

# **Development of a Framework for NFE (AES) MIS in Southern Sudan**

## **Mission Report**

**March 22<sup>nd</sup> to April 09, 200**

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## Abbreviations

AED	Academy for Educational Development
AES	Alternative Education System
ALP	Accelerated Learning Programmes
BALP	Basic Adult Literacy Programme
CGS	Community based Girls Schools
DCF	Data Capture Format
EFA	Education for All
EMIS	Educational Management Information System
GER	Gross Enrolment Ratio
GoSS	Government of Southern Sudan
ICT	Information and Communication Technology
IEC	Intensive English Course
IRI	Interactive Radio Instruction
LIFE	Literacy Initiative for Empowerment
MIS	Management Information System
MoEST	Ministry of Education, Science and Technology
NER	Net Enrolment Ratio
NFE	Non-Formal Education
PES	Post Enumeration Survey
UNESCO	United Nations Educational, Scientific Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
UIS	UNESCO Institute for Statistics
USAID	United States Agency for International Development
WFP	World Food Programme
WHO	World Health Organization

# **Development of NFE (AES) MIS in Southern Sudan**

## **1. Mission Objectives**

The main objective of this Mission (March 22 to April 09, 2010) were to conduct a fact-finding mission with the aim of identifying institutional structures, defining a conceptual framework, and drafting of a NFE-MIS Development Work Plan for Southern Sudan in support of the Southern Sudan LIFE Project, UNESCO, Juba Antenna. The outcome of the Mission will form the basis for the preparation of a diagnostic study as a part of the NFE-MIS development process plan in Southern Sudan. Before the Mission was mounted, electronically shared documents were reviewed and during the Mission, discussions with the key stakeholders from both the Government and Development Partners were arranged. It is expected that a report on the existing situation and capacity needs for NFE-MIS development in Southern Sudan will be prepared and also a Consultative meeting with the key stakeholders in a Workshop mode will be organised.

## **2. The Mission Report**

The Mission Report is largely based upon the Consultative Meetings held with a number of stakeholders/officers both from the Government and Development Partners (mostly held prior to the Workshop on NFE MIS) and information obtained from a number of background papers and reports. Discussion held during the 2-day Workshop on NFE (AES) MIS also provided important inputs. Meeting with the following officers were arranged by the UNESCO, Juba Antenna which helped immensely in developing understanding of the EMIS in Southern Sudan in general and NFE/AES MIS in particular. The detailed Mission schedule is annexed.

- Mr. Chadrack Chol Director General, Directorate of Planning and Budgeting
- Mr. Edward Kokole Jumo, Director General, Quality Promotions Innovation
- Mr. Kuol Atem, Director of Alternative Education Systems
- Mr. Fahim Akbar, AED-Juba in EMIS Section and his colleagues

- Director AES, Ministry of Education, Central Equatoria State -Juba
- Mr. Victor Hakim Michel, Inspector of Statistics, Department of Planning and Budgeting, Central Equatoria State –Juba
- Mr. Abraham Lado Isaac, Director Basic Education, Central Equatoria State -Juba
- Mr. Lokong Francis, Monitoring and Supervision Specialist (AES) and Inspectors in the Department of AES
- Ms. Grace Akukwe, Chief of Party, Southern Sudan Technical Assistance Programme
- Mr. Odwee Jonathan, Consultant, SSCCSE
- Mr. Mark Otwavi Odufa, Acting Director, Southern Sudan Centre for Statistics & Evaluation
- Ms. Yuki Nakamura, JICA
- Mr. Nelson Odur, Deputy Director, Alternative Education Systems (AES), GoSS
- Mr. George Alexandratos, Project Officer, LIFE, Juba Antenna, UNESCO Office
- Ms. Eunice Smith, Chief, Juba Antenna, UNESCO Office

### **3. List of Documents Referred**

- The next Generation of Literacy Statistics: Implementing the Literacy Assessment and Monitoring Programme (LAMP), UIS
- Alternative Education Systems: Implementation Guide, MoEST, GoSS
- Thematic Working Group Report on AES, 2009, MoEST
- Public Service Reforms Implementation Frame Work Manual, 2009, Ministry of Labour, Public Services and Human Resource Development, GoSS
- Final Report of the Consultancy Services to ensure Long Term sustainability I the Use of Education Statistics, 2009, AED
- AES and Formal Education EMIS Format
- Policy Framework for the Ministry of Education, Science and Technology: 2006/2007, GoSS
- PowerPoint Presentation for Census, Statistics and Evaluation, 2009, Southern Sudan Centre for Census, Statistics and Evaluation, GoSS
- Pastoralist Rapid Assessment Report, 2008, MoEST, GoSS

- Education Statistics for Southern Sudan: 2009, National Statistical booklet, MoEST, Goss

#### 4. Status of Education in Southern Sudan

Since EMIS is the only source of information on formal education in GoSS, based on it a brief analysis is made with regard to status of school education in general and primary education in particular which consists of Grades 1 to 8. It is needless to mention that only few indicators which have got implication for assessing the EFA initiatives have been briefly analyzed. The EMIS reported a **Gross Enrolment Ratio at Southern Sudan level to be 72 percent and a NER that of 48 percent which clearly reveals that a good number of children of age group 6 to 13 years were out-of-school in 2009 and hence a good scope of AES/ALP programmes.** State-specific analysis reveals that NER is as low as 37 percent in the State of E. Equatoria followed by 40 percent in W. Equatoria, 42 percent in C. Equatoria and Lakes etc. The highest 60 percent is observed in Upper Nile even which also indicates that about 40 percent children of age 6 to 13 years are yet to be brought under the education fold which has got serious implication for universal primary education. Another point of concern is wide gap between NER of male (55 percent) and female (40 percent) population which clearly shows that **majority of girls of age group 6 to 13 are out-of-school and without bringing all of them under the umbrella of education, the goal of universal primary education cannot even be dreamt of.** NER in case of girls is as low as 25 percent in case of Western BG State; thus showing that 75 percent girls of age group 6 to 13 years in the state are yet to be enrolled in primary classes.

Low enrolment ratio is because of low New Intake Rate which is as low as 21 percent; meaning that **79 percent children of age-6 are yet to be brought under the education fold without which the goal of universal primary education is not likely to be achieved for which concerted efforts are required to ensure that they all join education system.** Another area of concern is the high percentage of overage and underage children which is as high as 30 percent in case of male and 17 percent in case of female population.

Preliminary analysis of data further reveals a high 52:1 Pupil-Teacher Ratio and that of 129: 1 Student-Classroom Ratio which by all means is very high and may be it is difficult for teachers to manage pupils in the classrooms. However, both the PTR and SCR are quite comfortable in case of secondary education. **The analysis further reveals that GER in case of secondary education is as low as 6 percent** at GoSS level and in case of few states, such as Jonglei, Unity and Northern BG is as low as 2 percent all which clearly reveals that the majority of children of age group 14 to 17 years is out of the system may be a few of them are enrolled in the primary grades.

