

Employing the Skills and Experience of UK based Refugee Teachers in the Higher Education Sector in South Sudan and Ethiopia

A Feasibility Study



reconnect

Nurturing Refugee Skills for Development

This Feasibility Study is funded by the Equator Fund

Contents

Page

2	Abbreviations used in the study
3	Foreword
4	Executive Summary
7	Background
8	Aims of the Study
8	Methodology
9	Participants
14	Key findings: South Sudan
21	Key Findings: Ethiopia
28	Conclusion
29	Recommendations
31	Appendix 1: Literature references
34	Appendix 2: Individuals and organisations consulted

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Abbreviations

AEO	African Economic Outlook
ESDP	Education Sector Development Plan
GER	General Enrolment Rate
GoE	Government of Ethiopia
GoSS	Government of South Sudan
HEI	Higher Education Institute
HERQA	Higher Education Relevance and Quality Agency
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoHEST	Ministry of Higher Education, Science and Technology
MoU	Memorandum of Understanding
NGO	Non-Governmental Organisation
NIR	Net Intake Rate
PTLLS	Preparing to Teach in the Lifelong Learning Sector
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees

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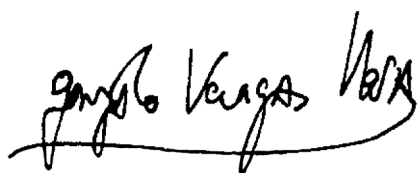
Foreward

Reconnect deserves much praise for the thoroughness and dedication with which it has undertaken this feasibility study. The study does not only provide an in-depth – and stark analysis of the current acute needs faced by the higher education sector in South Sudan and Ethiopia; it is also forward-looking and puts forward impressive ideas for contributing in a modest and yet effective manner to address some of these crucial gaps.

As is obvious from reading the study, the region of the world prioritized in this case could not be more appropriate: countries in Sub-Saharan Africa such as South Sudan and Ethiopia face enormous challenges when it comes to higher education because of poverty and war. In addition, many of its best teachers have unfortunately left home in order to seek safety or a better economic life elsewhere. At the same time – as the study demonstrates – these two countries are facing a surge in the numbers of pupils entering higher education. In Ethiopia, in just five years, the number has gone from 320,827 in 2009 to 583,970 in 2013. In South Sudan there has been a 39.8% increase between 2012 and 2014, from 13,016 students to 18,200. The methodology used in the study is particularly impressive in its very extensive use of consultations with all major stakeholders – government officials, relevant voluntary organisations, experts, potential project participants, etc. in the UK, South Sudan and Ethiopia.

The pilot project emanating from the feasibility study is imaginative, concrete and convincing: most notably, facilitating the transfer of skills to South Sudan and Ethiopia of 15 UK based refugee teachers who have benefited from high quality teacher training in Britain, particularly in the fields of science, engineering and technology. But the aim of this temporary “external” support is long-term: to enable higher education in South Sudan and Ethiopia to develop its capabilities and ultimately become self-sustaining. As such, it will also make a positive contribution to improving stability and reducing extreme poverty. It is worth highlighting the fact that the project idea received a very positive reception from the governments of Ethiopia and South Sudan – one of the key pre-requisites for the success of any project. In future, the pilot project could indeed provide a formula which can be replicated across other countries in Sub-Saharan Africa.

But, from the perspective of UNHCR, the pilot project has a very important additional value: it is a moving illustration of the commitment of refugees and migrants to “giving back” by using their professional skills not only to contribute to progress in the prosperous countries – such as the United Kingdom – which generously took them in but also to assist those suffering from poverty, conflict and political instability.



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Executive Summary

For decades developing countries in general and Sub-Saharan African countries in particular have been struggling to meet the educational needs of their citizens. The problems faced by the education sector in Sub-Saharan Africa are often attributed to a number of factors that are interrelated. These among others include economic hardship, conflict and poor governance. State academic institutions and students from poor economic backgrounds have to bear the brunt of low investment in education often associated with deteriorating school buildings, inadequate provision of learning materials, poorly trained teachers and overcrowded classrooms. These problems have been exacerbated by 'brain-drain' – the displacement of qualified teachers who have left their countries of origin as a result of conflict or in search of better opportunities.

Reconnect is a not-for-profit organisation dedicated to supporting refugees to receive training and find employment. Since 2003, Reconnect has organised and run programmes, first in partnership with Birkbeck University of London and later through the London Hub for Refugee Teachers/Employability Forum in partnership with the Institute of Education, University of London that have enabled 54 refugees to attain Qualified Teacher Status (QTS). It has also organised events and roundtables to raise awareness of issues relating to international development and refugee communities.

This feasibility study was conducted by Reconnect to assess the state of higher education in South Sudan and Ethiopia, and explore the areas in which higher education institutions (HEIs) in those countries are in need of support. The study forms the basis of a pilot project being developed by Reconnect which is dedicated to transferring the skills of trained refugees to teaching roles in higher education in South Sudan and Ethiopia. The study aimed to identify the main challenges facing HEIs, and find

how the skills of refugees can be practically applied to best encourage educational development.

The research for this study took place in three distinct phases. The first was a series of preliminary consultations with potential participants, government officials, relevant voluntary organisations and experts to assess the need for the project, as well as logistical requirements. This was paired with meetings and interviews conducted with potential participants for the pilot project. The second phase was an extensive literature review of academic, government, NGO and international organisation sources to draw an accurate picture of education development in South Sudan and Ethiopia. In the final phase, Reconnect staff visited South Sudan and Ethiopia in order to conduct direct consultations with academic staff, government officials and senior staff of voluntary organisations in order to gather up-to-date information on the state of higher education.

Government statistics from both South Sudan and Ethiopia show that enrolment in higher education is growing rapidly. In Ethiopia the number of students enrolling has risen dramatically in just 5 years, almost doubling from 320,827 in 2009 to 583,970 in 2013. In South Sudan enrolments are also increasing rapidly with a 39.8% increase between 2012 and 2014, from 13,016 students to 18,200. This provides a huge challenge for higher education in both countries, as institutions struggle to build capacity to accommodate this growth. That capacity is not just in facilities and learning materials; there is a critical shortage of expertise amongst higher education staff in both nations. In this context, the importance of sourcing highly-qualified educators for the ongoing development of higher education provision in both nations cannot be overstated.

This study provides an overview of the state of higher education in Ethiopia and South Sudan, as well as examinations of individual institutions. It demonstrates that the skills and experience of qualified refugees in the UK could make a significant contribution to ending the skills shortages of higher education in these countries.

In the course of undertaking the feasibility study we have also become acutely aware of the challenges faced by the higher education sector in both countries, but particularly South Sudan, in accessing relevant learning materials. Hence, to this end we have committed ourselves to try and respond to this need as part of our pilot project.

This study uncovered a significant quantity of data on the development and maintenance of higher education in South Sudan and Ethiopia. The key findings for each nation are listed below.

South Sudan:

- South Sudan has a very much smaller higher education sector. However, it is growing rapidly year by year. The rise of student enrolments is placing increasing pressure on oversubscribed and under-funded higher education institutions.
- There are substantial shortages of qualified staff, facilities and learning materials across higher education in South Sudan.
- Many departments are critically understaffed and are also under qualified. Figures provided by the MoHEST shows 794 employed in universities in 2014. Of those, 14.4% held a PhD, 44.6% held a master's, and the remaining 41% held a bachelor's.
- South Sudan's universities are not currently providing education of high enough quality to produce enough qualified individuals to staff higher education adequately. The government has acknowledged the pressing need to seek qualified instructors externally.

Ethiopia

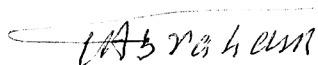
- Ethiopia has expanded its number of higher education institutions rapidly, from 72 universities in 2008 to 99 in 2012. A further 9 are planned to open, along with 5 specialised technology institutes. However, enrolment rates are growing at a faster pace than this institutional expansion.
- The government is currently pursuing a 70/30 policy for student ratios, with 70% intended to be studying in science and technology. Statistics show that this ratio has been achieved. However, there are serious implications for smaller departments in the increased number of students.
- There is a serious shortage of expertise in the highest levels of education. Very few teachers are available with PhD qualifications, and master's qualified instructors are also in high demand. Science, mathematics and technology staff are required in particular.
- The government of Ethiopia believes that the nation's Diaspora could largely provide the qualified instructors higher education needs.

From the findings of this study, the pilot project proposed by Reconnect is uniquely positioned to make a modest contribution to alleviating the critical shortage of qualified instructors in South Sudanese and Ethiopian higher education. The governments of both nations have acknowledged the need for externally sourced staff to make up for the expertise gap in both countries. This pilot project represents an opportunity for the participant refugees to employ their skills where they are most needed, whilst simultaneously driving forward development in the vital higher education sectors of South Sudan and Ethiopia.

This study recommends that this pilot project should be taken forward with a detailed project proposal for the initial two years of operation and a concerted effort to raise the funds required to support it. In tandem,

Reconnect should build upon the working relationships it has already established with the governments of South Sudan and Ethiopia, as well as relevant institutions and voluntary organisations in those countries. Initial work should begin to facilitate the skills transfer of an initial selection of 15 refugee teachers to South Sudan and Ethiopia, to ensure the swift implementation of the pilot project. This study also recommends that Reconnect explore the possibility of providing learning materials to universities in South Sudan and Ethiopia, as well as facilitate the development of partnerships between those universities and their UK counterparts.

We hope, if the pilot project proceeds successfully, it will provide a formula which can be replicated across other countries in Sub-Saharan Africa.



Theodros Abraham
Director of Reconnect

Acknowledgment

Many thanks are due to the members of the Study Team for their dedication and hard work, and especially to Richard Wright who went well beyond the call of duty.

We would also like to express our thanks and appreciation to all who participated in the feasibility study and to the Equator Fund who made it possible.

Background

Reconnect is a not-for-profit organisation established with the aim of assisting refugees to find appropriate employment, through the provision of training and guidance. Reconnect also works to raise awareness of displacement and development issues around the world.

