there is a huge and urgent need for trained teachers in South Sudan.</td>
</tr>
<tr>
<td>Community Development</td>
<td>This can be taught as a cross-cutting theme as well as a subject in its own right. A number of colleges already teach elements of community development. Dissemination of good community development practice is crucial for grass roots development of rural communities in South Sudan, as well as for promoting civil society and democracy.</td>
</tr>
<tr>
<td>Nursing and Community Health</td>
<td>This is not as intensive in its need for technical support as medicine and will have a high positive impact on health and infant mortality rates. A campus, albeit empty, is available in Lui adjacent to a functioning hospital. See Appendix 6 for potential links for this development.</td>
</tr>
<tr>
<td>Business, Finance and Management</td>
<td>This subject could also be offered as a cross-cutting theme as well as a programme in its own right. There will be a great need for able administrators, accountants and managers in the rapid growth and development of South Sudan. It is important that skilled workers from neighbouring countries do not take these posts.</td>
</tr>
<tr>
<td>Peace Building and Trauma Counselling</td>
<td>The recent war (and continuing violence) makes this subject area both urgent and important for the future stability of South Sudan. It also resonates with the Christian foundation of a proposed ECS University. Some ECS colleges already offer teaching in this area, which can therefore be consolidated and built upon.</td>
</tr>
</tbody>
</table>

While farming skills may form part of a Foundation Programme (see below), agriculture is not included in Phase 1 partly because of the greater infrastructure needed to teach this subject, but also in order to work with the GoSS’s plans for agricultural training in Yambio and elsewhere.
Phase 2

Subject   Comment
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Medicine   Capitalising on existing links – see Appendix 6.
Pharmacy
Sciences
Engineering
Agriculture
Law
ICT
Economics
Arts and Cultural Studies   These subjects are important in helping to sustain and celebrate South Sudan’s cultural identities, and thereby contribute to peace building.
Religious Studies   Building on the Theology faculty – with a special emphasis on Islam.
Social Sciences and Politics   Helping to educate the need for politicians and civil servants in the new government.

For many subjects, it would be possible to offer Certificates and Diplomas as well as BA(Hons) degrees so that students can opt to study a subject at a variety of levels and for different lengths of time. This assumes that a modular structure of programmes is adopted that is internationally recognised. Consideration could also be given to Certificate and Diploma Courses being offered on a cyclic basis. This would enable students to join a course/programme at the beginning of any semester and complete the requisite number of modules.

While a realistic and desirable way forward in establishing a university is initially to create each faculty in a different location, the long-term strategy would be for further faculties to be created alongside the original ones so that eventually it would be possible to consider the creation of a series of federated universities.

The Place of Vocational Training

There exists an immense need for training for the vocational skills. The Feasibility Study Report strongly recommends that the ECS takes the opportunity of establishing a new university to raise the profile of vocational training and its fundamental contribution to future development. Potentially this could be achieved by incorporating vocational education into the overall vision for ECS’s involvement in higher education, and by developing its existing Vocational Training institutions. Ideally vocational centres would be located alongside university faculties and vocational qualifications would be incorporated in a framework of accreditation that encompasses all levels – vocational and academic.

Curriculum Structure

Taking into consideration the proposal of a Foundation Programme, the structure of the curriculum could be as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Qualification</th>
<th>HE Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Year 1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Foundation Year 2</td>
<td>Foundation Certificate</td>
<td>3</td>
</tr>
<tr>
<td>HE Year 1</td>
<td>HE Certificate</td>
<td>4</td>
</tr>
<tr>
<td>HE Year 2</td>
<td>HE Diploma</td>
<td>5</td>
</tr>
</tbody>
</table>
Christian Identity

The ECS should consider the establishment of a university with a Christian foundation rather than the establishment of a Christian university. This status would enable the university to admit students of all faiths or none and to employ the best faculty members.

The Christian identity of the university should be safeguarded by vision and values that reflect a Christian worldview. The theology faculty should assist other faculties to articulate Christian perspectives on all subjects that will be taught in the university. The majority of teaching staff should be committed Christians and all staff should be willing to comply with the Christian values and ethos of the university.

The curriculum should reflect the Christian identity of the university by ensuring all students have the opportunity to be engage in core biblical and theological studies and are welcomed into a regular pattern of communal worship and prayer.

Consideration should also be given to how other Christian denominations could be involved in the establishment of a university with a Christian foundation.

The Feasibility Team’s findings showed unequivocal enthusiasm for a university that is demonstrably Christian in its ethos and foundation. This conviction arose partly in recognition of the significant role that the Church has played in building peace and promoting the right of self-determination in South Sudan, and partly as an expression of desire for the church to continue to play a key role in the development of the country. The model for a Christian university that best fits the aspirations of those engaged in the research was that of a university with a Christian foundation.

The Nature of Ethos

In a university setting ethos is at the interface between education, values, principles and beliefs and the practical expression of an institution’s purpose, rationale and core values. Therefore, it is potentially a mechanism for the enhancement of the well-being of the university community – individually and collectively. When constructed to support both emotional and cognitive development, research indicates that ethos has the capacity not only to contribute to successful education, but also to the healing of emotional deficits. By implication this suggests that ideally an ECS University should be a safe place where a positive relationship would exist between faith and criticism - where trusting and testing would be regarded as equally valid aspects of educational, spiritual, rational and personal growth.

Ethos is an inescapable phenomenon. It is self-generating in all institutions and influences their life and work – for good or ill. The realisation of a positive ethos does not happen by osmosis. Like anything of central importance to the life and work of an institution, it requires strategic planning and quality assuring. Accordingly, it is an indispensible necessity for the fundamental shared and Christian values of an ECS University to be clearly articulated from the outset and that these should be consistent with a Christian worldview. Potentially, this would provide an ECS University with a sense of institutional vision, direction, and a common aim.
Such an understanding of the role and function of institutional ethos does not imply any measure of indoctrination or prejudice. Implicit in a Christianly informed education is the commitment to raising horizons in a stimulating environment where academic freedom fosters discussion and exploration of ideas and meaning.

For further information and guidance on above topic see full paper – “Ethos” at http://thames.me.uk/ECS/index.htm

The Implications of a Christian Identity for Teaching and Learning

The application of Christian theology to the teaching and learning paradigm implies the consistent implementation of the best possible practice across all university faculties and their disciplines. The biblical doctrine of the uniqueness of each individual needs to be combined with recognition that the fundamental task of the university is to equip students to become self-motivated and skilled learners and to fulfil their God-given potential. Such a teaching and learning paradigm is embodied in the biblical concept of servant leadership and denotes a circular ministry between the teacher and the taught, as together they seek after truth.

The quality of the leadership and the teaching and learning paradigm in the proposed ECS University will depend not only on structures but also on identifying what constitutes best practice, how that should be implemented, and how quality outcomes for students can systematically be procured. Based on the understanding that all disciplines are intrinsically and inextricably linked - and that ultimate truth is located in the relationships between individual disciplines - each of an ECS University’s faculties would, theoretically and potentially, have a unique, fundamental contribution to make to the overall life and work of the university. This requires the leadership of the university and each academic faculty to be actively committed to the open search for truth as well as the quality dissemination of universal knowledge.

Institutional Implications of a Christian Identity

At an early stage of its deliberations it will be important for the ECS to decide whether the proposed university should be a Christian university or a university with a Christian foundation. Although both models are Christianly inspired, they are neither the same nor interchangeable. Both models exist elsewhere in the world and are regarded as having their own relative merits.