Low enrolment at secondary level may also be because of high drop out rate at primary level of education. **The Intake Rate at secondary level is reported to be as low as 5 percent and that of Net Intake Rate, almost zero percent which is a serious area of concern and need immediate attention.** On the other hand, it has been observed that 49 percent primary schools are without drinking water and toilet facilities in schools which is otherwise a must for all schools.

**Another area of concern is very low percentage of trained primary school teachers** which is reported to be 13 percent at Southern Sudan level and in a few states, even much lower than at the GoSS level which may affect the classroom transactions adversely and thereby the **Capacity Building of teachers should be accorded the top most priority** without which the quality of education is not expected to improve. **Institutional arrangements are to be created to meet the training (in-service) needs of both the primary as well as secondary teachers across the Southern Sudan.**

The **analysis of data further reveals a very high dropout (24 percent) and repetition (10 percent) rate at primary level of education which has also got serious implication for universal primary enrolment.** The low dropout rate is also reflected in the low primary completion rate which is reported to be as low as 12 percent. **The data on transition from primary to secondary level needs to be re-looked into as in** many states, it is reported to be more than 300 percent which is by all means not possible or may be because of the low coverage during the previous year i.e. 2008 which is also true

for flow rates in secondary classes which in many grades reported to be negative. **The EMIS may like to avoid publishing such type of unconvincing statistics which may create confusion amongst the users.**

**Since it was for the first time that efforts were made to collect information on AES programmes, the coverage of the same under the EMIS is said to be incomplete.** However, the available statistics reveals useful information about the AES programmes. The National Statistics Booklet: 2009 reveals a clientele population of 217,239 of which 11,910 are of the age group 5 to 10 years. The highest number of AES centers is being run by the EDC. On the other hand, C. Equatoria had has the highest number of (198) AES centers amongst all the 10 states of Southern Sudan. In most of the states, AES centers have a comfortable pupil-teacher ratio. As per the EMIS data, a large number of learners repeated AES Grades. The total number of learners those who dropped out was as high as 31,874.

**The brief analysis that has been presented above clearly reveals many areas of serious concerns and immediate attention is required to meet all these concerns.** The Directorate of Planning and Budgeting may like to undertake disaggregated analysis of data i.e. state-specific to find out reasons of low enrolment and high incidence of drop out without which no intervention can me made to improve participation of children and also there stay in the system. During the brief meeting with **the Director General of Planning and Budgeting, MoEST, it was observed that the Ministry is aware of all these concerns and is trying its level best to improve upon the current situation.**

## **5. Sources of Information**

**Though EMIS is regular source of information on education in SS, there are a few other agencies/surveys which also collect information on educational variables from time to time amongst which the Southern Sudan Census of Statistics and Evaluation is the most prominent ones. Possibilities should be explored so that officers engaged in the Census operations are also involved in the affairs of the MIS for both formal as well as NFE programmes.** The most recent Census in the Southern Sudan was



conducted in 2008 full results of which are still awaited. During the discussion, it was pointed out that the EMIS also uses child population generated by the Census authorities for computing a variety of indicators. However, since the enrolment based indicators are to be computed annually, the same required annual child population which is not available in the ready to use form and one has to project the same. To make it more effective, **Census authorities may be approached to undertake projection exercise so that not only child population of the formal education groups is made available annually but the same is also made available for the AES age groups which vary from programme to programme.**

The following are the few educational variables on which information was collected in 2008 Census and the next one is expected to be conducted some time in 2018. The Directorate of Planning and Budgeting may like to approach the Census authorities with a request to add more educational variables and also a few concerning AES which at present is totally missing. Since the Census reaches to each and every boma/village of the country, there may not be having any other complete enumerating better and more comprehensive than the Census one. Apart Census, another major household survey (Sudan Household Health Survey) was jointly conducted by a number of agencies including UNICEF, WFP, UNFPA, WHO, USIAD etc) in 2006 which also have a few variables concerning education but none about the AES. The Directorate of Planning and Budgeting may like to approach them with a request to add more educational variables including AES in any future household survey of this nature.

**Educational Variables in Census (2008) :** *Can read and write with understanding a simple sentence (literacy status), ever attended, never attended or currently attending, for those currently attending what is the grade and level that is attending and for those currently and previously attending school, what is the highest level of completed.*

**Educational Variables in Household Health Survey (2006):** *Primary school percentage of children of primary school entry age attending Grade 1, primary school net attendance ratio, gender parity in primary education, secondary school net*

*attendance ratio, secondary school age children attending primary schools, children reaching Grade 5 and adult literacy.*

## **6. Alternative Education Scheme**

The Department of AES in the Directorate of Planning and Budgeting, Ministry of EST developed the following seven models of alternative education each of which is designed to take care the need of a specific target group to ensure that all participate in education programmes including people in cattle camps and girls, who have not attended schools like mainstream children. By and large AES in Southern Sudan is not considered to be 'non formal' education because it has developed various forms of formal learning of curriculum through the alternative modes of delivery but uses the curriculum of formal education in a condensed time-frame to allow students to catch up with their counterpart age cohort children enrolled in the formal schools by using different sets of textbooks. Within the above framework, the following programmes have been developed: accelerated learning programmes (ALP), community based girls schools (CGS), basic adult literacy programme (BALP), intensive English course (IEC), interactive radio instruction (IRI), pastoralist education and agro-forestry education. **Any MIS, unless otherwise covers all the type of programmes and centers providing such programmes across the Southern Sudan disseminating comprehensive information on all the aspects of AES at different administrative levels (GoSS, State, County, Payam and Centre), will be treated as incomplete even though developing such a system for AES is the most challenging one** as the non-formal education sector is not as organized as the formal education sector is. Despite concerted efforts in a number of countries, such a MIS for non-formal education programmes is yet to be fully developed and sustained. The recent efforts made in this direction in the Southern Sudan are significant.

## **7. The MIS in Southern Sudan**

The Educational Management Information System (EMIS) of Government of Southern Sudan (GoSS) is located in the Department of Data and Statistics of the Office of the

Directorate of Planning and Budgeting, Ministry of Education, Science and Technology (MoEST) which take care of both the formal as well as Alternative Education System. The EMIS was established in 2007 and is supported by the UNICEF and technical assistance is being provided by the Academy for Educational Development (AED). A Team of six officials are said to be fully associated with the EMIS work but **except one Deputy Director from the Department of Data and Statistics, none of the other officials from GoSS is actively involved in EMIS on day to day basis.** The data concerning formal Primary and Secondary Education under the EMIS is available for the last four years starting 2006 but it was for the first time in the year 2009 that the process of collecting information about Alternative Education System (AES) was initiated and made available through a publication titled “Education Statistics for Southern Sudan 2009: National Statistical Booklet” which is brought out by the Directorate of Planning and Budgeting, MoEST, GoSS. The process of collection of data for the year 2010 with mid-June 2010 as its date of reference both in case of the formal and AES programmes has already been started for which EMIS has designed the formats which in turn will be printed at the GoSS level and will be provided to the State Ministry of Education so that they reach all schools and AES centers.