Reconnect was established in 2003, emerging from dialogue amongst a group of professionals working at Praxis Community Projects who had come to the UK as refugees. The dialogue chiefly revolved around how the negative effects of displacement could be turned into a positive experience for the UK as well as for developing countries, through allowing refugees to realise their full potential. These discussions took on a practical dimension when the United Nations High Commissioner for Refugees (UNHCR) commissioned Praxis to conduct a feasibility study into employing the skills and experience of refugees in the international development sector. The study ultimately found that refugees had a great deal of expertise to offer but were hindered by various barriers to employment. The pilot project currently being proposed by Reconnect is partly based upon these findings, locating a new avenue through which the skills of refugees can be gainfully employed in international development.

Since 2003, Reconnect has been helping to provide teacher training and employment opportunities for refugees who have struggled to find suitable employment in the UK. In partnership with the Institute of Education and Birkbeck, University of London, Reconnect has arranged programmes through which 54 refugees have gained Qualified Teacher Status (QTS). These refugees are now qualified teachers and lecturers, with many holding post-graduate degrees. It is this pool that provides the basis from which participants for this project will be drawn.

This project has arisen as a response to a pressing need in South Sudan and Ethiopia for qualified staff and materials to support their growing tertiary education sectors.

Reconnect has spent several years conducting preliminary consultations into the possibility of a skills transfer programme for qualified lecturers to developing tertiary education sectors. Through roundtable discussions and Refugee Week events organised by Reconnect, as well as early discussions with government officials, South Sudan and Ethiopia were selected as the most suitable countries for the pilot project. Following discussions with the teachers trained by Reconnect, it was found that many of them were also keen to transfer their skills to the two countries.

In producing this study, Reconnect has conducted extensive desk research and consultations with government and academic staff in South Sudan and Ethiopia to identify key areas in which higher education is facing skills and material shortages. With these findings in mind, this project proposes to transfer the skills of qualified lecturers to work in Higher Education Institutions in South Sudan and Ethiopia, where their expertise is critically needed.

Aims of Study

- To assess the state of higher education in South Sudan and Ethiopia with regard to expansion, student numbers, student makeup and accessibility.
- To identify subjects and levels of expertise in which there are skills shortages in the higher education sectors in South Sudan and Ethiopia.
- To establish the current details and readiness of refugee teachers who are able and keen to teach in South Sudan and Ethiopia.
- To obtain a Memorandum of Understanding (MoU) between Reconnect and the relevant authorities in South Sudan and Ethiopia for the delivery and sustainability of the pilot project.
- To identify shortages of learning materials and facilities in Ethiopian and South Sudanese Higher Education Institutes.
- To identify suitably qualified candidates for higher education teaching positions in South Sudan and Ethiopia from amongst Britain's refugee communities.
- To assess the logistical requirements of transferring the skills of qualified refugee teachers to South Sudan and Ethiopia.

Methodology

This report is based upon an initial series of consultations and roundtable discussions with participants and officials, followed by a literature review and consultations undertaken both in UK and in South Sudan and Ethiopia. Over the course of the study, focus group meetings were also regularly held with potential participants to discuss their views, concerns and suggestions.

The literature review examined statistics provided and Government of South Sudan (GoSS) by the Government of Ethiopia (GoE) together with studies by NGOs and international bodies such as the United Nations (UN) and World Bank. These studies provide an excellent overview of continuing development in the tertiary education sectors of both nations, with both governments' recent initiatives to improve higher education well-documented. This study is also based upon the findings of a study commissioned by the UNHCR at Praxis upon which Reconnect's Director worked, titled "Employing the Skills and

Experience of Refugees in the International Development Sector". The study also draws from Tina Wallace's landmark study of qualified refugee displacement, Displaced Labour.

In addition, this report is based upon information gained from consultations undertaken with university staff and government officials in South Sudan and Ethiopia, who were able to provide recent data on the state of tertiary education in the country.

The term "refugee" is used in its wider developmental context to include those asylum seekers who have been recognised as refugees under the Geneva Convention; have been granted Humanitarian Protection and Discretionary Leave to Remain (formerly known as Exceptional Leave to Remain); have obtained Indefinite Leave to Remain; or have been refugees but who now have full UK citizenship.

Participants

Since 2003, Reconnect has been helping to provide training for refugees. Through projects undertaken in partnership with Birkbeck and the Institute of Education, University of London, Reconnect has succeeded in assisting 54 refugees to completing teacher training programmes. These 54 individuals make up the pool of qualified teachers from which Reconnect will be drawing participants for this pilot project. Alongside those 54, we are also considering candidates who have not received training through Reconnect but who are interested in being included. For the pilot project, around 15 of the best suited candidates will be selected to work for Higher Education Institutions (HEIs) in South Sudan and Ethiopia.

Those candidates who were not part of Reconnect's own training initiatives are being included due to their qualifications and experience being particularly suited to the needs of South Sudanese and Ethiopian higher education.

Programmes

Reconnect has undertaken two distinct projects in providing training for refugees. The first, "Passport to Teaching Plus" was conducted in partnership with the Birkbeck, University of London with funding from the Home Office Refugee Integration Challenge Fund. The second, "Pathways into Teaching for Refugees" was conducted with the partnership of the Institute of Education, with funding from the Department for Children, Schools and Families (DCSF) through the London Hub for Refugee Teachers/Employability Forum.

From 2007, Passport to Teaching Plus saw 17 candidates enrolled in a Postgraduate Certificate course in further education at Birkbeck, University of London. 14 (82%) of those candidates successfully completed the course and are now qualified to teach in a wide variety of subjects, including Mathematics, Science, Law and IT. The

certificate they received, the Postgraduate Level Certificate in Teaching in Lifelong Learning: Further, Adult and Community Education is a nationally recognised initial teacher training qualification endorsed under the pre-2007 regulations by Lifelong Learning UK (LLUK, formerly known as FENTO).

In 2007 Reconnect also began Pathways into Teaching for Refugees, in partnership with the Institute of Education, University of London. This project aimed to give refugees Qualified Teacher Status (QTS) in post-compulsory education. Two groups of participants were recruited in 2007 and 2008, and the project was completed in the summer of 2010. Of the 43 candidates enrolled in this project, 40 (93%) completed the programme.

Those who completed the course now hold the PTLLS qualification (Preparing to Teach in the Lifelong Learning Sector) and the full DTLLS qualification (Diploma in Teaching in the Lifelong Learning Sector). All have gained these qualifications on the Pre-service Diploma in Education (Post-Compulsory) course at the Institute of Education, University of London. The qualification included 150 hours of teaching placement at various London colleges.

Candidate Profiles

The following tables and charts provide data on the backgrounds, qualifications and areas of expertise of the 54 refugee teacher candidates whom Reconnect has assisted.

Gender:

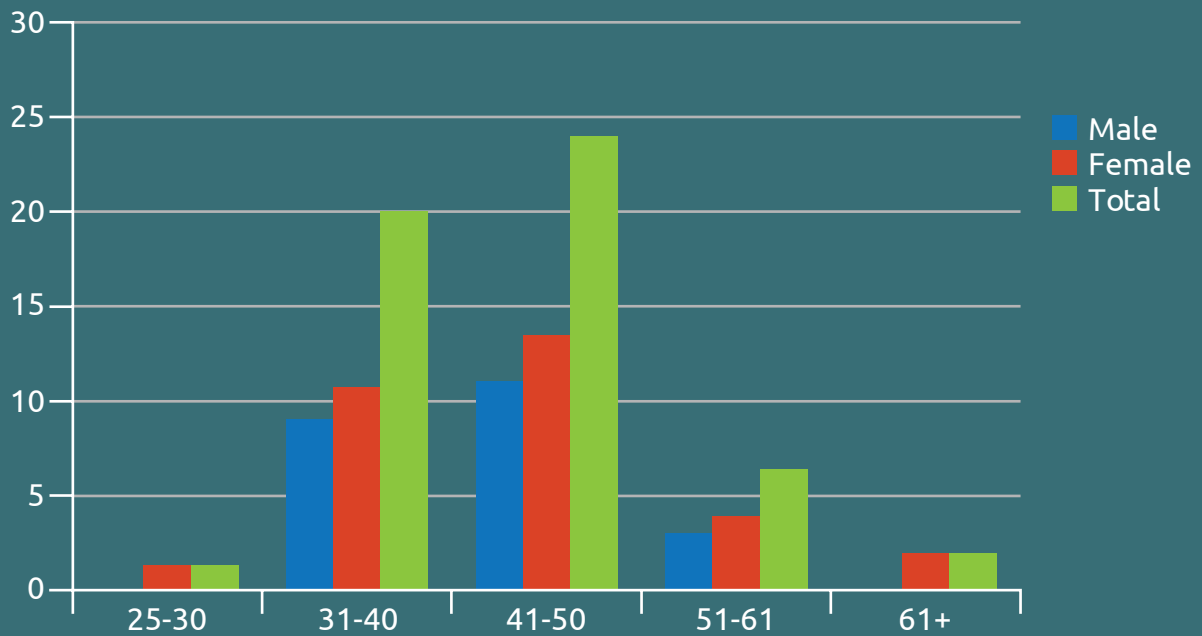
Figure 1

	Number	Percentage
Male	30	56%
Female	24	44%
Total	54	100%

Age:

Figure 2 shows the number of candidates in each age bracket, of the 54 total participants. It shows that the great majority are between the ages of 31 and 50.