- The model of a Christian University implies a commitment to the appointment of only Christian staff, the admission of only Christian students to the university and the delivery of a curriculum involving only a Christian perspective. Accordingly, such a model would require the whole life and work of the university to be viewed, monitored, evaluated and reviewed strictly through the prism of Christianity.

- The model of a university with a Christian foundation embodies incarnational theology and inclusiveness. Accordingly, it has the potential to promote and develop appropriate relationships between the role of the church and the role of society and to welcome staff and students of other faiths and none, who wish to study in a university founded on Christian values, principles and beliefs and where the teaching and learning paradigm accords with a Christian worldview.

In support of the appropriateness of the adoption of Christian foundation model, the university feasibility research data indicated that an ECS University should

- welcome Christians, those of other faiths, and those with no religious faith to study at the institution;
- contribute to the development of South Sudan and the nation’s social and economic development goals by developing the requisite understanding, knowledge and skills;
- contribute to social development and tribal integration.
Such a model would serve both Church and nation. It would fulfill the need identified by research participants for future national leaders to be educated in a Christian context in order to uphold values. In addition it would contribute to the mission and ministry of the ECS through the provision of education in accordance with a Christian worldview.

The adoption of the Christian foundation would be intellectually challenging since it requires responsible Christian scholarship and the interpretation of a Christian worldview in the context of contemporary/postmodern culture. Interrelated with this would be the need to develop scholarship in all disciplines and blend best professional practice and theological thinking with the recognition that all knowledge is inextricably interconnected. Such an understanding does not imply the dominance of subjective opinion, but the acknowledgement that humans are influenced by deeply held beliefs which influence how learning is processed.

A Christian foundation implies neither defensiveness nor exclusivity. On the contrary - it implies a Christianly inclusive institution responding to its calling in Christ to provide educational and academic excellence in a context of justice and equality. In practice, this involves an acceptance that people of different beliefs – whether religious or secular – can co-operate in the educational process when a diversity of beliefs is considered to be a resource and not a problem.

**The Central Role of a Theology Faculty**

The Feasibility Study research clearly indicates that the proposed ECS University’s Theology Faculty should be central to its overall faculty structure and to its academic integrity. The Theology Faculty would potentially be instrumental in exemplifying, influencing and manifesting the university’s Christian foundation and constitute a practical, fundamental expression of it. Such exemplification is important because no institution can be a value free zone. Therefore, it is essential to ensure that the body of knowledge transmitted by various faculties is influenced by the Christian theology and ideology upon which an ECS University would be founded.

*For further information and guidance on above topic(s) see full paper - “The Foundation of an ECS University” at [http://thames.me.uk/ECS/index.htm](http://thames.me.uk/ECS/index.htm)*

**Staffing**

The Feasibility Study Report recommends staffing of the highest calibre should be recruited to a new ECS University. Initially some reliance on international staff should be accepted and welcomed. At the same time efforts should be made to attract back to South Sudan the academic and professional diaspora by offering an attractive employment package. Such a package is likely to comprise:

- Good local education provision for children
- Desirable housing
- Continuing professional development opportunities (for example, to upgrade qualifications and to develop a theological perspective to the subject specialism)
- Healthcare (for example, by providing a clinic on the campus)
- Pension scheme
- Research opportunities – including a good library and internet access
- Annual leave

Whenever possible, committed Christian should be employed, although professional qualifications should not be compromised. The aspiration should be that staff with PhDs should teach at honours degree level, those with Masters at Diploma level, and those with degrees at Certificate level.
**Christian Identity**

The findings of the Feasibility Research Study indicated agreement that most staff – and, in particular, all senior staff - of the proposed university should be committed Christians. However, it was accepted that when a suitably qualified Christian candidate was not available to fill a post, the professional ability of the applicant should take precedence over his/her Christian commitment. In this respect it would be essential for the ECS fully to comply with South Sudan’s equal opportunity legislation which entails articulating the ‘genuine occupational requirement’ for staff to be Christian. It is likely that the need for staff to participate in the worship and prayer life of the community, and the need for them to articulate and teach the Christian and theological dimensions of their subject area would constitute such a requirement.

The identification of a staffing model which requires senior teaching posts to be filled by appropriately professionally qualified and experienced Christians does not exclude the appointment of non-Christians to other posts within the university structure. However, because such staff would clearly be influential in the life and work of the university, it would be necessary for them to be contracted professionally to support the university’s ethos and undertake to do nothing which would undermine the university’s Christian foundation. This is critical because - according to the research - the quality of the overall teaching and learning paradigm of any institution is strategically dependent on collaborative and collegiate professionalism whereby all staff adopt a mutual professional focus; common values and goals; and also on staff being enabled to work in accordance with identified shared core values, principles and beliefs.

**Nationality**

While the long-term goal is for the university to be staffed primarily by Sudanese, it was recognised that in the early stages of its development, some reliance on international staff would be necessary. Furthermore, an international dimension – reflected in both the student body and the staff of the university – was considered a good aspiration in the longer term.

Whilst some research participants felt that – when the Sudanese worldwide diaspora is included - there would be enough qualified staff to teach in an ECS University, it was not possible for the Feasibility Study to substantiate this claim. However, it was possible to establish that currently there is a considerable shortage of university teachers in South Sudan’s public universities and that this situation is jeopardising the re-opening of a significant number of them in the autumn of 2011. What this implies is that the supply and demand situation relating to the availability of university teachers will need carefully to be researched by the ECS as part of its decision-making process.

**Attracting the diaspora**

A significant task in the establishment of an ECS University would be to attract qualified Sudanese academics back to South Sudan. Contributions from research participants indicated a belief that there are highly qualified South Sudanese academics living abroad prepared to consider taking up senior posts in an ECS University. Whilst the Feasibility Study Report cannot validate this belief, it nevertheless recommends that the proposed university should offer attractive employment conditions to facilitate the return of Sudanese academics and professionals from abroad. Research indicates that a number of universities in India and China, for example, have implemented strategies which have successfully achieved this aim.

Clearly, such a strategy needs to focus on talented members of the diaspora who have a proven strong academic track record, supported by measurable outcomes: academics who are highly self motivated, involved in research and project implementation, and have the potential to be catalysts in their academic discipline. There is evidence from countries such as Chile and Mexico that diaspora networks themselves can assist in identifying leaders abroad, and
contribute to a search network. Furthermore, global evidence suggests that once universities implement strategies to attract foreign faculty, students, and their country’s diaspora, interest in contributing to the life and work of the university develops through the diaspora network. However, the common proviso which has emerged globally, in this respect, is that to attract the diaspora a university needs to be a quality institution – or have the clearly documented evidence of its capacity and strategy to become one.

Qualifications
The Feasibility Study Report recommends that the requirement that university teaching staff should be at least two levels higher than the level being taught - as set-out above – should be an aspiration. Currently, this requirement is not fully met in the existing ECS institutions identified as potential university faculties. Therefore, it is recommended that recruitment and professional development programmes (see below) should address this: making the achievement of such requirements a potentially achievable goal.

Recruitment and retention of staff
Participants in the research identified the following as key elements that would attract and retain high calibre staff to an ECS University:

- Good local education provision for children
- Desirable housing
- Continuing professional development opportunities (for example, to upgrade qualifications and to develop a theoretical perspective of the subject specialism)
- Healthcare (for example, by providing a clinic on the campus)
- Pension scheme
- Research opportunities – including a good library and internet access
- Annual leave

The Feasibility Study Team concurs with these suggestions and recommends that a high priority be placed on achieving them from the beginning.