Within the present environment, collecting data and making available in the published form is not a mean achievement. It may be observed that in many advanced countries, the data concerning formal education system is outdated and detailed disaggregated data is not available. However in the Southern Sudan, data on most of the aspects of universal school/basic education required for efficient education planning is available at the disaggregated level which is considered an impressive achievement in a short span of 4-5 year. EMIS in Southern Sudan is still in the project mode and is being funded by the Development Partners in view of which it is hoped that the GoSS will ensure its continuity and the efforts made for it will be sustained in years that follow.

During the discussion with EMIS team, it was observed that **coverage in case of formal Primary and Secondary education is almost complete but the same is not true for AES.** It has also been mentioned during the discussion that **complete directory both in**

**case of the formal education and AES is not available in ready to use form** in the absence of which no assessment is made about the coverage of schools/centers under the EMIS. But the number of Primary and Secondary schools covered under the EMIS over a period of times gives an impression that the same has improved significantly and may be only a few formal schools are yet to be covered under EMIS but the same is not same for the AES programme. As has already mentioned that only one year data i.e. 2009 is available for AES and in view of a variety of programmes being offered and also in the absence of complete Centre Directory, **it is not possible for the time being to make assessment of the coverage of AES centers under EMIS in Southern Sudan.**

The “Education Statistics for Southern Sudan 2009: National Statistical Booklet” presents data both at GoSS and State level in case of all the 10 states and the same has been presented for the last three years. Because of the scope of the publication, the County-specific data has not been presented in the Statistical Booklet but during the discussion it was mentioned that the same can be extracted from the EMIS data-set and can be made available, if there is any such demand in soft/hard format. The Statistical Booklet presents a variety of indicators falling under different components of universalisation of primary education. **Hope, EMIS will come out with the Analytical Report based on 2010 year data** (see sample report at <http://www.dise.in>) **which may contain GoSS as well state-specific analysis with regard to all the indicators falling under the overall goal of universal primary and secondary education.** In view of the limited competency available time being in GoSS towards use, analysis and interpretation of educational data and indicators, **EMIS may also like to initiate activities towards capacity building of Officers of the Directorate of Planning and Budgeting to ensure that the data generated by it is optimally used in planning exercises by the officers those who are responsible for the same within the Directorate.** During the discussion, it was mentioned that some modules have already been developed by EMIS and the same will soon be utilized during the capacity building exercises in this direction.

The developed EMIS Format at the GoSS level reaches to School Head Master and AES Centre Head, who are the respondents of data collection under EMIS. Many of the AES Centers are located in the Primary schools in view of which they are also the respondents

of the AES centers. It was also mentioned that training is arranged at the State level where county level officers are imparted training towards filling-up of the EMIS Formats. The County level officers, in turn train Payam level officers and they in turn train the respondents.

In view of the prevailing condition at the GoSS level, the above analysis clearly shows that **EMIS located in the Directorate of Planning and Budgeting has contributed significantly towards strengthening of not only that of the formal education MIS but also that of the Alternative Education System MIS all which need to be sustained in the years that follow** and also needs to be further strengthen so as to ensure that the coverage is complete, data is optimally disseminated and use in planning exercises, efforts are initiated to make it ensure that capacity of officers within and outside the Directorate of Planning and Budgeting to use data is enhanced. **With this in view, a few points are presented which are suggestive in the nature** and most of which confines to the AES MIS and is based on the outcome of the discussion that the Consultant held with a variety of the officers including the development partners he met both at the GoSS and State level.

## **8. Duplicity of Efforts**

During the stay at Juba the UNESCO Consultant also visited the Department of Planning and Budgeting, Central Equatoria State –Juba and had a long discussion with Mr. Victor Hakim Michel, Inspector of Statistics. During the discussion, **the Inspector of Statistics pointed out that in addition to the EMIS format and data collection through it, the Department of Planning and Budgeting of the Central Equatoria State –Juba has also evolved a system of data collection through which it collects information about both the formal Primary and Secondary education.** For this purpose, it has developed a Data Capture Format which is very much similar to the EMIS format. The Inspector of Statistics is of the view that EMIS format is much more comprehensive and detailed one than the one developed by the Department of Planning and Budgeting. **However, since the coverage under the EMIS is not complete, the Department doesn't use the statistics collected by the EMIS.**

**Second, since the information collected under its system is available much earlier than the EMIS data; the department doesn't have any option but to use its own statistics. Thirdly, information collected by the Department is available at all disaggregated levels such as, County and within the county by Payam, it is more relevant and hence the same is used to send the same to the Ministry.**

The Inspector of Statistics, Department of Planning and Budgeting, Central Equatoria State – Juba send its Data Capture Format through its machinery to the Head Master/Teacher and collect the filled-in formats through the same machinery but do not impart training to the Head Masters who are the respondents which may affect the quality of data adversely. At the same time, Inspector of Statistics is well aware of the fact that some training is imparted to County and Payam level functionaries under EMIS who in turn impart training to the Head Masters/Teachers. Despite all these limitations, the statistics generated by the Department of Planning and Budgeting is being used instead of one collected through the EMIS. However, so far no such efforts are made by the department to collect information about the AES and as such no format has been developed.

**The Directorate of Planning and Budgeting, GoSS may like to avoid duplicity of efforts and ensure utilization of statistics collected under EMIS for all the practical purposes.** During the visit we tried to find out County and within the County, Payam-wise information collected under the EMIS, but no such information neither in hard or soft form could be seen available with the Inspector of Statistics, Department of Planning and Budgeting, in the Central Equatoria State – Juba may be because of which the State is force to evolve, collect and use its own statistics which should be avoided. The EMIS, Directorate of Planning and Budgeting, GoSS may like to conduct an in-depth study to find out actual reasons which has got serious implications for EMIS activities if the same is also true for remaining 9 states of the GoSS.

**In the light of the above, it is suggested that the raw data collected through the EMIS should be made available to the office of the Department of Planning and**

**Budgeting in each state and the department be strengthened to handle, use and analyze the data.** For example, the Department of Planning and Budgeting, Central Equatoria State –Juba has positions of a Statistical Officer and 2/3 positions of Statisticians but none of them except the Inspector of Statistics was in position in the absence of which smooth handling and utilization of data cannot ensured. Even if the state-specific EMIS raw data is made available to the users, still there is no guarantee that the same will be optimally utilized as the Department of Planning and Budgeting is having only one Data Entry Operator/Computer Operator.