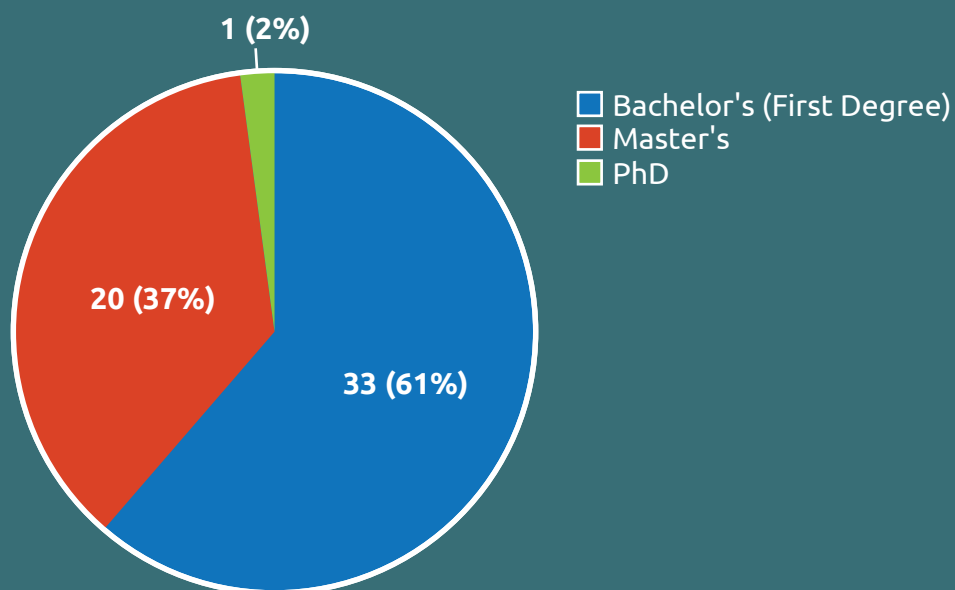
Figure 2



Academic Qualifications:

Figure 3 breaks down the 54 participants by their highest academic qualification, revealing that more than a third possesses a Master's degree or above.

Figure 3



Subjects of Study:

Figure 4 displays a breakdown of the number of participants in each subject, as well as the qualifications of those participants.

Figure 4

Subject	First Degree	Post graduate	PhD	Total	%
Agriculture	2	1		3	5.5
Architecture, Building and Planning		1		1	1.9
Biological Sciences	2	1		3	5.5
Business and Administrative Studies	2	2		4	7.4
Computer Science	4	4		8	14.8
Creative Art and Design	3	3		6	11.1
Development Studies		2		2	3.7
Education	3			3	5.5
Engineering and Technology	5			5	9.2
Languages	3	1		4	7.4
Librarianship and Information Science	1			1	1.9
Law			1	1	1.9
Management		1		1	1.9
Mathematical Studies	2			2	3.7
Pharmacy	1			1	1.9
Physical Studies	1			1	1.9
Social, Economic and Political Sciences	4	4		8	14.8
Total	33 (61%)	20 (37%)	1 (2%)	54 (100%)	

Pilot Project Participant Case Studies

Project Participant 1 (P1)

P1 is a qualified lecturer in Arabic, fluent additionally in English, French and German. After leaving South Sudan with a diploma in the Translation of English and Arabic, she worked in Paris for six years as a secondary school teacher of English and Arabic, and as an Arabic tutor for undergraduate students at the Paris VIII University.

During her time at Paris VIII University, P1 earned a BA in Applied Foreign Linguistics, an MA in the Theory and Practice of Translation, and an MPhil in Comparative Linguistics (French/Arabic). She also studied as a PhD student in Comparative Linguistics before moving to the UK in 2006.

Since arriving in the UK, P1 has served as a lecturer in Arabic for undergraduates in several universities, including King's College London. She has also worked as a mentor and tutor at the City Literary Institute, and as an examiner of Arabic IGCSE for Cambridge University. She has also earned a Postgraduate Certificate in Teaching in Lifelong Learning from Birkbeck, University of London, facilitated by Reconnect, and is now studying for an MRes in Educational and Social Research at the Doctoral School of the Institute of Education, University of London.

She has expressed a keen interest in working as a lecturer in South Sudan.

Project Participant 2 (P2)

P2 is a qualified lecturer in Development Economics, with more than 10 years experience of teaching at undergraduate and postgraduate levels. P2 is from Ethiopia, where he earned a diploma in Business Studies from Addis Ababa's Commercial School, followed by an MA in Political Economy from Sofia University in Bulgaria. Upon arriving in the UK, P2 completed an MSc in Marketing and Product Management at the Cranfield Institute of Technology, and

was then awarded a PhD in Development Policy Studies from South Bank University.

Since earning his PhD, P2 has improved his capabilities with courses in voluntary sector management, programme and project evaluation and business development. He has also earned a PGCE Certificate in Teaching and Learning in Higher Education from South Bank University, as well as a PRINCE 2 Project Management qualification.

P2 has accrued a tremendous amount of academic and industry experience over the course of his career. He has taught Development Studies at BSc and MSc levels. He also has extensive academic and industrial research experience, having worked as a research fellow at South Bank University and as a research consultant for several London-based consultancies. P2 has written numerous research papers, many of them commissioned by the UK government, and has published 7 pieces in academic journals and books.

P2 has expressed an interest in employing his skills as a teacher in South Sudan or Ethiopia.

Project Participant 3 (P3)

P3 is a qualified teacher of IT, Computing, Business and Finance from Ethiopia. Since arriving in the UK, she has earned a BSc in Business Studies and an MSc in Computer and Information Systems from Greenwich University. She completed a PGCE course from Birkbeck, University of London, facilitated by Reconnect, and has continued to undertake a number of personal development courses since then.

P3 has 7 years of experience working as a teacher of ICT in a number of schools and colleges, as well as teaching on a voluntary basis in the charity sector.

P3 has expressed an interest in employing her skills as a teacher in South Sudan or Ethiopia.

Project Participant 4 (P4)

P4 is a Zimbabwean teacher of Health and Social Care. She has a diploma in Social Policy from the University of Zimbabwe.

Since arriving in the UK, she has earned an MSc in Voluntary Sector Management from the University of Surrey and a Postgraduate Diploma in Social Science Research Methods (PGDSSRM) from the Institute of Education, University of London, as well as a PTLLS and a Diploma in the Further Education Sector at the Institute of Education, University of London, facilitated by Reconnect.

P4 is currently employed full-time as a lecturer of Health and Social Care as well as Access to Nursing at a London based college of further and higher education.

P4 is keen to work in Higher Education in Ethiopia.

Project Participant 5 (P5)

P5 is a qualified lecturer in IT and Mathematics. He holds a BSc in Mathematics from Addis Ababa University. Since coming to the UK he has earned an MSc in Internet and Database Systems from South Bank University, as well as a post-graduate diploma in Education from the Institute of Education, University of London, facilitated by Reconnect.

Prior to leaving Ethiopia, P5 taught at a secondary school in Addis Ababa. Since coming to the UK, he has accumulated 5 years of experience lecturing in IT and Mathematics at colleges of further and higher education.

P5 has expressed a desire to teach in South Sudan.

Project Participant 6 (P6)

P6 is a qualified lecturer in Health and Social Care. He holds a BSc in Biology and Chemistry from Asmara University. He worked in Eritrea as a secondary school teacher for 5 years, and as a Health Education Facilitator for the Eritrean Ministry of Education for 2 years.

Since coming to the UK P6 has earned an MSc in Human Nutrition and Public Health from London Metropolitan University, and completed a level 3/4 award in a PTLLS course at Tower Hamlets College. Since 2010, P6 has worked as a lecturer and Course Manager at colleges in London, initially in Health and Social care, and currently in Physiology, Public Health and Research Methodology.

P6 has expressed a desire to teach in South Sudan or Ethiopia.

Key Findings: South Sudan

National Context

The Republic of South Sudan is located in East Africa, bordering with Ethiopia, Sudan, Central African Republic, Kenya, the Democratic Republic of Congo and Uganda. The nation covers an area of 644,329 square kilometres, roughly the size of France. South Sudan is a sparsely populated country with an estimated population of 10.9 million, of which around 83% are believed to be rural, with 51% of people under the age of 18 and with an average life expectancy of 55. Over half of the population was already below the poverty line before the conflict, with 55% of the rural population having access to an improved water supply. In 2013 South Sudan had a GDP of \$11.80 billion and GDP per capita of \$1085. However, this is heavily weighted towards the oil industry, accounting for around 80% of GDP. 78% of the working population are employed in subsistence or pastoral agriculture (World Bank, 2014).

It is important to understand that South Sudan has faced an enormous challenge in nation-building following its emergence from decades of civil war in 2011. Efforts to create a stable and prosperous nation have been hindered by issues of poor infrastructure, fragile governing institutions, ethnic tensions and financial and political uncertainty that the nation inherited upon independence.

Since 2013, armed conflict has resulted in substantial internal displacement. According to the UN Office for the Coordination of Humanitarian Affairs (OCHA), as many as 3.7 million people are now at risk of food insecurity if the conflict were to continue (UNOCHA, 2014). The current conflict is estimated to cost up to 15% of potential GDP (World Bank, 2014).

Education – An Overview

Education in South Sudan at pre-tertiary levels is relatively well provided for. South

Sudan has seen a tremendous increase in children enrolling in both primary and secondary schooling, with the number of children studying more than doubling since 2005. In a 2012 report, the Ministry of Education claimed to have succeeded in providing 93.5% coverage at the primary level, and 86.7% coverage for the secondary level. The same report showed that 56,827 students were enrolled at secondary level, and a vast 1.3 million enrolled at the primary level.

Due to disruptions caused by South Sudan's struggle for independence, student numbers are heavily weighted towards earlier years of education. 44% of primary students are 5 or more years overage, with 23% repeating grades and a substantial increase in the number of drop-outs at the fourth grade level and above (GoSS, 2012).

There are substantial disparities between regions in the provision of education, with some regions achieving substantially higher enrolment percentages than others. There is also an overall disparity between the genders, with 70% of those enrolling being male at secondary level.

