

Republic of South Sudan
Ministry of Higher Education, Science and Technology
Policy Framework

Background

The Ministry for Higher Education, Science and Technology [MoHEST] was established by President Decree Number 62/2010 of 21st June in accordance with the provision of Articles 55,56, and 103 [1] of the Interim Constitution of Southern Sudan [ICSS], 2005 read in conjunction with Schedule [B] of the Interim Constitution of the Republic of Sudan. By this decree all functions, assets and personnel of the former Directorate of Higher and Tertiary Education in the Ministry of Education, Science and Technology [MoEST].

Higher Education in South Sudan refers to the education offered at post secondary level. Higher Education Institutions [HEIs] are institutions where **students are required not only to acquire knowledge but also contribute effectively in producing it as well as developing their critical faculties**. There are eight government-sponsored universities in South Sudan. Five are currently operational while three are still at the project level. There are over 35 private tertiary institutions operating in South Sudan. There are no laws governing private sponsored HEIs. There are plans to regulate these institutions. There are also other tertiary institutions currently run by other line ministries. There are future plans to bring all post secondary education under the supervision of the Ministry.

Higher Education in Sudan since independence was the domain of Government of Sudan [GoS, and GoNU]. The CPA under schedule B of ICC, 2005 provides for concurrent powers in the management of HEI in Sudan. Concurrent powers meant in practice that GoSS and GoNU shared obligations. With the independence of South Sudan July 9th, 2011, the Ministry of Higher Education, Science and Technology has assumed full responsibility over HEIs in South Sudan.

Challenges

The Challenges facing the Ministry are:

- a. **Institutions:** Government sponsored HEIs in South Sudan have significantly increased from three to eight while privately owned have risen from zero to over 35 universities. Laws for accrediting private, foreign and philanthropic tertiary institutions and their programs are yet being developed when the National Council for Higher Education [NCHE] is established. The establishment of this umbrella body is expected to provide legal and policy direction for HEI in the new Republic of South Sudan.

- b. **Access:** Enrolment has rapidly increased from 10,800 [2005] to over 20,000 [2011] in the South Sudan Universities. This conservative number excludes South Sudanese students studying abroad students. There is a lack of central data-base to establish the actual numbers of students inside and outside South Sudan. The Ministry plans to establish higher education information system [HEMIS] to provide updated data on enrolment.

Intermittent figure drawn from drawn from different universities indicate that enrolment is higher in the faculties of social and humanity studies in contrast to science-technology fields. There is now urgent need to widen access science-technology colleges if the South Sudan is to catch up with developments seen in other region. The emerging private sector driven tertiary institutions appear not to narrow this gap. There is, therefore, need to strengthen policies supporting science-technology institutions.

- c. **Relevant programs:** Most universities in South Sudan appear to be carbon copy of the others in terms of the programs they offers. With the emphasis on quality, duplication of programs may neither address the global and international competitive markets nor train job creators. South Sudan may have inadvertently inherited curricular designed to Arabize and Islamize South Sudan. There is need to review the curricular to make it relevant to the needs of South Sudan and needs of the global market.
- d. **Research and Publication:** Most of the researches currently conducted in South Sudan are linked to the pursuance of higher education degrees. The increase in demand for higher education has made our universities teaching centers. The lack of funding and technical support for development oriented research has merely compounded the challenge.
- e. **Academic staff:** Although the numbers of South Sudanese academic staff has grown within the last 21 years, there is still a mismatch between teacher-student ratios. Shortage of teaching staff is experience more in the science-technological-base faculties. This scarcity was compounded by the selective perception of the former universities authorities who prefer to train Northern as dons even for opportunities offered in South Universities. This imbalance needs to be addressed by building the capacity of South Sudanese in the teaching profession in the medium and long term while seeking external support in the short term.
- f. **Infrastructure:** There is no marked improvement in the physical infrastructures in most of the existing HEIs in South Sudan Universities. The shortage in office space, lecture halls, labs, libraries, etc is also acerbated by the increase in demand for higher education. Shortage of infrastructures pause a challenge, and may indicate

that the learning environment is not conducive. There is need the government to solicit loans to establish tertiary institutions of the 21st Century