**State Ministry of Education**  
Central Equatoria State (JUBA)  
**Key Education Information**

	Number of Schools		Enrolment		Teachers	
	EMIS 2009	State Department of Planning and Budgeting, 2009/10	EMIS 2009	State Department of Planning and Budgeting, 2009/10	EMIS 2009	State Department of Planning and Budgeting 2009/10
Primary	431	435	<b>138934</b>	<b>135644</b>	4083	3971
Secondary	45	49	<b>15880</b>	<b>12510</b>	615	689

- Source: Education Statistics for Southern Sudan: 2009, National Statistical Handbook, MoEST, GoSS and unpublished data provided by the Department of Planning & Budgeting, State Ministry of Education, Central Equatoria State (JUBA)
- It may be observed that the state data is much latest (2009/10) than the EMIS data (2009). At the GoSS level, EMIS data is available only at the State level, while State data is available at County and within the county, Payam level. Number of schools from both the sources is quite comparable but the same is not true for enrolment and teachers. Though enrolment from the State sources is much lower than reported by the EMIS; the Inspector of Statistics of Central Equatoria State is of the view that the statistics collected by the Department is more reliable. While going through the repetition and dropout rates generated by the State, once gets the idea that the same is not computed by using the standard methods. Barring the hard copy of the National Statistical Handbook, the Inspector of Statistics doesn't possess any County and Payam-wise EMIS data. All the positions in the Department are lying vacant and needs to be filled-in before any new initiative is planned.

In the light of the above, it is suggested that **an in-depth study should be undertaken by the Directorate of Planning and Budgeting to assess availability of staff in each state in the Department of Planning and Budgeting in each of the 10 states as they are the potential users of rich data being collected and maintained by the EMIS.** In view of the requirement, the in-depth study may also recommend the number of staff (by type, qualification, experience etc) required in case of each of the 10 states in the

Department of Planning and budgeting which may also include review of the same at other levels, such as County and Payam levels because the same is key to issues concerning quality and utilization of data so collected under the EMIS.

## **9. Ownership**

The UNESCO Consultant had a very long and useful discussions with the Director of AES, Directorate of Planning and Budgeting, GoSS as well as with the Inspectors in the department and Specialist (Monitoring and Evaluation) looking after AES. **As it seems from the discussion that there is a clear lack of ownership for the EMIS data at lower levels partially because of which EMIS data is not optimally being utilized within the department.** The other important point which has been observed is the **complete in-availability of EMIS data either in the soft or in the raw form and the disaggregated data is not at all available to any of the lower officials of the department.** Even though EMIS is open to share both raw and soft data, the officials do not come forth for the same which may be because of a number of reasons predominantly it is the case of ownership without which neither the AES MIS data be fully collected nor the chances of utilization of the same is also remote. There is also a general feeling that most of the data is accessible only to the higher ups and the officers looking after different AES programmes have got limited access to the data of the programme for which they are made responsible. None of them at lower level have access to the complete set of data other than the hard copy of the National Statistics Booklet which too contain statistics only at the GoSS and State levels. **Needless to mention that for monitoring of the AES programmes, availability of disaggregated data is non-negotiable.** It may also pertinent to observe here that though AES Director is of the opinion that information requirements of AES is shared with the EMIS and on the basis of which EMIS has designed and developed the Data Capture Format for AES programmes and got the data collected in which the Inspectors of the department were also involved but still the coverage of AES centers under EMIS is far from complete which may also be because of the fact that it was for the first time that such a effort was made to collect information about the AES programmes.



The another possible reason of lack of ownership may be because of the fact that the **officials involved in the AES programmes are not sure about the sustainability of the EMIS efforts and they fear that in the absence of UNICEF support, it may collapse.** However, a number of concrete suggestions were given by the AES Inspectors which if considered may help us in further improving the EMIS efforts in general and for AES programmes in particular.

**To ensure sustainability of efforts, slowly in a phased manner, the responsibility of maintaining MIS may be wholly entrusted to the officers within the Directorate of Planning and Budgeting for which a capacity building plan needs to be evolved carefully.** At this stage, we are not of the view that a separate parallel system be developed to cater the information need of AES. What we are advocating is that EMIS has contributed significantly in strengthening EMIS in GoSS in general and AES in particular and hence be further strengthened so as to make it complete and comprehensive and this should be done by involving wholly the Department of AES in EMIS affairs right from the planning to implementation stage which can be done in a number of ways which is briefly presented below. **Without active participation of the AES staff, no meaningful AES MIS can be developed, even if developed utilization of data cannot be ensured.**

## **10. Need Assessment**

As has already been specified above that there is a need to make AES MIS more relevant according to need and requirement of the officers working at the GoSS, County, Payam and Centre levels as the AES programme is supposed to be monitored by officers responsible at all these levels. While doing that it may be kept in mind that the basic objective of developing such an MIS for AES is to facilitate monitoring at all these levels so that corrective measures can be undertaken while the programme is still going on. With this in view, **UNESCO should facilitate undertaking of a need assessment and situational analysis study with an intention to identify gaps in the existing EMIS with reference to AES programmes which should ultimately be used in further refining the AES programmes/format.**

At the GoSS level, it is not an easy task to identify data needs of all the states in view of which an **in-depth study of need assessment should be undertaken by involving both the officers of the Department of AES at GoSS level as well officers from all the states responsible for the implementation and monitoring of AES programmes.** To conduct such an in-depth need assessment and situational analysis, the officers of AES (Inspectors, Deputy Director, Director etc.) in the Department of AES should take the lead as the same will also help them in feeling ownership to the whole effort. However, UNESCO may like to provide financial support to any such activity. Naturally, EMIS located in the Directorate of Planning and Budgeting will take active participation in any such consultative efforts as ultimately it will help them in further strengthening of there efforts. **It would perhaps for the first time at the Southern Sudan level that all stakeholders will sit together and discuss the information requirements of the Alternative Education Scheme programmes and also discuss the modalities as how to ensure complete coverage and quality of data so generated.** They will also get an opportunity to suggest flow of information (in view of existing arrangements at all levels) and also data requirements at all these levels.

The **consultative meeting would also able to discuss and decide how information will flow and what would be the feedback mechanism and also who will monitor what and at what level.** Every bit of information need not be transmitted to all higher levels but there are a few variables which can be monitored at more than one level. The consultative group may also discuss corrective measures that would be required to be initiated in view of the feedback received from the higher levels and what would be the follow up action. For this, **a critical review of the existing arrangements right from the GoSS level to Centre level should be undertaken in view of the responsibilities assigned to all concerned at all these levels.** Following this methodology, a comprehensive plan for the monitoring of AES programmes can be designed which will ultimately help in improving the effectiveness and efficiency of the AES programme across the Southern Sudan.