Despite significant growth in enrolment, government spending on education has been inconsistent. In 2008 the education budget stood at 8% of total government expenditure, but fell to just 4% in 2011. It rose slightly to 4.7% in 2012, and has continued to rise since then, with 6% allocated in the 2012/2013 and 2013/2014 budgets (GoSS 2012b). Nonetheless, spending on education remains substantially lower than the average of 20% amongst other East African Community nations. Poor completion and retention rates at primary levels have impacted in turn upon the size of South Sudan's secondary and tertiary education sectors. Despite substantial increases in enrolment at higher levels of education, the 2012 gross enrolment rate of 6.6% for secondary schooling falls below the average for Sub-

Saharan Africa. Poor student retention can be due to many factors, including institutions with poor accessibility and facilities discouraging attendance. High drop-out rates in school also correspond with the number of older students who feel pressured to begin working or get married rather than attend school. Girls are slightly more likely than boys to drop out as they grow older due to similar pressures, as well as pregnancies (Sabates, 2010). In nations with high gross enrolment rates such as South Sudan the proportion of over-age students increases, thus increasing the likelihood of drop-outs.

The State of Higher Education in South Sudan

Institutions

The higher education sector in South Sudan is small, despite a rise in the number of student enrolments in the three years since independence. It is also critically under-funded and in dire need of material assistance and trained teaching staff.

There are 5 state universities in South Sudan. The largest is the University of Juba. The others include Upper Nile University in Malakai, Rumbek University in Rumbek, the University of Bahr El-Ghazal, and the John Garang Memorial University in Bor. Of the state-run institutions, only Juba, Rumbek and Bar El-Ghazal are currently operating. Upper Nile and the John Garang Memorial University have been forced to suspend teaching due to the crisis that emerged in 2013. There are also 3 privately owned universities in South Sudan, the Juba-based Saint Mary's University, the Catholic University of South Sudan, and Mekise College in Yambio. Technical and Vocational Education and Training (TVET) institutes are more numerous, with the GoSS reporting that 30 TVET centres were open in 2012. Teacher Training Institutes (TTIs) are also open in higher numbers, with the GoSS reporting 37 operating in 2012.

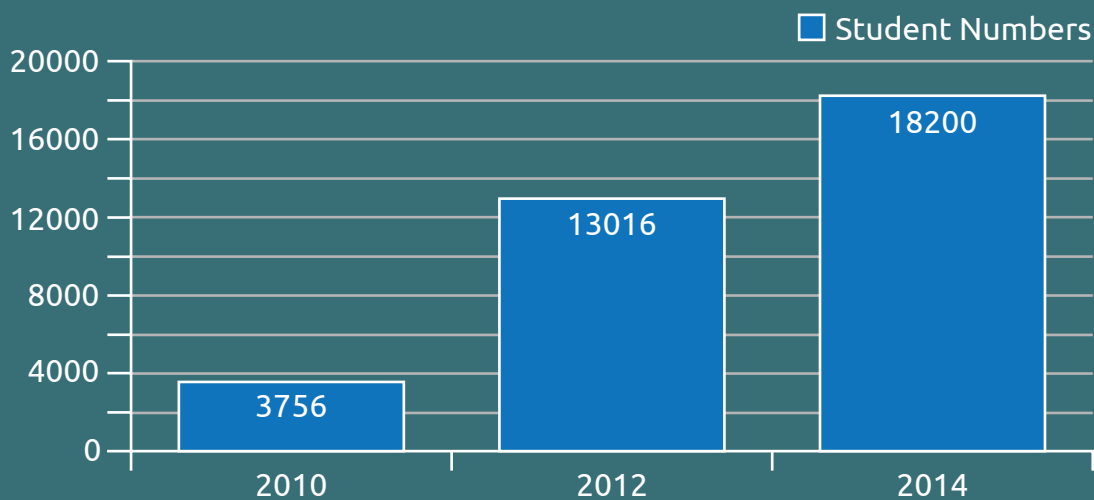
Provision

State HEIs in South Sudan receive a modest portion of the education budget (GoSS, 2012b). In 2014/ 2015, the Higher Education sector was allocated 0.4% of the total government budget. (University World News, March 2014).

From 2013, HEIs across South Sudan have been struggling with serious deficiencies in financial and material support, as well as a lack of qualified staff. When austerity measures were implemented during the 2012 shutdown, universities in particular suffered. A University World News report published in June 2013 examined the consequences of this austerity, with Rumbek University temporarily suspending all services in 2012, and construction projects intended to alleviate overcrowding being halted. Since 2012, two medical schools and four sciences colleges have been forced to close due to a lack of funding and equipment. Even the University of Juba, the largest and best-funded of South Sudan's university, is reported as suffering constant lecturer shortages. The Ministry of Higher Education, Science and Technology (MoHEST) 2012 policy framework identifies lecturer shortages as a serious issue, particularly in the fields of Science and Technology. The same policy framework highlights South Sudan's teacher training provisions as inadequate for providing the trained staff required to make up the shortfall, making it necessary that lecturers be sought externally while teacher training provision is improved.

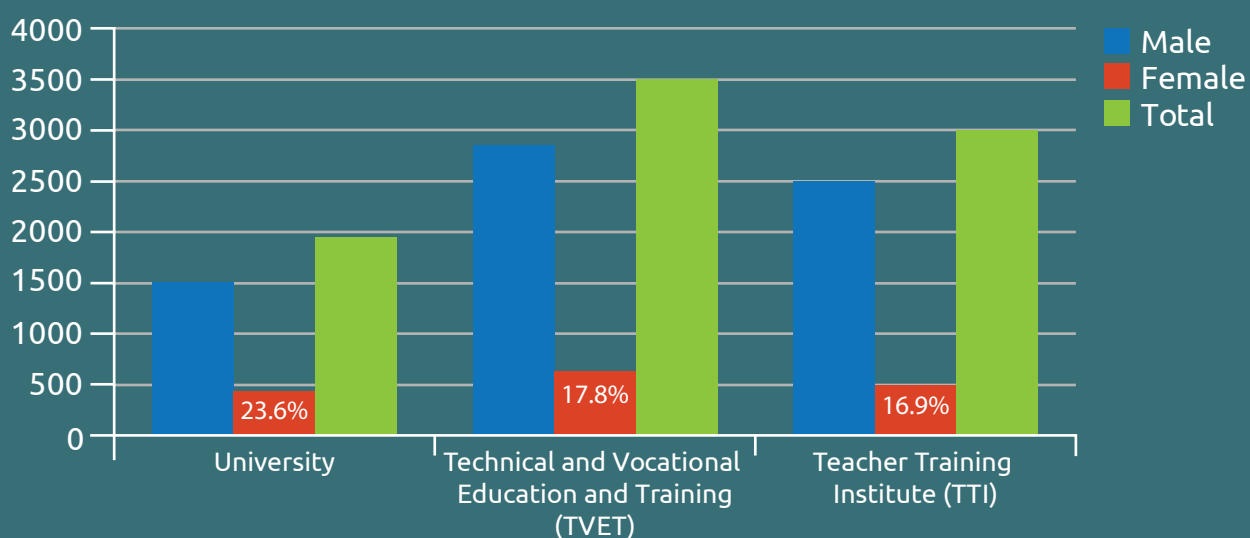
Upper Nile University in Malakai provided Reconnect with a report of its urgent requirements, offering some insight into the difficult conditions HEIs in South Sudan must operate under. According to their report, Upper Nile University urgently requires student accommodation, water tanks, latrines and electrical generators amongst many other articles. It also requires more than 60 additional lecturers across a wide array of subjects, including Agriculture, Medicine, Animal Production and Economics. A visit by Reconnect staff to Juba University also found a serious lack of up-to-date textbooks and other learning materials.

Figure 5: Students at University in South Sudan, 2010-2014



(Sources: GoSS, 2010, and consultations undertaken with MoHEST)

Figure 6: Student enrolments by gender across Higher Education, 2012



(Source: GoSS, 2012)

Reconnect found that Juba University's library had just 40 computers, many of which are non-functional. The MoHEST stated in its 2012 Policy Framework that the student-to-textbook ratio in Higher Education stood at a dispiriting 1:35, a situation that does not appear to have improved.

Enrolment

Enrolment across the higher education sector in South Sudan is relatively low, in part due to low enrolment rates at the secondary level and high drop-out rates between the third and fourth grades (65.7% left schooling between those grades in

2012). Enrolment has risen sharply since 2011. However universities have not grown in capacity. As a result, there are not enough places for students intending to enter higher education, and South Sudan's universities are struggling to cope with the influx of students.

Across all forms of higher education in South Sudan, 2012 statistics showed a total of 8,480 students enrolling that year (GoSS, 2012). This is an increase from the 2011 figure, which stood at 6,856. Of the 2012 total, MoHEST statistics provided to Reconnect show that 13,016 students were attending university, 3,485 were attending

TVET institutions, and 3,039 were enrolled at TTIs. Of those enrolled at TTIs 2,036 were studying in-service, already being employed as teachers.

MoHEST statistics for 2014 which were provided to Reconnect show a substantial rise in student numbers since 2012, with approximately 18,200 students reported to be studying at universities in South Sudan (see figure 5).