Leadership
The Feasibility Study Team recommends that the proposed university should seek excellent institutional leaders who have a track record of modelling courageous collegiate leadership that is underpinned with a Christian understanding of the nature of leadership as servanthood.

The major common hallmark of the best performing universities is leadership that combines personal and professional commitment to the university’s mission, purpose and goals with the capacity to think courageously, strategically envision potential, and translate vision into quality practice. In order to do so, leaders embrace four broad strategies:

- Strengthening institutional ethos
- Stimulating continuous improvement
- Engaging in direct and frequent communication regarding institutional values, principles and beliefs
- Appropriately sharing power and responsibility with colleagues and stakeholders.

Such leaders exhibit collegiate leadership that is not about a ‘top down’ institutional structure but about the fundamental acknowledgement that those closest to an institution’s ‘point of delivery’
Accordingly, it is neither about a hierarchy of tasks, nor the superiority of high office because it is unrealistic for the success and integrity of an institution to be vested entirely in one person.

Accordingly, institutional leadership requires a collegiate model generated by a confident invitational leadership style informed by a profound knowledge of self and others. This requires spirited leaders capable of being an embodiment of their institution’s mission. Potentially, such role modelling has an amplifying effect since - by actively demonstrating the desired levels of commitment and professionalism - it can inspire staff to transformational levels of corporate vision and mission. In an ECS University setting the leadership also needs to be capable of inspiring a theologically and intellectually informed collegiate commitment to the Christian foundation.

**Provision of pastoral support**

The Feasibility Team recognised the need for, and recommends the establishment of strong pastoral support systems for both staff and students in a proposed ECS University. It would be necessary to implement pastoral support structures providing the wellsprings upon which senior leadership team and senior post holders could draw for their Christian spiritual sustenance and growth. Such support should be additional to the implementation of structures focused on the ongoing overall spiritual and professional support and development of all staff and students - irrespective of their personal religious stance.

For further information and guidance on the above topic(s) see full paper - “Purpose and Rationale” paper at [http://thames.me.uk/ECS/index.htm](http://thames.me.uk/ECS/index.htm)

**Facilities**

The Feasibility Study Report strongly endorses the research findings, namely that the following elements should be given priority in establishing university campuses:

- Quality teaching and learning spaces
- Excellent library facilities with IT and internet access
- Good housing for students (and families)
- Attractive and quality housing for staff
- Franchised clinics with links to local hospitals for students and staff use
- Quiet and spacious location outside towns
- Land for cultivation – for students and the institution
- Good security
Admissions

The Feasibility Study Report recommends that admission to the university should generally be by successful completion of the Sudan School Certificate examination and without any consideration of the student's faith commitment. Successful completion of the Foundation Certificate should qualify students to enter the university programme “proper”. Students applying for the Foundation Programme should sit an entrance exam. The result of the exam should be used to decide whether a one or two year Foundation programme is necessary.

In recognition of Sudan's recent history and difficulties, some flexibility should be exercised by, for example:

• accepting applications from those who have completed their Senior Secondary School education and have Senior Secondary School Certificate (or its equivalent) gained at a school for refugees or internally displaced persons.
• requiring applications for admission to be accompanied by two references, one of which should be from a senior teacher in the secondary school attended by the applicant and another from a respected member of the applicant's community.
• facilitating those educated outside of Sudan, by accepting international equivalent qualifications.

Consideration should be given to how women can be encouraged to apply by, for example, offering bursaries. In addition, schemes should be created to attract students from more disadvantaged and remote areas of the country.

Christian Inclusiveness

Because the proposed university will be a Christian foundation, it should be inclusive. Therefore the Feasibility Study Report recommends that there should be no faith-based requirement for admission of students. A number of research participants suggested that the university should offer a number of scholarships/bursaries to Christian pupils and those in membership of the ECS. This was regarded as a means of creating a critical mass of Christian students in the university.

Admissions Criteria

In general admission to the Foundation Programme would be through successful completion of the Sudan School Certificate. In addition it is desirable for students to sit an entrance examination in order to gauge whether a one or two year Foundation Programme is necessary, and, in particular, to assess the level of English language competence.

Clearly, in the early stages, when students are likely to apply with a range of mixed qualifications and abilities, it would be expedient to exert some flexibility in admissions: however, it is important from the beginning not to compromise standards: it is preferable to start small with high calibre students.

Age

The present experience of many ECS institutions is that students are often mature and separated from their families in order to study. It is, therefore, recommended that the proposed university should consider the implications of establishing a largely younger student profile comprised of a combination of mainly single students with a minority of mature students. In particular, it is recommended that accommodation should be provided by the university for students with families. If the aspiration for a younger profile is to be pursued, it will be necessary to ensure it complies with South Sudan’s Equal Opportunities legislation.
**Women**

It is important to find ways to attract women students. Bursaries for women is a strategy used at St Paul’s University in Limuru, Kenya.

**Returnees and disadvantaged students**

The particularly difficult circumstances of returnees and of young people from poor and remote areas should be taken into account, in terms of offering additional academic and financial support.

**Fees**

Findings at Uganda Christian University and at St Paul’s University, Kenya would suggest that insistence on students’ ability to pay fees is important. A marketing campaign that extols the long-term value of investing in education should be a strategy to encourage families to find funding/make provision for their children’s higher education.

**Finance**

Seed funding must first be found to fund the development phase of establishing a new university. This will enable a small team to be employed to carry out further research and write a robust business plan that will identify and potentially unlock the large funds needed to finance the first stages of the university’s life before financial sustainability is reached.

The strategic mid to long-term aspiration for a new university must be to achieve a budget that is almost entirely funded through student fees. Some regular income may also be produced through sustained income generation, although this should not be the mainstay of the budget. Finance for special projects (such as buildings, IT and scientific equipment) should be raised through specific fund-raising initiatives and/or by taking out loans.

The Feasibility Study Report has demonstrated that the ECS’s vision for a new university would be a means of contributing to the need for more university places in South Sudan. The ECS’s vision should also be considered in a context of the GoSS’s current financial struggle to maintain existing public universities and the lack of any budget to do so this financial year. Accordingly, this report suggests possible funding sources to be explored by the ECS in seeking initial financial assistance for the establishment of its university. *(Some of the agencies and organisation to which ECS might apply for such assistance are listed in the Appendices to this report)*.

Applications for financial support will need to be accompanied by robust documentation providing detailed information and evidence regarding:

- The ECS’s vision for the university – its nature and purpose
- The structures and documentation already implemented by the ECS to progress and oversee the university project
- An ECS University’s potential to succeed educationally and financially
- Proposed stages for the ECS University’s development.
- Estimates of the value of the land and educational properties ECS envisages incorporating into a geographically dispersed ECS University
- Estimates of the cost of new build/extension and re-construction work to be undertaken for existing ECS educational building provision to be used for university purposes.
**Timeframe**

The minimum timeframe within which the development of a new university is planned should be 10 years. However, in order not to lose the current momentum, the Feasibility Study Report advises that significant progress towards establishing a university should be made within the next five years. Once the decision has been made by the ECS to establish a university, the first step would be to establish a Shadow University Council to oversee the project. This Council would have powers and responsibilities delegated to it by the ECS. The next step would be to create a University Project Team which would report to, and be answerable to, the Shadow University Council and work in accordance with its remit. Both these bodies should be established as soon as possible in order to begin the process of strategic planning and putting into place preliminary structures; and also identifying potential sources of funding. Both the Shadow Governing Council and the Project Team should ideally be comprised of local experts in higher education as well as individuals with other areas of relevant expertise.