**In view of the outcome of the consultative meeting, the next important step would be to re-look into the existing AES format and flow of information.** A detailed time-frame, if developed will ensure smooth collection and timely availability of information at all desired levels. Inspectors in the Department of AES, Directorates of Planning and Budgeting are of the view that an efficient (timely collection and availability of data at all desired levels, decentralized data feeding and utilization, no data gaps: data is available on aspects of AES programmes, time-series data is available, comprehensive in nature etc.) AES MIS is very much required but the same in its existing form may be of little use and hence it may thoroughly be revisited and revised according to the need of AES programmes at all administrative levels. They are also of the view that AES format of data collection should be redesigned by following the participatory approach with the support from the UNESCO and AES staff at all levels and the gaps identified, if any should be incorporated in the revised AES format.

**A priori it looks that there is ample scope of further improvement in the existing AES MIS format. In its existing form data entry may not be user-friendly (may take more time in data feeding) for which the questionnaire may be made simpler and each and every item and its sub-items, if any should be coded so as to ensure fast retrieval at any desired level.** To the extent possible, 'unknown' option may be avoided. Needless to say that the format so re-designed should be used across the GoSS.

## **11. Directory of AES Centers/Programmes**

It is a general feeling that the exiting coverage under EMIS for AES is not complete which is largely because of the fact that it was for the first time that such an effort was ever made to develop such an information system for AES programmes. It has also been observed that the Inspectors of the Department of the AES at the GoSS level were also involved in the process of data collection and also to ensure that AES Format reaches to all the AES centers. Despite their involvement, if the coverage is not complete, it is an area of major concern. This is largely because of the fact that Centre and School Directory is not readily available. With improved coverage of Primary and Secondary

schools each year under EMIS, it can be safely be assumed that most of the schools have already been covered under the EMIS but the same is not true for AES centers in view of which **the first exercise that would be useful to ensure coverage of AES Centers would be to prepare a complete Directory of AES centre across the GoSS.** The Inspectors of the Department of AES at GoSS level and officers involved in AES at the State level may play a leading role in preparing such a Directory of AES Centers which may not be difficult task to develop. It is said that AES Teachers are paid by the Government and the exiting salary records may be the starting point to develop such a Directory of AES Centers which should be supplemented by the inputs from the Inspectors of Department of AES at GoSS and other (state, county and payam levels) levels. The AES Inspectors and other Officers at GoSS level be assigned one state each for this purpose. The vacant positions, if any should be filled up on the priority basis at all levels. However, it is the State level AES Officers who has to play a leading role in preparing a complete directory of AES Centers. **While preparing Directory care should be taken to ensure that all types of AES Programmes/Centers, whether located in school or other places (such as under tree, community place etc.), supported by Government or Community are included in the Directory to ensure that it represents all the AES programmes and do not confine and concentrate on to only one type of programme.** The AES Centre Directory, if so developed may be used by the EMIS to ensure that AES format reach all Centers; that would eventually the first major step towards strengthening NFE MIS in GoSS. The next major important step towards that direction would be to ensure smooth flow of information and that would be the key to timely availability of data.

## **12. Printing and Distribution of Formats**

In view of the total number of AES Centers, the formats be printed (+ 5/10 percent extra as a normal practice) at the GoSS level and with the help of the Inspector(s) identified for a state, it be made available and reach in the office of the State AES located in the Department of Planning and Budgeting in each state. Since the State level AES Officers would have participated in the Consultative meeting proposed above they are expected to have good acquaintance with the NFE MIS format. In addition, **it is suggested that the**

**AES Officials in collaboration with the EMIS, impart training to all the State AES Officials at the Southern Sudan level to ensure that there is common understanding of different concepts and definitions** as the same would also help immensely in improving the quality of data so collected.

### **13. Date of Reference**

As a standard practice across the World, educational data is collected on a particular date (date of reference), it is suggested that the **Department of AES should specified a date (with an objective to obtain an average picture) on which data should be recorded across Southern Sudan.** It may also like to specify a week/fortnight during which data from all the AES Centers across the Southern Sudan level is collected (on record date) as the same will also help in creating awareness amongst all the stakeholders of AES programmes.

### **14. Frequency of Data collection**

Unlike formal education sector, **the frequency of data collection for AES prorammes may vary and depending upon the nature of a AES programme, may be more than once in a year and this along with the other modalities, may be decided in the consultative meeting** under the impression that AES MIS so developed would be used as a monitoring tool to take corrective measures at different levels with main objective to improve the effectiveness of a AES programme.

### **15. Unique Identification Code**

If not already given, the EMIS will identify and **give a unique Identification Code to each AES Centre (as per Directory) by following standard procedure (state/county/payam/type of NFE programme/centre) and the same will remain forever.** The centre and level (administrative) specific codes will help in ensuring that the desired information is made available at all required levels eventually this will help us making available the entire database at the disaggregated levels such as County and Payam level which is one of the major limitations in the existing MIS.

Even though EMIS is ready to share raw data, there may be few takers largely may be because of the lack of competency in handling raw data for which there is a need to carefully design a Capacity Building programme. **The Department of AES at the GoSS level should take lead in this direction to ensure that data so collected through the MIS is optimally utilized in planning and strengthening of AEE Centers cross the GoSS.**

A priori, it seems lack of active coordination between EMIS and Department of AES at the GoSS level or apparently the same is not visible. **The Department of AES should make institutional arrangements to make it sure that they are the equal partners in the whole process of AES-MIS development.**

It seems that within the Department of AES, no one is at present is assigned the responsibility to co-ordinate with the EMIS on day to day basis. The Department of AES should have competency within to ensure that AES MIS is developed as per its need and requirement. Moreover, it may also like to ensure that, it is able to use data, analyze and interpret so that they can provide inputs while plan and design such programmes in future. As it seems that it has got limited competency in handling all these aspects concerning utilization of data.

## **16. Dissemination Plan**

Adequate dissemination of data is the key to utilization of statistics eventually which may also lead us in improving the quality of data so collected. As of now only limited data is being disseminated and that too by the EMIS; the Department of AES, GoSS level as it seems do not play any major role in bringing out the publication. **It is suggested that the Department of AES, GoSS should design publications concerning AES programmes and in future so far possible all the publications concerning NFE programmes should be brought out by it** naturally with the active support from the EMIS all which will help in creating environment of ownership.