With only 6,000 university places available across South Sudan and a sharp rise in student enrolments, the MoHEST reports that universities are no less than 76% over capacity. Upper Nile University alone reports that it has 3,000 students studying in 2014 further straining already overburdened facilities and staff, and MoHEST reports that Juba University has more than 10,000 students. The suspension of services in Upper Nile University and the John Garang Memorial University is likely to have caused further issues of overcrowding. In the 2012 MoHEST Policy Framework, the difficulty of the higher education sector in improving upon the capabilities of HEIs is identified as a serious issue, given the continuing rise in the number of students attempting to enrol. Gender parity in South Sudan's higher education is yet another major challenge (see figure 6). According to government statistics from 2012, just 23.6% of students at university are female. The proportion

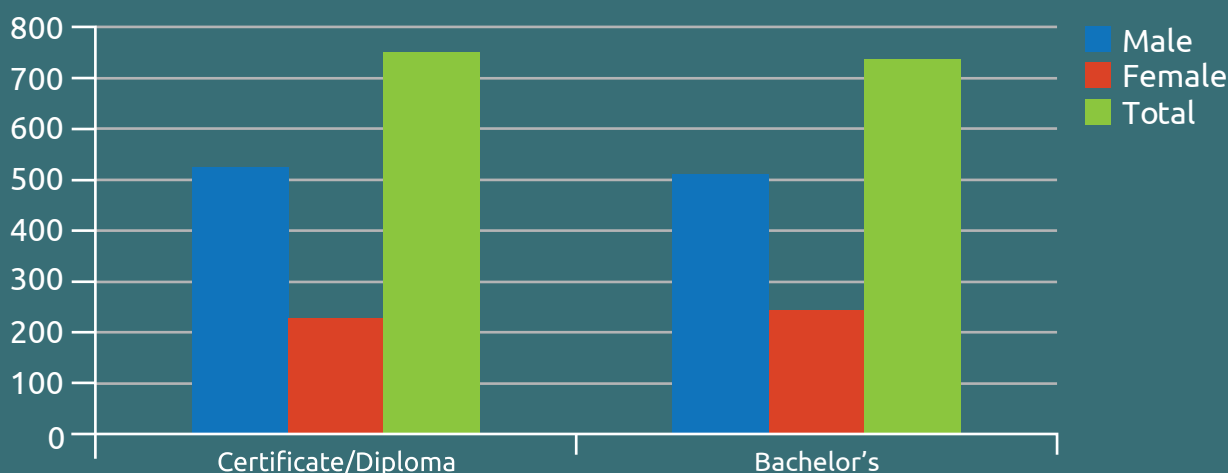
varies widely between states; Jonglei is faring particularly poorly with just 7.5% of its students being female. In TVET that proportion is lower, with just 17.8% of trainees being female. The proportion of female instructors is even smaller, at just 15.3%. In TTIs the proportion of female students is lower still, at 16.9%. The lack of female trainee teachers is troubling, as a rise in the number of female role models in education would be conducive to increasing gender equality.

Curriculum

The curriculum of HEIs in South Sudan is relatively homogenous. While the government intended that individual universities should specialise in specific subject areas, institutions still teach a wide array of different subjects.

Government statistics from 2012 show that universities in South Sudan cover a wide variety of different subjects, including English, Economics, Philosophy, and Nursing. Agriculture and Business were the most commonly taught subjects, with 7 institutions teaching Agriculture and 8 teaching Business (GoSS, 2012). Even in those cases, only 2 universities provided bachelor-level degrees in Agriculture, and only 3 provided the same for Business degrees. The figures show that many universities in South Sudan can teach only to the level of

Figure 7: Students in Universities by degree and gender, 2012



(Source: GoSS, 2012)

a Certificate or Diploma in their subjects, which is particularly harmful in highly-skilled fields such as the Sciences or Engineering. 2012 statistics show an almost even number of students studying between degree types, with 50.1% studying for bachelor's degrees and 49.9% for certificates or diploma (see figure 7). Currently, there are no specialised institutions, and universities teach a common range of subjects.

In TVET institutions, around 83% were reported to be providing Construction or Carpentry courses, with 56.7% offering Tailoring courses and 46.7% teaching Automotive Technology. Other subjects taught at TVET centres with slightly less frequency included Plumbing, Computing, Electronics and Agriculture.

Teacher Numbers and Training

With a relatively large number of TTIs in South Sudan, the country produces enough teachers to provide for Primary and Secondary education. Higher Education is more demanding in the academic qualifications required of tutors, however, and as a result there is a much smaller pool of individuals who are suitably qualified.

2012 government figures estimated that 259 instructors were employed at universities across South Sudan. Of those, 40.9% held a bachelor's degree, 41.3%

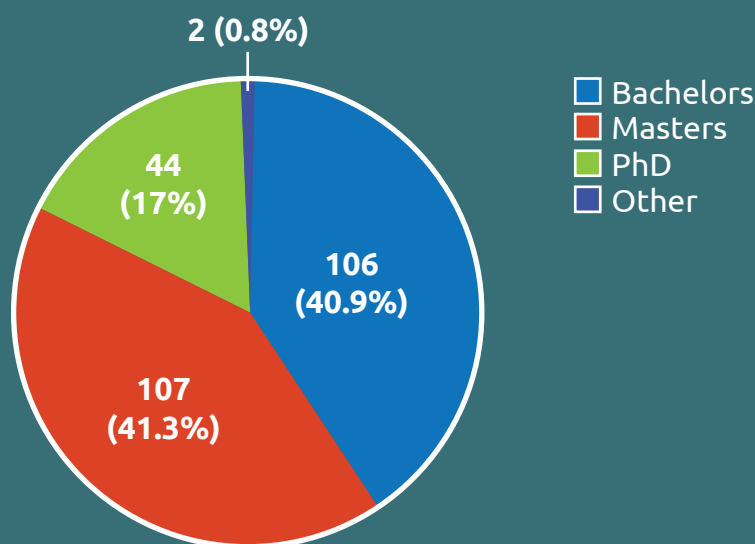
held a master's degree, and just 17% held a doctorate (see figure 8).

Figures provided by MoHEST (2014) show a substantial increase in teacher numbers since then, with 794 employed in universities in 2014. Of those, 14.4% hold a PhD, 44.6% hold a Master's, and the remaining 41% hold a bachelor's (see figure 9). While the number of teachers has clearly risen dramatically, the proportion of PhD-holders amongst them has shrunk slightly between 2012 and 2014.

Reconnect's consultations with department heads at various universities in South Sudan found that many departments are being staffed by very few suitably trained instructors and lecturers; while assistants are available to help, few are suitably trained to teach students themselves. In particular, there is a severe shortage of instructors or instructor candidates who hold PhDs, meaning that the highest levels of training cannot be adequately provided in many areas. Upper Nile University's own figures show that their Medicine department (shown in 2012 statistics to be a highly popular subject area) in particular is badly understaffed, with 9 additional trained instructors being required to provide adequate coverage for their students.

During consultations between Reconnect staff and academic officials from several universities, department heads highlighted

Figure 8: Qualifications of academic staff in Universities, 2012



(Source: GoSS, 2012)

the negative effects of an acute shortage of lecturers and over-reliance on part-time staff. They were also keen to emphasise how valuable English Literature lecturers from the UK had been in South Sudan during past visits. Staff at Bahr El-Ghazal University were similarly concerned over staff shortages, as well as a lack of suitable equipment.

During a consultation with the Vice Chancellor of Juba University, Reconnect staff were informed of serious skills shortages across many subjects, including English, the Sciences, Maths, ICT, Engineering, Early Education and Child Care, Architecture, Catering and Hospitality, and Librarianship.

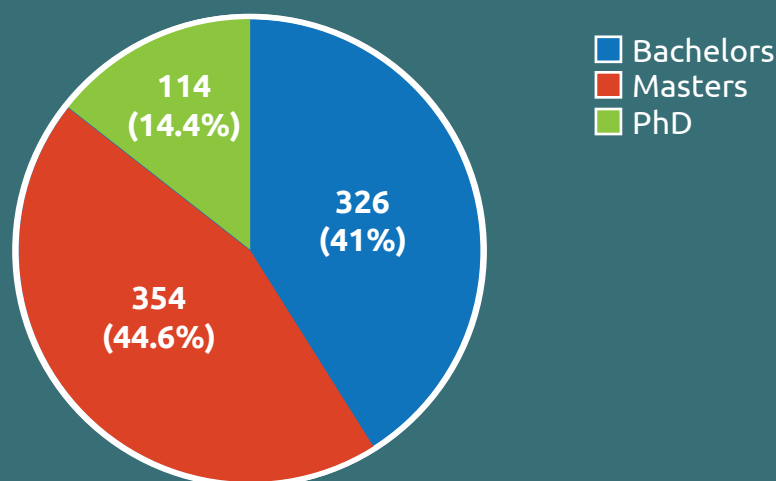
In TVET institutions the academic requirements for instructors are less strenuous, and as a result the majority of teachers are considerably less qualified than their university-based colleagues. Of the total of 339 instructors in 2012, 90% had received some form of training. Academically, only 39.5% held a tertiary degree of any kind. 42.8% held only secondary education certificates. 17.4% held only primary education certificates or had no formal education at all (GoSS, 2012). Considering that there are significantly more TVET centres than universities in South Sudan, there are substantially fewer instructors per institution. This has resulted in high pupil to teacher ratios (PTRs) in some

states, with Western Equatoria having a PTR of 23.2 in TVET centres and Jonglei 18.3. Given the technical and hands-on nature of instruction on many TVET courses, high PTRs are a serious impediment to the provision of high-quality training.

Teacher Training Institutes fared similarly to TVET centres, with 332 instructors recorded in 2012. Of these, 10.8% held a certificate qualification, 46.7% a diploma, 25.9% a bachelor's, 15.8% a master's, and just 1.5% a doctorate (GoSS, 2012). The 1.5% of teaching instructors with a doctorate amounts to just 5 individuals between 37 institutions in South Sudan. While these qualification rates are suitable for the training of primary and secondary school teachers, they are inadequate for the training of quality higher education instructors, a problem identified in MoHEST's 2012 Policy Framework. Until South Sudan has expanded the capabilities of its TTIs and universities to provide a pool of suitably qualified candidates for lecturing and tutoring roles in higher education, there will be a pressing need to seek staff externally. In this sense, trained and willing individuals from the South Sudanese Diaspora could be of great value in the nation's higher education sector.

To conclude, the aim of this feasibility study has been to assess the state of higher education in South Sudan and identify areas in which it is in need of reinforcement.

Figure 9: Qualifications of academic staff in Universities, 2014



(Source: Figures provided in consultations with MoHEST)

Through analysing data provided by the Government of South Sudan and involved parties such as the UN and World Bank, this study has found that South Sudan's higher education provision is seriously lacking in many areas. As enrolments in higher education grow year by year, South Sudan's universities are unable to provide quality education or facilities to all of their students. Supplies such as up-to-date textbooks and computers are in particularly short supply, but a critical shortage of qualified teachers compounds the problem.

South Sudan desperately needs to grow the capabilities of the higher education sector to provide skilled workers who are needed in the agriculture, health, technology and governance sectors, among others. As this study has found, current teacher training provisions are inadequate to provide the number of qualified instructors that universities, teacher training institutes and technical and vocational education and training centres require.