Although the remit of the Feasibility Study Team was not to provide detailed next steps, but rather to corroborate or otherwise the feasibility of establishing a new ECS University, this report nevertheless offers a sample timeline below as an indicator of the length of time that such a project might realistically take to come to fruition. Clearly there is much more work to be done in establishing such a plan and many complex factors to take into account: the table below is purely illustrative. However, a strategic plan that reflects five and ten year timescales would seem to be realistic for the first phase of the establishment of an ECS University.

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**2011-12**
- Appoint a Shadow University Governing Council
- Establish a University Project Team
- Research into requirements for establishing a university and obtaining a University Charter
- Identify potential sources of funding
- Create a Shadow Governing Council
- Secure seed funding
- Begin a consultative process with stakeholders (people and institutions)

**2012-13**
- Appoint the substantive University Governing Council
- Recruit a University Vice-Chancellor
- Recruit University Secretary and Registrar and Head of Academic Administration
- Recruit Financial Director
- Explore financial models, infrastructure options
- Secure funding for Phase 1
- Develop draft Statutes and Ordinances
- Develop draft academic regulations
- Identify and begin development of campuses for first faculties

**2013-14**
- Recruit Heads of Departments
- Recruit Marketing Director
- Develop programme outlines
- Begin main marketing campaign
- Continue a programme of developing campuses and facilities
- Match facilities to programmes
- Obtain national, international and professional validation at programme level

**2014-15**
- Recruit first teaching and teaching-support staff
- Develop materials for Foundation Programme
• Launch Continuing Professional Development programme for teaching staff
• Academic staff begin applying for research funding
• Research feasibility of specific postgraduate Masters courses

2015-16
• Launch Foundation Programme
• Prepare Year 1 materials
• First one-year Foundation Programme Certificate cohort complete

2016-17
• Launch Year 1
• Prepare Year 2 materials
• Prepare first postgraduate Masters at programme level
• First two-year Foundation Programme Certificate cohort complete
• First Certificate (HE) graduates

2017-18
• Launch Year 2
• Prepare Year 3 materials
• Prepare materials for first postgraduate Masters programmes
• First Diploma (HE) graduates

2018-19
• Launch Year 3
• Prepare Year 4 materials for undergraduate Masters (Pharmacy) and Medicine
• First graduates
• Launch first postgraduate Masters courses
• First BA / BSc graduates
• First Doctoral student intake

2019-20
• Launch Year 4
• Prepare Year 5 materials
• Launch undergraduate Masters year (e.g. Engineering)

2020-21
• Launch final year for professional qualifications (e.g. Medicine)
Towards a Strategic Business and Marketing Plan

In order to draw up robust business and marketing plans for establishing a university, the ECS should

• produce a clearly defined policy statement regarding its vision and purpose for the proposed university; and how core Christian values will underpin its life and work.
• construct a well-evidenced case identifying the actual need for a new university in South Sudan based on current supply and demand data relating to the shortage of university places in the country; and also the GoSS’s current lack of funding to meet the need for more places
• identify the unique contribution which a university with a Christian foundation could potentially make to the future of South Sudan and the ways in which the ECS proposes the university should contribute to the recovery and future development of the country
• analyse the potential of Gwynne College and the other ECS theological colleges to attain the standards required for recognition as faculties in the proposed geographically dispersed university; then identify and timetable the steps to be taken in facilitating them to reach the required standards. This analysis should be costed for purpose of grant applications and determining the viability of the proposal.
• identify how the content of an ECS University’s curriculum would contribute to the reconstruction and development of South Sudan. It is advised that the ECS should take cognisance of the programmes/curricula offered by the key institutions identified above which are successfully contributing to their country’s recovery and development.

In addition, the business plan should contain the results of research, including a land inventory and audit of existing buildings and institutions.

The business plan should contain a year on year budget for at least 5 years with an accompanying cash flow showing how the project will move towards financial viability and sustainability.

The Business Plan

Part of the ECS’s calling in Christ to establish a university involves ensuring that the university has the potential to become not only an educationally successful education institution, but also a financially self-supporting business proposition. Accordingly, it will be necessary at an early date for the ECS to agree policies and structures for the governance and development of the university project. In addition to containing the overall justification and validation for an ECS University, they should also contain well-researched plans, policies and financial forecasts. Such documentation will need to be prepared by the Shadow University Governing Council and subsequently ratified by the substantive University Governing Council; and finally become a tool for steering the business side of the university.

Typically an ECS University business plan should include the following major elements:

1. An executive summary of the overall report
2. A summary of the life and work of the ECS and the justification for, and objectives of, an ECS University
3. A university Mission Statement
4. A market analysis identifying
   • Target markets
• University’s unique selling points
• Strategy for student enrolment

4. Financial plan identifying
• Summary of financial needs
• Projected cash flow analysis for the first three years of the university’s existence
• Projected profit and loss
• A break-even analysis

It should also identify major financial implications relating to areas such as:

5. Projected start-up costs
6. The availability of financial resources
7. A valuation existing assets, e.g. ECS land and properties
8. Size of any loans required
• what they are to be used for
• the principal payments on such loans
• the rate of interest
• how they are to be repaid

9. The optimum size and organisational structure for the proposed university including the number of academic faculties to be initially established and their geographical location

10. Analysis of building needs
• need for the erection of new buildings
• repair, improvement/up-dating of existing buildings

11. Projected staffing levels over the first three years of the life of the proposed university and salary costs
12. Identifying the technology to support and develop all aspects of the life and work of the university and the purchase costs involved.
13. Ongoing operating costs such as rent and utilities
14. Revenue Projections including projected level of student fees and termly and annual revenue income
15. Devising a fees structure which is affordable for the generality of potential students whilst being sufficient to provide some financial support for needy students, maintain and develop all aspects of the life and work of the university and service any loans.

For further information and guidance on the above topic see full paper - “Business and Marketing Plans” at http://thames.me.uk/ECS/index.htm

The Marketing Plan

The marketing plan will be an essential document in the determining whether to proceed to establish a university. The writing of this plan should be undertaken by a University Marketing Committee appointed by the Shadow University Governing Council and be accountable to the substantive University Governing Council.

By using any available demographics, statistics - such as the estimated current shortage of 30,000 university places in South Sudan - the marketing plan should include information relating to the size of the current student market and the number likely to take-up places at an ECS University; strategies for student recruitment; and gaps in the existing university market. Such information would enable a projected fees structure and, therefore, an estimate of the income
which could be derived from student fees. The marketing plan should also identify strategies for continuous improvement and growth; plans for promoting the proposed university; and also identify sources from which income might be derived, i.e. rents, consultancy, hiring-out of conference facilities, provision of continuing professional development courses.

**Financial Support of Students/Scholarships**

Because the majority of South Sudanese live below the bread line, finding fees will inevitably be difficult, if not prohibitive. Accordingly, there will be a need for the new university to align itself with the country’s poor and vulnerable, by seeking to make the university as financially accessible as possible. Based on the provision made by African Christian universities, consideration could be given to offering a range of scholarships, e.g. completive scholarships, ECS scholarships, Work Study Scholarship, leadership scholarships, business scholarships, merit-based scholarships for top performing undergraduates at the end of their first semester.