## **17. Additional Support**

In the beginning, the existing officials within the Department of AES may not be able to handle all the tasks specified above for that purpose a careful capacity building plan for the existing officials may need to be developed. The Capacity Building as well as strengthening of the Department of AES in all the states should be undertaken to ensure timely collection of data as well as utilization of statistics so collected. The UNESCO may like to support any such activity to ensure that data collected under AES MIS is optimally utilized at all levels.

The steps suggested above may ensure strengthening of AES MIS and its utilization. However, there is need to institutionalized the same within the Department of AES both at GoSS and State levels. To begin with, **it is suggested that a separate Cell within the Department of AES may be created which can be named as the Data Processing and Utilization Cell (DPUC)**. Among other activities, the **DPUC may also be entrusted the reasonability to keep liaison and coordination with the EMIS so as to ensure smooth strengthening of AES MIS**. Officers from within the Department of AES may be entrusted the responsibility of DPUC. The in-charge DPUC may also be assisted by a Computer Programmer, a Data Entry Operator and a Statistician. Similarly, the State Departments of AES should also be strengthened so as to ensure timely data collection, utilization and its use in planning and monitoring of ASE/NFE programme without which not much change is expected.

## **18. Flow of Information**

Once AES Format reached to schools/centers, the next important task is to obtain the correct information within the stipulated time frame from the School Head Master. **Training to Head Master/Teacher in filling-up of the format is the key to quality of data which should be given the top most importance** which may be arranged at the Payam level with the active involvement of Payam Coordinator (Education). All the Payam Coordinators may be trained at the County level with the active involvement of County Director (Education) and In-charge (AES). The County Officer may be trained at

the State level by the active involvement of both the State and GoSS AES Officers. As has already mentioned that the each Inspector and other Officers in the Department of AES will be made in-charge/responsible of a state and the concerned state in-charge would be made available at the time of training in the filling-up of the ASE format at the state level. However, **the prime responsibility of imparting training at the County level would be that of the County level officer who will train Payam level officers.**

#### **19. Collection & Checking of Filled-in Formats**

At each level the filled-in formats needs to be thoroughly checked and authenticated by the concerned officer. For example, the **Payam level Officers be made accountable to ensure that filled-in formats have been received from all the centers falling under his/her jurisdiction and the data reported is correct and internally consistent and there are no missing values on 100 percent basis.** At the County level, 25 to 30 percent of the filled-in formats may be thoroughly checked before the same is passed on to the State level. In case if inconsistency in data is noticed, the county level officer will contact Payam level officer. The Payam level Officer is not supposed to alter any information and in case if some missing items are observed they should contact over phone the concerned School Head Master who is the respondent and has filled up the AES format and clarify the issue.

#### **20. Sample Checking of AES Data**

Apart from checking filled-in formats at all specified levels, **EMIS should also envisage possibility of involving a third party for checking of data on sample basis by an independent agency** not involved in the planning and management of AES programmes. **The Office of the South Sudan Centre of Census or similar such organization or someone from the University Department of Education can be approached** for this purpose (PES) as the same will throw light not only on the quality of AES data but asked to look into the coverage aspects. All these majors, if initiated will help us in establishing creditability of MIS data in general and AES data in particular.



## 21. Data Entry

By all means, the ideal place at which the data entry should take place is the County level but **within the prevailing situation and availability of facilities and competencies of the available staff, it is not advisable to switchover the data entry from the present GoSS level (under EMIS) to the County level.** However, **possibilities should be explored to ensure arrangement of data entry at least at the State level** which may be located in the Office of the Inspector of Statistics for which its office needs to be strengthened both in terms of facilities and professionals without which no meaningful decentralized data entry can be envisaged. If decentralized at this level, it will further improve the quality of data and would also ensure detailed analysis of the data and its use in planning.

As has already been mentioned that data entry under EMIS is presently taking place at the GoSS level, which if decentralized will need modifications in the existing software to meet the requirements at the state level. EMIS may like to explore possibility in this direction and in the event of the software modification, emphasis should be lay down on report module so that all the desired reports are generated at the State level by County and Payam levels. **The national AES database should also be made available to the proposed “Data Processing and Utilization Cell” (DPUC)** so as to ensure optimal utilization of information. DPUC will be able to generate State as well as County specific reports and within the county, Payam-specific reports. **EMIS may like to conduct a workshop of all stakeholders both from the GoSS and States to identify a set of core AES indicators and the same should form part of the any modified AES MIS software.** The software will facilitate reports on these indicators at any level i.e. State, County and Payam levels.

## 22. Workshop on NFE MIS in Southern Sudan

During the Mission, a 2-day Workshop on NFE (AES) MIS for Southern Sudan was organized during March 30 and 31, 2010 (Venue: Oasis Camp, Juba) which was opened by Mr. Chadrack Chol, Director General, Directorate of Planning and Budgeting, MoEST, GoSS. Mr. George Alexandratos, Project Officer, LIFE, Juba Antenna,

UNESCO Office welcomed the Chief Guest Mr. Chol and all Participating Officers and also highlighted the objectives of the Workshop. He also briefly introduced Prof. Arun C. Mehta, UNESCO Consultant and Professor and Head, Department of EMIS, NUEPA, New Delhi (India) who conducted the Workshop. A list of officers those who participated along with the Workshop Schedule is annexed.

In his brief opening remarks, the Chief Guest Mr. Chol emphasized the need of EMIS and importance of quality data in the overall development of the GoSS. He referred 'go to school initiate' and a call by the President of Southern Sudan to the citizens in 2006 in response of which enrolment in primary schools increased by 3 to 4 times in a short span of 4 to 5 years. In this regard, he mentioned that education is getting only 6 percent of the total budget which is not a right percentage even though a few of the African Countries gets more than 10 percent of the total budget. He said the country is fighting a war but of different nature; it is a war against poverty and hunger. He proudly said that country is only five years old but it has an effective EMIS even though many of the developed countries do not have the same. He wished that the deliberations in the Workshop would be fruitful and declared open the Workshop.

**Day-1:** Prof. Arun C Mehta, UNESCO Consultant presented different themes which were to be covered in the Workshop in detail and thereafter participants introduced each other. In the morning session, the UNESCO Consultant introduced the concept of an EMIS and emphasized the need of developing a computerized management information system. By taking a number of examples, he presented characteristics of an efficient educational management information system. In the afternoon session, a detailed demonstration was given on to the School Report Cards ([www.schoolreportcards.in](http://www.schoolreportcards.in)) and District Information System for Education ([www.dise.in](http://www.dise.in)) which has been successfully implemented in India which covers more than 1.29 million schools imparting elementary education across 633 districts spread over 35 States. In the last session of the day, a detailed presentation was made on 'role of diagnosis in educational planning' and through examples, the Consultant emphasized the need of undertaking a diagnosis exercise which may help in identifying locations and focus groups that need attention. In this regard, he emphasized importance of an efficient EMIS both in case of the formal as well as non-formal

education systems. At the end of the day the participating officers look satisfied as they were perhaps for the first time exposed to such a detailed technical and scientific discussion on management information system that reiterated importance of an efficient MIS in the overall development of education in Southern Sudan.