The pilot project proposed by Reconnect will allow refugees who have benefited from high quality training in Britain to transfer their skills to South Sudan, helping to encourage development in higher education and provide a desperately needed service to understaffed institutions. We believe that the assistance of externally-sourced lecturers, at least in the short-term, provide the only viable option to enable higher education in South Sudan to develop its capabilities and ultimately become self-sustaining, in turn helping to develop South Sudan's skilled workforce.

Key Findings: Ethiopia

National Context

Ethiopia is a country located in East Africa, bordered by Eritrea, South Sudan, Sudan, Djibouti, Somalia and Kenya. Ethiopia covers an area of 1,127,000 square kilometres, around three times the size of Germany. World Bank statistics (2013) placed the population of Ethiopia at approximately 94.1 million, with population growth rate of 2.6%, a tremendous increase from the 22.2 million the Ethiopian population stood at in 1960. The nation's average life expectancy is 64 years (2013). The majority of Ethiopians live in rural areas, with 2013 figures showing just 18.0% of people living in urban centres (World Bank, 2014).

The World Bank has labelled Ethiopia as a low income nation. Ethiopia has a GDP of \$47.5 billion and a per capita income of \$470, substantially lower than the regional average. However, economically Ethiopia has experienced a remarkable growth over the past decade, averaging 10.9% per year between 2004/05 and 2012/13. The services and agricultural sectors accounted for most of the growth, while growth in the manufacturing sector was relatively modest. Ethiopia aspires to upgrade itself to middle income status in the next decade (World Bank, 2014).

In terms of achieving Millennium Development Goals (MDGs), Ethiopia has made significant progress. Over the last two decades, child mortality rates have been halved, the number of people with access to clean water has more than doubled, and the number of people living in extreme poverty has decreased from 38.7% in 2004/2005 to 29.6% five years later and with a target for reducing it further to 22.2% by 2014/2015. Despite this progress, the challenge of poverty remains widespread in Ethiopia (World Bank, 2014).

Education – An Overview

Education at pre-tertiary levels in Ethiopia is well provided for today, with the education sector having undergone tremendous expansion since 1991. Formerly only 20% of school-age children had access to schooling in Ethiopia. Today, however, primary and secondary education are far better provided for.

GoE statistics for the 2012/2013 academic year show a Net Intake Rate (NIR) of 95.5% of admission-age children being enrolled at primary school, up from 76.7% in 2009/2010. It should be noted that there are disparities between regions for NIR, with Afar and Somali falling particularly far behind the national average with 32.1% and 35.6% respectively. At the secondary level, the General Enrolment Rate (GER) stands at 38.4%, having grown unsteadily from 38.1% in 2008/2009. Again there are serious disparities between regions for enrolment at the secondary level, with Afar and Somali falling well short of the national average (MoE, 2013).

The number of primary schools available has grown by an average of 4.9% each year since 2009, from 25,212 to 30,534 institutions. The number of secondary schools has grown by 12.4% in the same period, from 1,197 to 1,912 (MoE, 2013).

In terms of gender parity, Ethiopia is coming close to achieving equal enrolment rates between male and female students, with a national gender parity rating of 0.94 (1.0 being total equality) across primary education. In the first cycle of secondary education the rating stands at 0.92, dropping to 0.81 in the second cycle.

While these figures are certainly impressive, Ethiopia does have issues with retention in education, particularly in higher age brackets. Between first and second cycles of primary schooling, enrolments drop from just under 12 million to just under

5.5 million. Between the first and second cycles of secondary schooling, enrolments drop from 1,542,837 to just 358,493. At primary level, just 50.1% of students reach the second cycle (grade 5). High drop-out rates in school are often attributed to issues related to marriage or livelihood, with older students in particular feeling pressured to leave education to find employment or raise families (UNESCO 2005 and 2010). In nations with high gross enrolment rates such as Ethiopia the proportion of over-age students increases, thus increasing the likelihood of drop-outs. Girls are slightly more likely than boys to drop out as they grow older due to similar pressures, as well as pregnancies.

In terms of government provisions for sub-tertiary education, the GoE delivers a substantial amount of funding each year for the sector. Despite having a target set for the 2012/2013 budget of 17.5% of the budget being allocated to education (the same as 2009/2010), the final figure reached 25.2% (MoE, 2010 and 2013). This continued the trend of rising education budgets since 2009, and places Ethiopia well above the Sub-Saharan average of 20% for education spending.

The State of Higher Education in Ethiopia

Institutions

The tertiary education sector in Ethiopia has grown hugely in the last three years, with the number of students more than doubling. This is due in large part to the Government of Ethiopia's Education Sector Development Plan (ESDP). The GoE is placing a great deal of emphasis upon expanding the capacity of HEIs in the country to accommodate the rising number of students. However, this is not a simple process. While some universities in Ethiopia are thriving, others are performing considerably less well and are in critical need of support.

In 2012, government statistics indicated that there were 99 HEIs in Ethiopia, of which 35 were state-run. The remaining 64 were

privately managed. 99 institutions represent substantial growth, considering that only 72 were open in 2008. This growth is showing no signs of slowing; in 2013 the GoE unveiled plans to open and equip a further 9 universities by the 2014/2015 academic year, as well as turning 5 technology faculties into independent institutes of technology (MoE 2010). This expansion is crucial to the continued development of Ethiopia's higher education sector. Enrolment growth for higher education exceeded government expectations in 2012, placing further pressure on HEIs in Ethiopia.

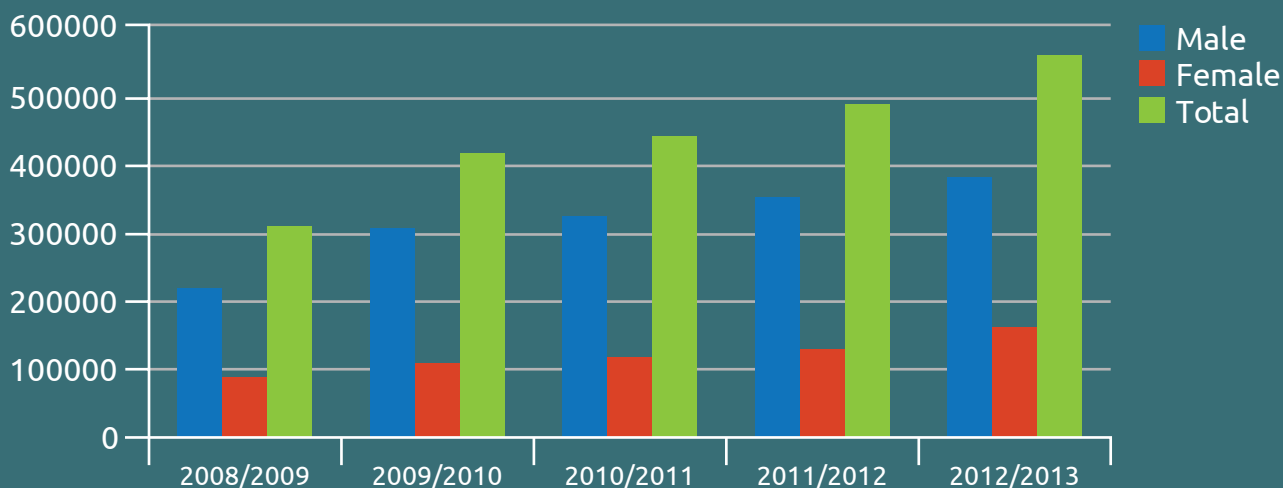
Technical and Vocational Education and Training (TVET) centres are considerably more numerous in Ethiopia, with government statistics showing 437 as being open in 2012. That actually represents a slight drop from the previous year, though that is believed to be due to TVET institutions (both public and private) in the Somali, Benishangul Gumuz, and Harari regions failing to provide data. The ESDP target for open TVET institutions in 2014/2015 was 1,127. Although the number of TVET institutions grew a great deal between 2004 and 2007 (from 199 to 458), since then growth has slowed dramatically. Achieving the ESDP target for TVET centres now seems unlikely.

Teacher Training Institutes (TTIs) are the least numerous of Ethiopia's higher education sector, with 34 open in 2012. The number of open TTIs has grown steadily over the last 5 years, by an average of 6.9% per annum.

Provision

As was already mentioned in the preceding sections, the Government of Ethiopia allocates a generous 25.2% of its overall budget to education. While the largest share goes to secondary and primary education, higher education receives a fairly substantial quantity. In the 2009/2010 budget, higher education was allocated 24.5% of education spending. In 2011/2012, the target dropped to 21.4%. TVET received 8.4% in 2009/2010 and was expected to receive 10.8% in 2012. Teacher Training receives substantially less; just 1.9% in 2010 (MoE 2010).

Figure 10: Undergraduate student enrolment numbers, 2008-2013



(Source: GoE, 2013)

Universities in Ethiopia range widely in the quality of their material provision. While certain universities are well-stocked and well-funded, others are struggling with a serious lack of learning materials or proper equipment. It is clear that the GoE budget allocation to higher education is fairly generous. However, it is providing uneven coverage of universities. The expansion of subjects such as technology and engineering to other universities (engineering was formerly only taught in two institutions, with just 250 graduating per year) has placed a great deal of strain on under-funded universities.