*For further information and guidance on the above topic see full paper -“Business and Marketing Plans” at [http://thames.me.uk/ECS/index.htm](http://thames.me.uk/ECS/index.htm)*

**Next Steps**

**Making the Decision**

Having fully considered the implications and requirements for establishing a new university - as set-out in this Feasibility Study Report - the next step would be for the ECS to decide whether to proceed with the university project. This *in principle* decision needs to be taken in accordance with the ECS’s formally prescribed procedures. The Feasibility Study Team fully acknowledges that this will need to be made in the overall context of the human and financial resources needed for the ECS’s continuing support for existing projects.

**Making the Case for an ECS University**

As a preliminary procedure, the ECS should construct a case justifying the need for another university in South Sudan. On the basis of both the available numeric data and the circumstantial evidence, the need for a new university was confirmed by the Feasibility Study research and that – in the context of the ECS’s commitment to assist South Sudan’s development - full consideration should be given to the possibility of implementing a university curriculum focused on national recovery. In considering this possibility, reference should be made to the programmes/curricula offered by the key institutions identified above which have successfully contributed to their country’s recovery and development.

**Determine the University’s Foundational Status**

The ECS should decide whether the university will be a university with a Christian foundation or a Christian university. Whilst both models are Christianly inspired, this decision will determine the nature of both student admissions and staff appointments; and also whether the proposed university will be an inclusive institution.

Furthermore, a decision will need to be made regarding collaborating with, or inviting, other Christian denominations to participate in this vision.

**Determine how the ECS will Maintain and Support the University’s Foundation**

This involves both the overall life and work of the proposed university as well as its Christian foundation; and also the appointment of able and committed Foundation Governors. (See *Academic Infrastructure* Section of this report).
Establish the Vision and Mission of the University

This is necessary for the ECS's internal and external reference. These statements should clearly identify the ECS's vision and mission for the proposed university and its core values which will inform its life and work i.e. Christian values, principles and beliefs, and their practical implications for all stakeholders.

Establish the Academic/Physical Structure of an ECS University

The ECS will need to decide which of the possible models identified in the university feasibility report it wishes to establish, for example:

- A geographically dispersed model with central administration: this is the model which the Feasibility Study research data identified as being the preferred model.
- A brand new, multi faculty, single campus university.
- A model with an integrated and high reliance on distance and virtual teaching and learning.

This decision about whether to proceed to establish a new university is complex and comprehensive. Irrespective of the chosen model, the ECS will need to ensure that the university has the potential and capacity to comply with the forthcoming GoSS regulations for the registration of private universities. If the geographically dispersed university model is chosen, it will require full consideration of how each of the constituent institutions could be brought up to the required standard for formal recognition as a university, and also how each faculty would be staffed and equipped to deliver quality education relative to:
  - their specialist subject
  - theological education
  - training for the ECS ministry
  - enhanced provision for the professional development of ECS headteachers and staff
  - the continuing professional development of ECS school Headteachers and Religious Education staff.

The geographically dispersed university model would also require consideration of the GoSS’s plans for the development of the country’s infrastructure - with particular reference to the indispensable necessity for access to the faculties and communications.

Establish the Finances Required

The decision about whether to proceed to establish a university also needs to be made in the context of the available finances. (See the section entitled, Towards a Business Plan). Accordingly, the ECS will need to

- Identify the sum of money needed for starting-up the university.
- Calculate the date by which the university is likely to become a financially self-supporting institution.
- Forecast the extent to which it is anticipated grant aid might be available from external aid agencies and institutions.
- Assess the realistic potential level of the contribution which could be made by the ECS itself (this sum should be additional to the expenditure currently committed to existing ECS projects).

The stated sum should also include

- the value of any assets which the ECS proposes to contribute to the university project, e.g. buildings and land
- the potential active contributions to establishing the university which might be made by ECS members.
Appoint a University Project Team

This team would be comprised of people with the relevant experience, skills-sets and time to progress the university project. Membership of the University Project Team could be a combination of paid and voluntary personnel, depending on the nature and extent of their contributions. In the context of co-operation with the GoSS, consideration could be given to its involvement in this team. Consideration could be given to making grant applications to cover the cost of any paid posts in this temporary team.

Appoint a University Project Manager

This person would be responsible for carrying-out the decisions made by the Shadow University Governing Council and for the submission of reports to the council regarding progress. The University Project Manager would be accountable to the University Project Team, in the first instance, and, when established, to the substantive University Governing Council. Consideration could be given to making grant applications to cover the cost of this temporary post.

Decide the University’s Governance Structures

The ECS is recommended to:

- Refer to the section on Governance in this Feasibility Study Report
- Make contact with the Panafrican Institute of University Governance, based in Yaoundé – Cameroon.
- Determine the extent to which ECS has the capacity to ensure quality governance of the proposed university by drawing upon both internal and appropriate external personnel
- Consider the adoption of a shared governance model and produce the policies which will ensure its effective implementation and continuance.

If the ECS University is to be geographically dispersed, the ECS will need to identify ways in which the representation of faculties on the Shadow University Governing Council (and subsequent substantive University Governing Council) can be facilitated.

Appoint a Shadow University Governing Council

The ECS should appoint a Shadow University Governing Council to progress the university project initially. This Council would be accountable to the ECS (See Academic Infrastructure Section of this report.) and also for collaborating with the ECS in writing the University’s Instrument of Government. It will also be responsible for

- writing the university’s Business and Marketing Policies
- Analysing the potential student market
- Devising the university’s fees structure
- Identifying the means by which ECS University scholarships and bursaries can be set-up
- Forecasting the levels of income the ECS University would be able to generate in order to determine whether the university constitutes a viable financial proposition in the medium to long term future.

Consider How to Attract Quality University Staff

This is likely to entail

- Identifying ways in which staff with relevant professional qualifications can be recruited to the proposed university. University teachers are required to be two academic levels above the students whom they teach. Accordingly, the ECS will be obliged to appoint staff with higher degrees, e.g. Masters, Doctorates.
• Identifying ways in which South Sudan’s academic diaspora might be encouraged to return and teach in an ECS University.
(The ECS is advised to clarify its rights in South Sudan’s employment legislation relative to the appointment of Christians to senior university posts; and also clarify the criteria for genuine occupational requirement).

**Consider the Student Admissions Policy**

This needs to be done in the context of the post-conflict status of South Sudan and the impact of the civil war on access to education, it is recommended that student admissions to an ECS University should be based not only on examination certificates and the number of courses an applicant has successfully completed, but also in accordance with considerations about how to facilitate such students by modifying entry requirements by, for example:

• Accepting applications from those who have completed their Senior Secondary School education and have Senior Secondary School Certificate (or its equivalent) gained at a school for refugees or internally displaced persons.
• Requiring applications for admission to be accompanied by two references, one of which should be from a senior teacher in the secondary school attended by the applicant and another from a respected member of the applicant’s community.

It is also recommended that consideration be given to the implementation of a two year Foundation Programme, designed to give students the background and skills necessary for university level studies. As part of such a foundation programme, an English language course should be mandatory in order to give all students a thorough grounding in English - the language to be used for teaching in the university.

**Consider Cooperation with the GoSS**

As well as taking cognisance of the GoSS’s strategies for the overall future economic and social development of South Sudan, the ECS is recommended also to take particular note of the GoSS’s ongoing, increased provision, reforms and changes planned for schooling - including the development of other types of higher education, e.g. vocational training.

**Establishing Collaborative Partnerships**

The ECS should consider establishing global partnerships with other Anglican universities. Accordingly, consideration could be given to the possibility of the university joining

• The Colleges and Universities of the Anglican Communion (CUAC). This organisation comprises a worldwide association of one hundred and twenty Anglican higher education institutions in America.