**Day-2:** In the first session; the Participating Officers were divided into two groups to work on the existing AES format. They were asked to review contents and suggest modifications, if any so that it can meet the requirements of all those who are involved in the affairs of AES programme at different levels. Participants from both the groups worked intensively for more than 1.5 hrs and provided a number of suggestions which are briefly summarized below. The participants were of the view that so far as possible the option (in most of the questions), ‘unknown’ be deleted from all the questions. In the physical address of the centre, boma/village name may also be added. In addition to the type of classroom a NFE centre has, information on type of building should also be added. In case, if a hall is hired for the NFE Centre, rent paid may also be added. On the question on centre funding organization/agency, only those agencies be listed which funds AES programme and not all development partners and NGO. In this regard, they were of the view that so far they know, JICA do not fund AES programme and hence may be deleted from the list of the agencies. In the programme implementing organization, MoEST may also be added as one of the agency. Further, the participants were of the view that in a question on how many terms are in a full programme year, the option should restrict from 1 term to 4 terms only. So far as the school hours are concerned, the morning and afternoon option may be re-designed i.e. 7 Am, 8 AM, 9 AM, ... 18 PM. Similarly, suggestions were also given about the periods per day and duration of periods all which should be considered at the time of revision of the NFE MIS format. **Needless to mention that the suggestions provided were not exhaustive in nature and more can be obtained through more intensive consultation with all concerned.** The participating officers were of the view that **such type of consultative meetings by involving all the stakeholders both at the GoSS and State level be arranged to further revise and finalize the Data Capture Format.** Once revised, it

was suggested that the Department of AES may like to pilot it before the same is provided to States for data collection.

It was also mentioned that the **unit of data collection under the NFE MIS is Centre** and hence **data from all such centers should be obtained**. If in a school, more than one type of AES programmes are functioning then all such centers are to be covered and need not restrict to only one format for all centers.

**The Consultant cautioned that variables which have got nation-wide implications may only be kept in the format;** however provisions should be made in the software to meet any additional state-specific requirements. These additional (supplementary) variables are to be identified by the State AES department, they are to be incorporated in the format and data be collected, feed and use at the State level and need not to be transmitted to the GoSS level.

The consultant also **emphasized need of training in filling-up of the NFE format at different levels and of the view that without intensive training of the Centre Heads/Head Masters, the quality of data cannot be improved which is a continuous process and cannot be improved overnight**. He also lay down a framework of capacity building plan so that officers involved in the AES programmes at all levels be imparted training in the filling-up of the NFE format and also its utilization.

The Consultant was of the opinion that whatever is suggested for strengthening of NFE/AES MIS should be implemented in a phased manner for which a time bound programme be prepared by the Department of AES, GoSS.

**The role of the Payam level officers were also stressed in length and it was suggested that they may be made accountable for the coverage and quality of data which can be possible to check only at this level**. The officer at the Payam level should ensure that data from all the NFE Centers falling under his/her jurisdiction has been received and there are no missing values and data is consistent to the extent possible. They may also be asked to check the filled-in formats on 100 percent basis. However, it was suggested that at the County level, the Officer In-charge AES programme, may be asked to check the

filled-in formats on 25 to 30 percent basis and the at State level, 10 percent basis. However, it was advised that at the GoSS level, Post Enumeration Survey of NFE/AES MIS data may be initiated by an independent agency. **In this regard, it was suggested that the Census authorities may be requested to undertake the random sample checking of NFE data on 5 percent basis each year** and present its report to the Directorate General of Planning and Budgeting in view of which EMIS may be advised to initiate corrective measures during the collection of data in the following year. The Consultant reiterates that improving quality of data is a continuing process and dissemination of data through a variety of modes can also play an important role in this direction for which the Department of AES should develop a dissemination plan. In a phased manner, the States Department of AES should also develop such plans and come out with their own publications. Possibilities of data dissemination through all modes (hard and soft copies, CDs, on-line and off-line and processed and raw centre-specific data should be explored.)

To further improve the quality of NFE data, **it was advised for the time being to decentralize the process of data entry at the state level but ultimately when situation improves the same may be decentralized even to the level of County level.** In this direction, it is advised that **on an experimental basis the data entry of AES 2010 be undertaken at the state level initially in case of two states and if found successful, the same may extended to all the remaining eight states of Southern Sudan during the 2011 data collection** for which the EMIS may like to modify its software so that data entry as well as reports are generated at the state level. At present, data entry of both the formal and AES programmes is being taking place at the GoSS level on the basis of which the EMIS bring outs Statistics Booklet and provide data in a CD to states in the form of 'EMIS data and Ed\* Assist 2009' which contains data of only formal education sector and that too only for one year. **EMIS my also like to present the AES data from the next year onwards and may also like in exploring possibility of providing data for more than 1 year in a CD and if possible, for the last five years. The Report module in the existing CD is limited and EMIS may like to add a number of additional indicators falling under the ambit of Universal Primary education.**

However, in view of the available competency (ICT etc) in GoSS, the efforts made by the EMIS in providing processed data in a CD format are praiseworthy but slowly it may like not only to decentralized the process of data entry but also develop competency at the GoSS and state levels to enhance capacity building in the area of data processing and analysis at these and lower levels in a phased manner and in active partnership with the Department of AES, GoSS.

In the last session of the day, the UNESCO Consultant presented a framework of indicators and discussed a variety of indicators falling under different components of universal primary education. He picked up a number of examples from the EMIS Statistical Booklet and explained the meaning and interpretation of each of the indicator used. He also shared one of his works on 'framework for NFE indicators' which were appreciated by the participating officers a few of them were of the opinion that with minor modifications, the same can be adopted in the Southern Sudan.

In the brief closing session, the Consultant thanked all the Participating Officers for active participation and said that this is not the end but beginning of the long association which will help in promoting the use of educational data in the Southern Sudan. In this context, **he invited them to NUEPA, New Delhi for more intensive courses on EMIS and Data Utilization for which the GoSS may like to approach the Vice-Chancellor, NUEPA so that special training can be arranged at New Delhi.** He also requested GoSS/UNESCO to **depute 2-3 officers each year for the intensive training on educational planning through a 3-month International Diploma in Educational Planning and Administration being conducted at NUEPA, New Delhi** for the last more than 25 years. He requested GoSS to chalk out Capacity Building programme carefully so that environment for data utilization in a decentralized mode by adopting participatory planning approach with a provision of developing Annual Work Plans both at the GoSS and Sate levels is created in the South Sudan which is the need of the day. On behalf of the Vice-chancellor, NUEPA, New Delhi (India) he assured full support to the GoSS initiatives in this direction.