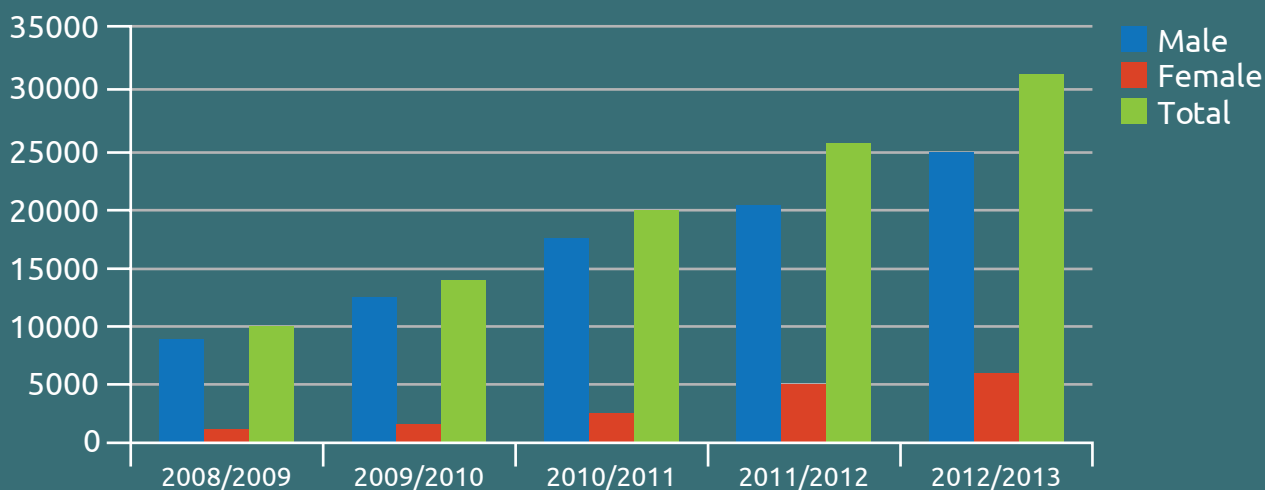
Reconnect's consultations with staff at Debre Berhan University highlighted the need for learning materials in their engineering department, particularly engineering journals and textbooks of all kinds, including mechanical, electronic and construction. The case of Debre Berhan is indicative of the challenges faced in Ethiopian universities, with many requiring additional support in terms of learning materials. Reconnect staff visiting Ethiopia were shown two universities, one being Debre Berhan (133km from Addis Ababa), and the other being the newly-established Addis Ababa Science and Technology University at Kaliti. Despite being very different types of institution (Kaliti is among the newly-founded "corners of excellence",

while Debre Berhan is one of the relatively older universities that teach a wide array of subjects), each faces material shortages. Each made clear that they required additional learning materials, with staff at Kaliti highlighting a particular need for international scientific journals. In terms of facilities, both universities intend to expand upon their current capacities. Consultations undertaken by Reconnect with staff from both institutions found that Debre Berhan plans to open an additional 27 departments to complement the 7 that are already open, and Kaliti hopes to establish a technology park and research centre.

Enrolments

As was briefly touched upon at the start of this section, the number of enrolments in Ethiopia's higher education has greatly increased in the last five years. The expansion of higher education has outpaced that of secondary education in Ethiopia. In 2009, the total number of students enrolling in higher education stood at 320,827. In 2013, this figure had almost doubled, reaching 583,970 (see figures 10 and 11). The number of people studying at teacher training institutes more than doubled in the same period, rising from 81,091 to 175,142. It is worth noting that the establishment of new TTIs in Ethiopia does not come close to matching the rise in people enrolling. 2013 statistics from the GoE show a fall in the

Figure 11: Postgraduate student enrolment numbers, 2008-2013



(Source: GoE, 2013)

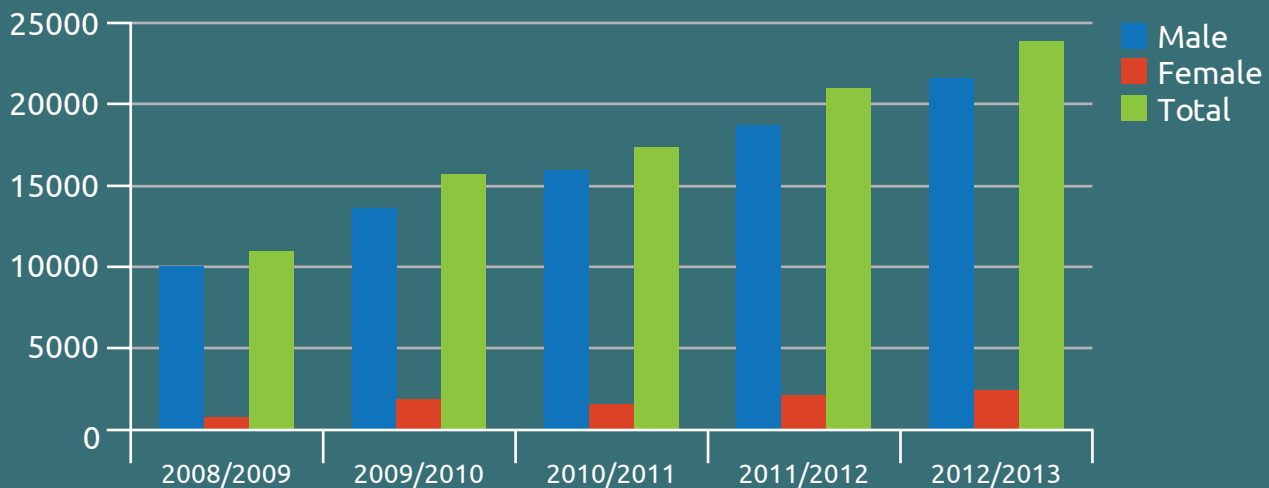
number of TVET students, from 320,225 in 2011/2012 to 237,877 in 2013 (MoE, 2013). Again, this can partly be explained by TVET centres in several regions not responding to the annual census.

The number of students graduating from undergraduate degrees is relatively low, with 14.8% of enrolled students completing their degrees. 31,304 continued to the post-graduate level in 2013, continuing a rise in post-graduate enrolments that has seen the number of students more than triple since 2009. Of the 31,304 post-graduate enrolments, 6,424 (20.5%) completed their degrees. Of those, only 1.1% received PhDs. At TVET level, 125,738 students (52.8%) graduated in one of the 5 levels of competence. These figures are somewhat encouraging. However, only 440 of those graduated at the highest level, with the majority graduating at levels 3 and 4 (MoE 2013).

In terms of gender equality, higher education falls below the impressive equality ratios at lower levels. At undergraduate level, female students make up only 30% of the student body. At postgraduate level, that falls further to just 19.5%. TVET fares far better, with 51.2% of students being female. In TTIs, women make up 40.2% of students (MoE, 2013). Universities in particular are struggling to achieve gender equality, to a

considerably greater degree than any other section of Ethiopia's education sector. Overall enrolment and graduation figures make clear that the number of student enrolments in universities has expanded to the point that some universities are unable to provide the support necessary to guide the majority of their students to successful graduation. While the GoE has expanded the capabilities of Ethiopia's universities through generous funding and the establishment of new institutions, it appears that the pace at which demand is growing is having a detrimental effect upon the performance of many universities, badly straining their capabilities. The level of postgraduate students has increased. However, very few are attaining PhDs. Producing a pool of PhD-level talent is critical to the continuing development and sustainability of higher education, and Ethiopia's universities seem to be producing very few graduates at that level. By contrast, TVET institutes seem to be achieving reasonable results for their students, though it appears that the majority of centres at present do not have the capacity to offer training to level 5 degrees.

Figure 12: Academic staff in Higher Education, 2008-2013



(Source: GoE, 2013)

Curriculum

HEIs in Ethiopia teach a broad curriculum of humanities, sciences, medicine and engineering. This lack of specialisation was identified by the Ministry of Education, which drew up a plan to create institutions dedicated to specific subject areas. A 2005 research project commissioned by the government into the topic concluded that the best way to employ new institutions was to create “corners of excellence” (Ashcroft, 2005), centres specialising in resource-intensive subjects. By focussing certain institutions on a narrower range of topics, the idea is to concentrate expertise and facilities available to provide high quality undergraduate and postgraduate education. Reconnect visited one of these new centres, the Kaliti Science and Technology University. It is hoped that centres like Kaliti will produce industrial and technical expertise to help push forward industrialisation in Ethiopia.

This initiative was paired with the Ministry of Education’s announcement in 2008 that all universities, both public and private, were to rebalance their curricula so that 70% of students were studying science or technology subjects. This represented a serious challenge for Ethiopia’s universities, particularly those in the competition driven private sector, as business and humanities degrees were extremely

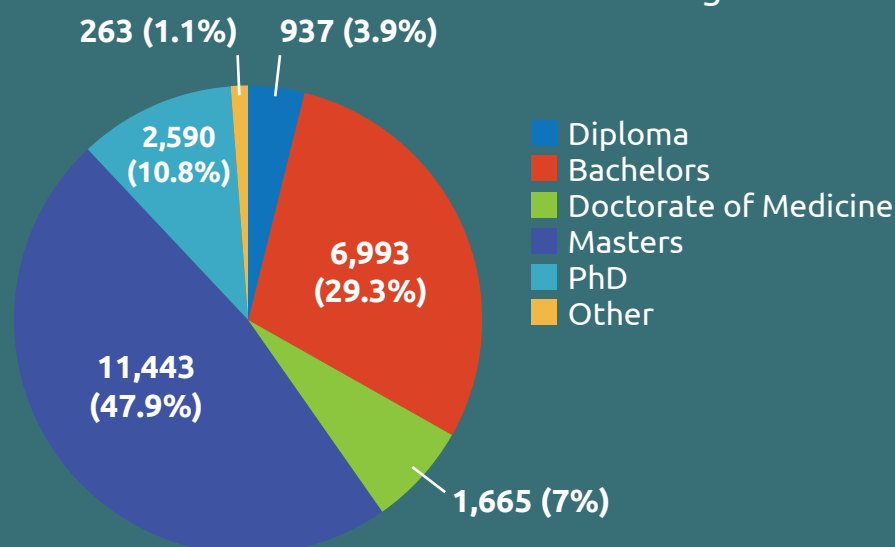
popular. Nonetheless, the initiative appears to have succeeded. In 2013, the Ministry of Education’s target of 67% of students in Higher Education studying science and technology was exceeded with a figure of 74%. While this is a success, it is important to understand that the influx of students puts great strain on smaller science and technology departments. While the “corners of excellence” are thriving, the 70:30 curriculum is difficult to deliver in smaller institutions, where a lack of materials means that only theory can be taught. In response to this the GoE established the Higher Education Relevance and Quality Assurance (HERQA) Agency in 2003, tasked with ensuring that universities provide relevant and good-quality teaching (MoE, 2010).