• The Cathedrals Group of universities, UK - all of which have a Christian foundation, e.g. Anglican, Roman Catholic and Methodist.

It is recommended that such partnerships should be established at an early stage in order for an ECS University to derive the maximum benefits during the setting-up process, as well as in perpetuity.
APPENDIX 1

Summary Profiles of the Feasibility Study Report Authors

Dr Ruth Eade

Ruth – formerly a university lecturer, Diocesan Director of Education and National Schools Adjudicator – is currently a freelance international education consultant. Her portfolio of work includes supervising and examining doctoral students; design and delivery of university Masters level courses; and oversight of a university research project. Her current academic interest is in developing a Christian response to postmodernity and faith leadership in the public square. Ruth is a published author and currently involved in commissioning authors for a series of education books. She has been a special consultant to central Government in UK and to Lord Dearing’s National Education Commission. Past and present voluntary work includes education projects in Nigeria and South Africa; two University fellowships; membership of a University Governing Council; the Magistracy; chairmanship of a teenage drugs and homelessness project; director of an ecumenical theology programme for laity. Ruth is married to John - an Anglican clergyman. They have three grown-up children and two small grandchildren.

Dr Eeva John

Eeva is the Academic Registrar at Trinity College Bristol, which is affiliated with the University of Bristol. She is from Finland but has spent most of her life living and working elsewhere. Eeva has a BA and DPhil in Chemistry and a Diploma in Theological Studies from the University of Oxford. Originally a research chemist, she taught at Addis Ababa University in Ethiopia and the University of Lausanne in Switzerland. She and her husband then moved to relief and development work, including five years in Sudan, before moving back to the UK in 1991. Since then Eeva has been heavily involved in the neighbourhood where they lived for 17 years, including heading up an urban regeneration programme. While working, Eeva is also currently pursuing an MA in Aspects of Biblical Interpretation at the London School of Theology. Eeva and Rob have two children who are both in London. Her interests are music, theology, cycling, hiking, gardening and reading.

Professor Peter Haycock

Peter is Professor of Environmental Engineering at Keele University, where he is also the Director of the Foundation Year programme. Until very recently he was the Head of Widening Participation and Lifelong Learning. His time is divided between his engineering research group, acting as a Director of a Keele spinout company, teaching, and developing new programmes to widen access to the University - including through overseas collaborations in countries such as France, Spain and China, as well as a range of more local access initiatives. His interests outside work includes church - having been trained as a lay leader through the Pioneer Network and acting as senior pastor to a church for three years. He has a wife, Irene, and five children. He enjoys listening to and playing music; and also his newly created herb garden.

Professor Joanna Kozubska

Joanna is Dean of Doctoral Programmes and Vice President UK of International Management Centres for which she has worked globally since 1982, at graduate level with blue chip companies. She is also a freelance consultant running J Group International specialising in effective leadership and management. She has a passion for personal development and action learning. Earlier in her career Joanna taught in Tanzania and held senior line management posts in the Prison Service and Social Services.
Sudanese Educational Qualifications and Foundation Programmes

The University Feasibility Study researched Sudanese education qualifications and requirements and paid particular attention to those who might wish to read for a degree but because of the war have been unable to attain traditional university entrance qualifications.

To assist understanding amongst non-Sudanese readers of this report it was deemed helpful to set-out the equivalence between Sudanese and UK educational qualifications.

In Sudan:

- The Secondary School Certificate in Sudan is equivalent to the UK’s Grades A* to C - that is with the exception of English since that subject is taught as a second language.
- Achieving 50% in seven subjects qualifies for University entrance, however, in practice, the most prestigious institutions operate more demanding admissions criteria - especially for Medicine and Engineering.
- An ordinary (general) degree takes four years, with the first year effectively being the equivalent of a Foundation Year.
- The output level of such a degree commensurate with a Higher Education Certificate in the UK i.e. level 4.
- An honours degree or degree in a professional subject takes five years and is equivalent to an Higher Education Diploma (level 5, i.e. second year University in the UK).
- An honours degree in a professional qualification, e.g. Medicine, Pharmacy, Veterinary Science, Engineering, Dentistry and Architecture takes up to six years.
- Medicine, Dentistry and Pharmacy honours degrees are considered equivalent to a full level 6 honours degree in the UK.
- Masters degrees are equivalent to UK honours degree (level6).
- A PhD is equivalent to a UK MPhil (normally one year on top of honours degree in the UK whereas a PhD is at least three years).

Sudanese Higher Educational Institutions also run shorter courses of 2 - 3 Diplomas courses which are equivalent to AVCE or BTEC National Diplomas (i.e. level 3 qualifications equivalent to Advanced level, but in vocational subjects.

Having analysed the data the University Feasibility Study recommends that the starting the proposed ECS University should offer a two year Foundation level course. The purpose of the Foundation Course would be to assist students in reaching the required standard for degree level study. The Foundation Course should include a compulsory English module in order to ensure all students embarking on degree courses have a command of the language sufficient to enable them to cope adequately with the demands of the course. Such a course would also specifically assist those without traditional university entrance qualifications in accessing a degree course. It is recommended that admission to the Foundation Course should be via certification or entry examination.
APPENDIX 3

Summary Profiles of ECS Theological Colleges

Bishop Gwynne Theological College

Bishop Gwynne College is now located in new premises in Juba. The College is highly regarded and the most treasured and honoured of all ECS institutions. Its work has extended throughout Sudan via its Theological Education by Extension programme.

Founded in 1947 in Mundri, the college has trained most of the leading clergy and bishops of the ECS and also religious education teachers. In 1987 the college was invaded by SPLA troops and several expatriate staff were taken hostage. The College was forced to move to Juba where it took up the premises of ACROSS and purchased some houses for staff and student accommodation. Unfortunately by 2009 the College had become severely indebted without the ability to pay its staff. The College was suspended for a year, in order to stabilize its financial situation. This was achieved through the leadership of Canon Trevor Stubbs, a priest from Salisbury Diocese, UK. It re-opened in February 2010, and moved to new premises in Juba some months later.

During 2009/2010 a formal review was undertaken that resulted in affiliation with St Paul’s University, Limuru, Kenya, which now validates the College’s diplomas. By the beginning of the 2010-11 academic year, 50 students were enrolled at the College.

In the spring 2011 a new principal – the Reverend Joseph Taban – was appointed to lead BGC into a new future, building on the recent work of the interim administrator, Canon Trevor Stubbs - volunteer priest from UK.

A formal review of Bishop Gwynne College identified the role of the College in raising the standing of the ECS and its members as a vital part of, and contribution to, the development of a new Sudan. The aims of BGC are

• to offer interactive, critical and analytical study of Scripture and Christian tradition in which an able few can develop understanding and confidence to become the instigators of Christian learning in their own home localities through Theological Education by Extension courses and other formal/ informal routes.
• to train priests to become leaders in ministry for the whole of the ECS.
• to enable men and women to obtain diplomas, and eventually degrees, and in so doing raising the standing of the church and its members as a vital part of the development of a new Sudan.
• to build up a relevant and up to date library and other resources that can be accessed by all members of the ECS and other interested people.
• to be a centre for cross-cultural interaction and communication between members of the different language groups and tribes in both southern and northern Sudan.
• eventually to expand into a university with study programmes appropriate for the work of the church/development of the country in general.

BGC is currently engaging in fund-raising activities to build a multipurpose chapel, a second dormitory, another staff house and to employ another teaching member of staff.