**Developing a Non Formal Education Management Information System in Southern Sudan  
(March 22<sup>nd</sup> to April 9<sup>th</sup> 2010)**

**Schedule of Activities**

<b>Day and Date</b>	<b>Time</b>	<b>Activity</b>	<b>Purpose and Discussion Points</b>
Monday, March 22, 2010	1.00 PM	Arrival, Khartoum Airport	
Tuesday, March 23, 2010	9.00 AM	Meeting Mr.Saadou Moumouni, Administrative Officer, UNESCO-Sudan, Khartoum	Security Briefing and Logistics
	10.00 AM till Evening	Central Registration and Preparation of ID	
Wednesday, March 24, 2010	8.30 AM	Departure from Khartoum to Juba	
	1.15 PM	Arrival in Juba Camp	Transfer to Hotel: RA International Mango
	4.00 PM	Meeting with Mr. George Alexandratos, Project Officer, LIFE	Briefing about the NFE MIS and Expectations from the Consultant (NFE MIS)
	4.45 PM	Meeting with Ms. Eunice Smith, Chief, Juba Antenna, UNESCO Office	Recent Development in Southern Sudan and Need and Importance of NFE MIS in the current environment in GoSS
Thursday, March 25, 2010	9.00 AM	Meeting with Kuol Atem, Director of Alternative Education Systems (AES), Ministry of Education Science and Technology	Detailed discussion about the status and need of strengthening AES MIS in Southern Sudan

<b>Day and Date</b>	<b>Time</b>	<b>Activity</b>	<b>Purpose and Discussion Points</b>
	9.45 AM	Meeting with Mr. Fahim Akbar, AED-Juba in EMIS Section of the MoEST and his other colleagues in EMIS	Detailed discussion about the EMIS: Formal and AES MIS
	11.50 AM	Visit to Central Equatoria State -Juba and meeting with Director AES, Ministry of Education	Discussion status of AES in the state and need of strengthening AES-MIS
	2.30 PM	Visit to Department of Planning and Budgeting, Central Equatoria State – Juba and meeting with Mr. Victor Hakim Michel, Inspector of Statistics	Detailed discussion about the status of MIS: Formal and AES and use of EMIS data in planning
	3.45 PM	Meeting with Mr. Abraham Lado Isaac, Director Basic Education, Central Equatoria State -Juba	Brief meeting about the use of EMIS data and need of strengthening AES MIS
	4.30 PM	Meeting with Ms. Grace Akukwe, Chief of Party, Southern Sudan Technical Assistance Programme	Detailed discussion about the Technical Assistance programme and usefulness of using EMIS data in planning both in case of formal and AES
Friday, March 26, 2010	9.30 PM	Visit to Department of AES and meeting with Inspectors of AES and Mr. Lokong Francis, Monitoring and Supervision Specialist (AES), Ministry of Education, Science and Technology	Detailed discussion about flow of AES information and its use I the Department of AES
	11.45 AM	Visit to JICA Office, Juba and meeting with Ms. Yuki Nakamura	Discussed activities of JICA and explore possibility of



Day and Date	Time	Activity	Purpose and Discussion Points
			enhancing use of EMIS data and capacity building
Saturday, March 27, 2010	10.00 AM till evening	Reading of background material provided by the Project Officer, LIFE Project, UNESCO	Understanding on going activities with regards to MIS in GoSS
Sunday, March 28, 2010		In the Hotel	Workshop Preparation
Monday March 29, 2010	9.30 AM	Meeting with Mr. Odwee Jonathan, Consultant and Mr. Mark Otwavi Odufa, Acting Director, Southern Sudan Centre for Statistics & Evaluation (SDSD)	Discussed the issues concerning Census 2008 operations in general and educational variables in particular
	12.30 PM	Meeting with Mr. Chadrack Chol Director General, Directorate of Planning and Budgeting, MoEST, GoSS	Courtesy Call
	01.15 PM	Meeting with Mr. Edward Kokole Jumo, Director General, Quality Promotions Innovation, MoEST, GoSS	Courtesy Call
	03.00 PM	Meeting with Mr. Nelson, Deputy Director, Alternative Education Systems (AES), GoSS	Issues concerning Workshop on NFE MIS
	4.00 to 5.30 PM	Workshop Preparations and reading various reports	
<b>Tuesday, March 30, 2010</b>	9.00 AM to 5.00 PM	Conducted Workshop on NFE MIS	Detailed Workshop Schedule is attached along with list of participants
<b>Wednesday, March 31, 2010</b>			
Thursday, April 01, 2010	9.00 AM to 5.00 PM	Review of Background Material	
Friday, April 02, 2010		Review of Background Material	
Saturday, April 03, 2010		Drafting Mission Report	
Sunday, April 04, 2010		Drafting Mission Report	
Monday, April 05, 2010		Sharing the draft Report with Mr. George Alexandratos, Project Officer	

<b>Day and Date</b>	<b>Time</b>	<b>Activity</b>	<b>Purpose and Discussion Points</b>
		LIFE, UNESCO Juba	
Tuesday, April 06, 2010		Finalization of the Mission Report	
Wednesday, April 07, 2010		Travel to Khartoum from Juba	
Thursday, April 08, 2010		Meeting with Director UNESCO Sudan and presentation of the Mission Report	
Friday, April 09, 2010		Departure to New Delhi	

**Workshop on Developing a Framework for Non-Formal Education (AES) MIS in Southern Sudan**

Oasis Camp, Juba: March 30 and 31<sup>st</sup>, 2010

**Day One**

- Opening Session: Opened by Director General, Directorate of Planning and Budgeting, Ministry of Education, Science and Technology
- Self Introduction by Participants
- Introduction to Workshop
- Introduction to Management Information System
- Introduction to School Report Cards and District Information System (DISE)
- Role of Diagnosis in Education Planning and Information Requirements

**Day Two**

- Group Work on AES Format and Presentation by Participants
- Review of Current Status of MIS and Developing Framework for ASE/NFE MIS in Southern Sudan
- Indicators of Educational Development and Demonstration by taking Real Life Examples from the EMIS Statistical Booklet
- Brief Summing up of the Workshop

Annexure 3

**UNESCO JUBA ANTENNA (LIFE PROJECT)  
LIST OF PARTICIPANTS FOR THE NFE-MIS WORKSHOP IN JUBA  
Date 30 March, 2010**

	Name	Title / Organization	Telephone/E-mail Contact	Signature
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**UNESCO JUBA ANTENNA (LIFE PROJECT)**  
**LIST OF PARTICIPANTS FOR THE NFE-MIS WORKSHOP IN JUBA**  
**Date 3<sup>rd</sup> March, 2010**

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