Teacher Numbers and Training

With its expanding TTI capacity, Ethiopia produces enough teachers to provide for pre-tertiary education. At higher education level, however, the qualifications necessary to teach become significantly more stringent. As a result there are fewer individuals who are suitably trained to teach in universities, particularly at the highest levels of expertise.

Reconnect’s consultations in Ethiopia have identified pressing expertise shortages in the sciences, IT and medical fields, as well as in social science at PhD levels.

Figure 13: Qualifications of academic staff in staff in Higher Education



(Source: GoE, 2013)

The number of academic teaching staff working in Ethiopia's universities has risen in line with enrolments, more than doubling from 11,028 in 2009 to 23,905 in 2013. Of those 23,905 instructors, just 10.6% are women (see figure 12). This imbalance results in very few female role models at the highest levels of learning, posing a challenge to the development of gender parity and female student support (MoE, 2013).

Although it is difficult to give a precise pupil to teacher ratio (PTR), government statistics estimate that the average PTR in higher education now stands at 23:1, a relatively good figure. However, these estimates are imprecise and do not take account of expertise imbalances or shortages, and the distribution of expertise between institutions.

Of the academic staff in Ethiopia's higher education, 3.9% hold just a diploma, 29.3% a bachelor's degree, 7% are qualified Doctors of Medicine, and 47.9% hold master's degrees. Only 10.8% of staff possess a PhD (see figure 13). There are two serious issues in these figures; firstly, approximately a third of Ethiopia's university educators hold low-level qualifications for their roles. Secondly, there are very few instructors at the highest level across the higher education sector. With only 2,590 teachers holding PhDs, it seems unlikely that any universities beyond a few specialised, modern institutions will

possess the staff expertise required to teach students to master's level or above. It is not only in science and technology that expertise is lacking either; the report of needs provided to Reconnect by Debre Berhan University listed staff with PhDs in Management and Economics among its chief requirements. Given the low numbers of students graduating with PhDs in Ethiopia, there is a need for the expertise gap to be made up by external sources if Ethiopia's higher education sector is to develop its training capacity to the point that it can produce its own pool of experts to absorb the shortfall.

Reconnect's discussions with university officials at the Kaliti Science and Technology University confirmed a serious lack of research and industrial experience among university staff. Senior staff confirmed that there is enormous demand in the university for individuals with experience of developing and writing research proposals. Kaliti hopes to develop a research culture amongst its staff and students, but for this it desperately needs experienced instructors, particularly those who hold PhDs.

At TVET levels, academic requirements for teaching are less stringent. While there are proportionally more tutors to students in TVET than in universities, there are disparities in the distribution of those tutors. Of the 12,779 TVET trainers listed

in the 2013 government report, more than half are concentrated in just a few regions. The TVET system is supposed to provide higher education access to the large number of individuals who do not continue to university, or who drop out of secondary schooling. Addressing the uneven spread of resources is a key challenge facing the TVET sector in Ethiopia; the government's education development policy aims to make TVET education available to all who are eligible for it in Ethiopia. If high-quality universal coverage is to be achieved, then there will need to be a more even spread of resources devoted to TVET across the nation. The TVET sector fares slightly better than universities in terms of gender parity amongst teachers, achieving an average of 16.4% (MoE, 2013).

In Teacher Training Institutes, government figures show 2,044 teachers. On these, just 7.7% are female. A 2013 UNESCO report on teacher training in Ethiopia found that there was a serious lack of qualified Mathematics and Science teachers, critical issues of under-representation of women in TTIs, and a shortage of learning materials for teacher training (UNESCO, 2013). Progress has been made following the GoE's teacher development programme launched in 2003, which encouraged teacher trainers to seek higher qualification.

Today, instructors at TTIs are required to hold a bachelor's in their chosen subject, and are strongly encouraged to seek second undergraduate degrees or a master's (MoE, 2010). While this is extremely encouraging, provisions remain relatively limited, and the number of qualified teachers is small when the continuing expansion of the education sector is taken into account.

To conclude, the aim of this feasibility study has been to assess the state of higher education in Ethiopia and identify skills shortages which require reinforcement. Through analysing data provided by the Government of Ethiopia and international institutions such as the UN and World Bank, this study has found that Ethiopia's higher education provision is seriously lacking in

key areas. As enrolments in higher education grow year by year, Ethiopia's universities are in many cases constrained by shortages of suitably qualified academic staff, preventing them from providing quality education for all of their students. Science, engineering and technology are the key focus for higher education in Ethiopia. However, teaching these resource-intensive subjects at a high level appears to have posed key challenges to most institutions. It is important to note that the Government of Ethiopia has made tremendous progress in education in recent years. While higher education still faces serious issues, the GoE has demonstrated its determination to improve and expand upon the capabilities of the sector.

The shortage of highly qualified teaching staff is among the most critical issues facing higher education in Ethiopia today. From Reconnect's consultations in Ethiopia, we have learned that there is a pressing need in relatively newly established universities for teaching staff with master's and PhD qualifications. Currently, Ethiopia is not producing enough PhD or masters graduates to supply the growing demand in the sector. With enrolments increasing year by year, closing the expertise gap is a crucial priority to ensure the long-term sustainability and quality of higher education in the country.

The pilot project proposed by Reconnect will allow qualified refugees who have benefited from high quality training in Britain to transfer their skills to Ethiopia, helping to encourage development in higher education and provide desperately needed expertise to understaffed institutions. We believe that the assistance of externally-sourced and highly trained lecturers can complement the current initiatives in Ethiopia to improve higher education. This pilot project offers a modest contribution to the skills shortage Ethiopia is currently facing, while simultaneously offering under-employed refugees an opportunity to put their skills to use where they are most needed.

Conclusion

The aim of this feasibility study has been to assess the state of higher education in South Sudan and Ethiopia, with the goal of identifying areas in which they are in need of reinforcement. Through Reconnect's consultations with government officials and academic staff in both nations, as well as through analysis of data provided by their governments and international institutions such as the UN and World Bank, this study has found that higher education provision is facing serious challenge in many areas.

In South Sudan, enrolments in higher education grow year by year and universities struggle to provide quality education or facilities to all of their students. Supplies such as up-to-date textbooks and computers are in particularly short supply, but a critical shortage of qualified teachers compounds the problem. South Sudan's higher education sector is small, and the rapid growth of enrolments represents a serious challenge to HEIs which are already under-staffed and under-supplied.

In Ethiopia the higher education sector is considerably larger, yet faces similar challenges as enrolments continue to grow. Many institutions lack sufficient learning materials and equipment, such as academic journals and textbooks. Again these problems are compounded by skills shortages, with many departments in need of additional instructors with master's or PhD qualifications. The GoE has made remarkable progress in expanding the capabilities of higher education; however their desire to focus upon Science, Technology and Engineering has placed strain upon many smaller departments.

Both South Sudan and Ethiopia are experiencing skills shortages in higher education, and the governments of both countries have acknowledged a need to seek qualified individuals externally in order to absorb their shortfalls. With student enrolments growing rapidly, the need to

close these expertise gaps is increasingly pressing.

They have also expressed interest in creating links between South Sudanese and Ethiopian universities and their UK counterparts, and have requested that Reconnect try to facilitate that process. Such links, among other initiatives, could help HEIs in South Sudan and Ethiopia to access some essential learning materials such as e-books and scientific journals, as well as provide the possibility of further training for some staff members.

The pilot project proposed by Reconnect will allow qualified refugees who have benefited from high quality training in Britain to transfer their skills to South Sudan and Ethiopia, helping to encourage development in higher education and provide desperately needed expertise to understaffed institutions. We believe that the assistance of externally-sourced and highly trained lecturers can complement the current initiatives being undertaken in both countries to improve higher education.

This pilot project offers a modest contribution to the skills shortages currently faced in higher education institutions across South Sudan and Ethiopia, while simultaneously offering refugee teachers an opportunity to put their skills to use where they are most needed.

Recommendations

1. Undertake the necessary ground work to facilitate the skills transfer of 15 refugee teachers to South Sudan and Ethiopia;
2. Build on the signed Memoranda of Understanding (MoUs) between Reconnect and the relevant authorities in South Sudan and Ethiopia, and secure letters of agreement specific to the needs of both countries in the delivery and sustainability of the pilot project;
3. Prepare a detailed project proposal for a period of two years to enable the implementation of the first phase of the pilot project;
4. Raise the required resources from UK, European and international donors to enable the speedy implementation of the pilot project;
5. Develop practical working relationships with voluntary organisations working in South Sudan and Ethiopia in the implementation of the pilot project. Reconnect has been developing partnerships with Good Samaritan Association in Ethiopia and Windle Trust International in South Sudan;
6. Explore the possibility of providing learning materials and computers to higher education institutions in South Sudan and Ethiopia;
7. Seek ways to facilitate institutional links between selected higher education institutions in South Sudan and Ethiopia and UK universities;
8. Set up a research and information unit at Reconnect, as part of the pilot project, to continue to support the implementation of the pilot project and also to identify and explore the possibilities for the replication of the pilot project in other countries in Sub-Saharan Africa;
9. Set up an advisory group/steering committee to oversee the monitoring and evaluation of the pilot project. The committee will be comprised of representatives of our partners, refugee teachers and other relevant individuals;
10. Organise a series of workshops and meetings to promote awareness of the pilot project and the importance of global partnerships.

Appendices

Appendix 1

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Nurturing Refugee Skills for Development

Mission

Reconnect is a not-for-profit, UK based organisation, committed to nurturing and applying the skills of refugees for development. Key tasks:

- Reconnecting refugees with a professional background in their countries of origin with their profession, enabling them to realise their potential through appropriate training, qualification and work experience
- Facilitating refugees' participation in developmental initiatives in their countries of origin or other developing countries
- Upgrading the experience and training of refugee journalists in the UK
- Promoting public awareness on key global displacement and development issues

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