In the long term there is a hope that BGC will become a University, a project described by the ECS as “An ambitious programme which springs from an ambitious church”.
Bishop Ngalamu Theological College Mundri

This college has two full-time staff - Reverend Paul Issa and the Reverend Repent Abraham. It has now moved from Khartoum back to Mundri - once know as “The Village of God”. In the interim period the college buildings have been used by squatters and are in very poor condition but some solar power has been installed. Accordingly, they are in need of major renovation. Currently, student intake is predominantly from the Mundri District and Lui.

The college teaches English in a context where the standard of education is low - even among those who have had secondary education. Consequently, the college does not offer a diploma course. Resources are very limited and there is no access to computers. The old college library has been re-opened but the books are seriously out-dated and in very poor condition. Students study by torch light.

Students currently have only one meal per day. Accordingly, they are being encouraged to cultivate their own food on plots provided by the college.

Part time staff consist of the present Diocesan Bishop, the former Diocesan Bishop and pastors who have some theological knowledge. Responsibility for the college falls heavily on the one full time employee - Rev Paul Issa who functions include administration; teaching; oversight of the kitchen; oversight of accommodation.

There is no current external financial support for BNTC. Formerly an Australian and a German Catholic Priest donated to the college, but such support has now ceased.

Bishop Shokai College Omdurman – The Most Northern ECS Theological College

The Bishop of Khartoum is chairman of the Governing Body of Bishop Shokai Theological College (BSTC).

BSTC offers the only Arab language course in the ECS. This course has been lead by Rev Musa Elgadi since 1995 with a syllabus covering biblical studies; church history; doctrine and applied theology.

BSTC has three full time staff; six part time teachers; a cook; an accountant and a librarian. There are two classes. The day time class currently has ten students and the evening class thirty students - including some local pastors.

Current challenges include:
- the need for the college to acquire its own premises since it is currently accommodated in premises loaned from the church of St Saviour
- accreditation – the course cannot be formally accredited because it is in Arabic. Currently it is assessed internally and may have to turn to Cairo for recognition
- a constant financial crisis since funding from donors has steadily reduced, and the Diocese does not offer support
- the need to withhold certificates until fees are fully paid
- the need for income generating projects
- the need for further training opportunities for members of staff.
Bishop Allison College, Arua Uganda

The foundations of the college were laid in Yei sixteen years ago by the late Bishop Seme but the war forced the staff and students to take refuge in Uganda.

Whilst the intention was to return to Sudan remains, serious obstacles remain unresolved, i.e.
  - Contactors have failed to complete the building in Yei
  - Squatters have moved into the unfinished premises

NB Subsequent to the university Feasibility Study this college closed for financial reasons.

Renk Theological College

The college was established in 1999 by the present Archbishop when Bishop of Renk. Joseph Garang was appointed principle and studied in America to obtain his Masters Degree and subsequently became the Diocesan Bishop. The college’s premises were bulldozed to the ground in 2004 when the government requisitioned the land make a road. The present college rebuilt on land given in compensation. The college compound currently accommodates a secondary school; a clinic and a women’s centre. However, there is no student accommodation: students live with local families.

Students follow a three year syllabus. Currently the college has 37 students - 35 men and 2 women. Because of the demand for places an annual intake of 15 students is envisaged, making a potential total of 45 students.

The Reverend Abraham Jiel is the College’s acting principle. The college has seven teaching staff - three full-time and four part time. One further, fully trained, full time member would complete the college’s current staffing plan.

The college has been greatly assisted by volunteer lecturers from Duke Divinity School and Virginia Theological Seminary in the States.

The College’s income generating projects include a cafeteria; renting-out land for growing sesame and sorghum; a market garden.
APPENDIX 4

Summary Profiles of Universities in South Sudan

Rumbek University

Rumbek University is located in the Lakes State. It opened in June 2010 in the renovated part of Rumbek Secondary School - the oldest secondary school in South Sudan where generations of Southern Sudanese leaders were educated. It is to be re-located in 2011 to Abinajok on completion of the campus.

Rumbek University has an initial enrolment of 474 students and employs 40 qualified lecturers who work in the first two faculties to be established, namely, Economic and Social Studies and Education – which has seven departments.

Juba National University

The university was founded in Juba in 1977 in response to the need for higher education in southern Sudan. Due to the Second Sudanese Civil War (1983 - 2005), the university relocated to Khartoum. In 2006, the government at that time agreed to change the name of the university to Juba National University. Following the attainment of independence by South Sudan in July 2011, the university has relocated back to Juba, where it was founded.

The University comprises the following faculties:

- Medicine
- Engineering
- Applied Sciences
- Natural Resources and Environmental Studies
- Social and Economic Studies
- Arts and Humanitarian Studies
- Music and Arts
- Law
- Rural Development
- Management and Education.

Currently Juba is the only public Sudanese university which maintains English as its language of instruction subsequent to the Islamic revolution. This strategy is intended to meet the needs of its non-Arabic speaking students – mainly South Sudanese – and also to benefit from international teaching material.

The objectives of the University are stipulated in the its Act, and require the University to “train skilled people for the developmental needs of South Sudan and similar regions in the country”; “skill people to determine rational methods of exploitation of the vast natural resources of the country for development”. The overall objective is the building up of social life within the national goals of economic development and the forging national integration.
Upper Nile University

Upper Nile University was founded in 1991. Due to the Second Sudanese Civil War, some of the university faculties were relocated to Khartoum. Following South Sudan's independence the university is consolidating all activities to its main campus in the city of Malakal, Upper Nile State, in the north east of South Sudan.

As of July 2011, the university maintains the following faculties:

- Agriculture
- Animal Production
- Arts & Humanities
- Computer Science
- Education
- Forestry
- Medicine & Public Health
- Nursing
- Science
- Social Science
- Veterinary Medicine
- Vocational Education

Bahr El Ghazal University

El Ghazal University was founded in 1991 and is located in the city of Wau, in the Bahr el Ghazal Region, in the north west of South Sudan.

As of July 2011, the university maintains the following faculties:

- Economics
- Education
- Medicine and Health Sciences
- Computer Science and Information Technology
- Economics & Rural Studies
- Education
- Medicine
- Veterinary Science
- Public Health & Environmental Studies
St. Mary’s University of Juba,

St Mary’s University is a private Roman Catholic University located in Juba. It was founded in 2008, as the outcome of collaboration between the South Sudanese Ministry of Gender, Social Welfare and Religious Affairs and the Roman Catholic Archdiocese of Juba. Enrollment is open to all eligible South Sudanese. St Mary’s University comprises two colleges, namely the College of Rehabilitation and the College of Teacher Training. At the time of the Feasibility Study research there was an approximate enrolment of 60 students. The Vice Chancellor of the university is Paulino Lukudu Loro, the Roman Catholic Archbishop of Juba.

The university has the following faculties:

- Education
- Arts
- Social Studies
- Science
- Computer Studies
- Rehabilitation Sciences

Initial funding for the university came from a multi-donor fund and an appeal has been made to the Catholic Archdiocese of Juba to be responsible for enabling this institution to become the best of its kind. Stephen Lemi - who heads-up Central Equatoria State’s Education Ministry has pledged the Ministry to support the university to the best of its ability.

The Catholic University of Sudan (CAUSS)

The university's main campus is located in the city of Juba. The university maintains a second campus in approximately 650 kilometres northwest of Juba. It was founded in 2008, as a private institution of higher education. Currently it has three faculties:

- Faculty of Arts & Social Sciences - Juba Campus
- Faculty of Engineering Sciences - Juba Campus
- Faculty of Agriculture & Environmental Sciences - Wau Campus
APPENDIX 5

Pointers Towards Sources of Funding

Potential Funding Sources

The Post Conflict Fund (PCF)

This fund is located in Washington DC: its implementing agency is the World Bank. It was created in July 1997 to increase knowledge and improve available instruments within the Bank to enable early engagement and ensure an appropriate role for the Bank in the crucial transition from relief to rehabilitation, and reconstruction activities. Its objective is constructive engagement in conflict affected countries by contributing to the crucial transition from relief to rehabilitation, and reconstruction. Reconstruction activities relate to the following themes:

- conflict mitigation
- internally displaced persons and refugees
- rehabilitation of social sectors
- start-up support for landmine clearance and demobilization
- economic recovery and the private sector
- governance
- capacity building.

Since its inception the PCF has received an accumulated amount of $57.5 million from the Bank’s Development Grant Facility and an additional $5.8 million from bilateral and multilateral donors. The fund makes grants to a range of bodies - including academia.

The Bill & Melinda Gates Foundation (B&MGF or the Gates Foundation)

This is the largest private foundation in the world. The foundation, based in Seattle, Washington, is controlled by its three trustees: Bill Gates, Melinda Gates and Warren Buffett. The foundation had an endowment of US$33.5 billion as of December 31, 2009. In 2010, its founders had started The Commission on Education of Health Professionals for the 21st Century titled as "Transforming education to strengthen health systems in an interdependent world".

The Rockefeller Foundation

The Foundation has identified sub-Saharan Africa as an area in which it would like to make a contribution. Through grant making, the Rockefeller Foundation works to spread the benefits of globalization to more people around the world. The Foundation is a proactive grant maker. The Rockefeller Foundation will in exceptional cases, provide general institutional funding, contribute to endowments, or support building or operating funds.

Development Partnership in Higher Education (DELPHE)

This programme is intended to build on the strengths of the Higher Education Links scheme and aimed at supporting the Millennium Development Goals (MDGs). It is funded by the UK Department for International Development (DFID), which is contributing £ 15 million over seven years to support a range of partnerships including between Higher Education institutions in the UK and overseas.

The Protestant Episcopal Church in the United States of America

This church administers approximately sixty trust funds.
Trinity Church Wall Street, Lower Manhattan

Trinity Church is one of the largest landholders in Manhattan. The revenue from Trinity's real-estate holdings supports the parish's mission and work throughout the world. Contact: Sarah Grapentine, Trinity Grants, 74 Trinity Place, New York, NY 10006.

Existing ECS Links

- The Diocese of Southwestern Virginia, USA
- The Diocese of Bradford, UK - linked with the 4 northern Dioceses of Khartoum, Kadugli, Port Sudan and El Obeid
- The Diocese of Salisbury, UK
- The Diocese of Missouri in USA - linked with the Diocese of Lui
- The Diocese of Chicago, USA - linked with the Diocese of Renk
- The Diocese of Bethlehem, USA linked with the Diocese of Kajo Keji
- The Sudan Church Association in UK
- AFRECS - American Friends of the Episcopal Church of Sudan
- HART Humanitarian Aid Relief Trust
- St. Michael's Episcopal Church in Barrington, USA - linked with Renk Theological College and the Diocese of Renk.

It should be noted that in suggesting that the ECS should explore the above possible sources of funding, there is no implication that these organisations have been contacted or have entered into an agreement to fund the proposed university.

Possible Useful Department for International Development (DFID) Contacts

Ben Mellor (London based) Head of DFID Sudan unit: b-mellor@dfid.gov.uk
Mark Mallalieu (Sudan based) Head of DFID Sudan office: m-mallalieu@dfid.gov.uk
APPENDIX 6

Towards an ECS Medical Faculty through a Link between Wau and Poole Hospitals

Subsequent to visiting Wau, the Feasibility Study Team made preliminary enquiries regarding whether the existing voluntary link between Poole Hospital, UK and Wau Hospital South Sudan (the Link) could be instrumental in contributing to the establishment of an ECS University Medical Faculty. Despite the challenges involved in setting-up the Link initially, there has been considerable enthusiasm for the idea in principle, and a desire to see Wau Hospital grow and flourish. There is a strong belief that, with the right levels of support, significant change can be effected.

To date, Poole Hospital has sent four teams to teach for a fortnight at a time in Wau. The current focus is on basics such as midwifery, hygiene, observations, recognition of deteriorating patients etc. There are some signs of improvement. However, these have been slow and sometimes limited by lack of qualified nursing staff – of which there are only three; and also the need to motivate and enthuse the hospital’s junior doctors who have a difficult task for which they are often unpaid. Doctors interviewed during the visit indicated a keenness to develop their skills - despite not being able to envisage how they can make progress in the current difficult circumstances.

When at Wau Hospital in May 2011 Dr Frankie Dorman, Medical Lead for the Poole/Wau Link, interviewed candidates for potential two year placements in the UK. Whilst none were found to be suitable currently, plans are being made to bring some trainee doctors to the UK on six week clinical attachments. Each trainee doctor will be allocated an educational supervisor who will offer one-to-one tutorials based on a package of pre-structured materials. These packages will cover topics such as leadership, communication, team building, audit, successful management of change.

In the next two years the Link plans to train a number of doctors as anaesthetic assistants. Some Link members have already engaged with the student nurses at Roman Catholic Nursing Schools in and taught valuable skills to the staff at Wau Hospital. Link members have seen significant progress in the hospital’s maternity unit since the team’s first visit.

To enable more Poole Hospital staff to contribute to the Link, members are in the process of seeking to persuade the GoSS to build an onsite bungalow at Wau Hospital to accommodate them when working there. Potentially, such provision would make it financially possible for more Link volunteers to contribute their services. Despite the challenges, the Link has identified a number of UK doctors – who are already proven good teachers/practitioners with a wealth of experience - willing to consider working in the developing world.

The Link has forged a working relationship with two Roman Catholic groups which train nurses to university standard by providing two to three hours training sessions daily, with a view to them becoming the basis of a well staffed hospital operating in accordance with good practice, in the future. Sister Gracy - a Salesian Sister of the Daughters of Mary Help of Christians – offers clinical teaching to men and women at a well organised clinic where they receive practical training. This clinic treats almost as many outpatients as Wau Hospital. Sister Gracy, however, is neither allowed nor staffed to treat in-patients. However, children with malaria are often given quinine and fluids during the day, go home, and return the following day. The Salesian Sisters also run clinics in the villages and a maternity clinic elsewhere in Wau.

Sister Maria heads the Sisters of Solidarity - Catholic Health Training Institute. These sisters have rebuilt their residential facility following the war. They currently have two groups of students who have access to very good facilities, including computers. The Link has introduced
some role play type learning, such as is used by the Resuscitation Council courses in UK. Accordingly student generally achieve a high standard: however, they do not always stay in Wau. Link members are also aware of - but so far have not visited - a small hospital which has been refurbished by Sister Maria. The students go to Wau hospital for some of their training where they are perceived to be very keen.

**Prospects for Forming a Medical School**

Link members believe that given the facilities and financial support to make the necessary improvements, it would be possible for Wau to become a safe working hospital. Accordingly, the Link is seeking to work with Wau Hospital managers in building-up strong relationships with the GoSS which will support ongoing improvement. In principal, the Link would be delighted to explore further the possibility of setting up a Medical Faculty at Wau Hospital and has identified skills amongst its members - particularly the multidisciplinary, practical type of teaching - which would be particularly appropriate for Sudan.