- g. **Education Facilities:** there is a marked lack access to electronic reading materials or digital libraries. The student-book ratio is 1:35. This indicates that most student learn by gossip. There is need to modernize the current teaching and learning facilities to revolutionize higher education in South Sudan
- h. **Financing Higher Education:** The State is the main sponsor of governmental HEI in South Sudan while private universities are sponsored by private sector. During the Interim period, the role to financing governmental HEI in South Sudan was shared between GoSS and GoNU. GoSS paid tuition fees, feeding and accommodation for returnees and IDP students as well as providing financial support to study abroad students. With the independence of South Sudan, GoSS has taken over fully all the roles of GoNU including payment of salaries of the dons. The future role of GoSS will be determined when the NCHE established.
- i. **Government:** the laws and regulations regulating higher education in Sudan is called the Higher Education and Scientific Research act 1990:7 laws of the Sudan (7ed. 2003, and printed as amended up to 1996). This law repealed the 1975 Act. With the 1990 Act still in force, major decision on higher education is still taken by the Federal Ministry of Higher Education and Scientific Research, GoNU. The conference for Higher Education held from 6th – 7th September 2010 called for the repealing of 1990 Higher Education Act. This is believed to give GoSS more leverage in making decisions in matters related to Higher Education in South Sudan. This opportunity has arrived fully with the independence of South Sudan.

Key Priorities and Targets

The Ministry intends in the next five years to:

- a. **Institutions:** The Ministry intends to regulate the expansion of tertiary institutions by establish the national Council for Higher Education and to ensure that expansion in higher education is not only governed by political consideration but also inspired by the demand established through a study. This quality assurance body will be in charge of strengthening national tertiary institution monitoring, evaluation and developing policy framework
- b. **Enrolment:** Increase enrolment of female in higher education institutions by 50% in 2016. The Ministry will also absorb Southern Students studying in the Republic

- of Sudan while creating favorable conditions for those who intend to continue there
- c. **Relevant programs:** The Ministry intends to popularize other non-university tertiary institution to produce human resource to build, mend and repair the infrastructures demolished by 21 years civil war. Special attention will be given to access in the economic, science and technical colleges to increase employability of graduates for national development and the demand of the global market
 - d. **Research and publication:** GoSS intends to increase spending on research. Research funds will be increase by 5%. Emphasis is given to applied research, particularly those studies that contributing directly to improvement of the life situation of the people of South Sudan
 - e. **Academic staff:** The Ministry intends to make staff development one of its most top priority. Investment in capacity building shall increase from 3 m in 2011 to 9m by 2016. This program can be achieved in the medium and long term while in the short term initiatives includes soliciting technical and professional support from bilateral donor countries. The Ministry also intends to improve the remuneration for the academic staff to motivate, attract, retain and improve the living conditions of the dons.
 - f. **Infrastructure:** Government intends to modernize the physical infrastructures in South Sudan Universities in the medium and long term while renovating the current infrastructure in the short term. She is committed to ensure HEI meet 21st century standard by soliciting loans to develop her infrastructures
 - g. **Education facilities:** Government plans to improve teaching and learning materials and environment in South Sudan Universities. This includes the increase use of technology in the teaching and learning environment
 - h. **Financing Higher Education:** GoSS devices means to gradually introduce cost-sharing or loan system to ensure that universities are self sustaining. There is also need to strengthen partnership with bilateral donors and private sector in higher education
 - i. **Governance:** GoSS is determined to promote good corporate governance by increasing the autonomy and social responsibility of tertiary institutions, promoting effective and efficient management of higher education institution in new Republic of Southern Sudan

Guiding Principles

The Ministry is guided by the following principles:

- a. **Mandate:** Implement policies, plans, programs, and general coordination of higher education, science and technology in tertiary institutions in the Republic of South Sudan
- b. **Vision:** Achieve relevant, sustainable and quality higher education accessible to qualified South Sudanese by 2020
- c. **Mission:** Ensure that higher education institutions [HEI] in South Sudan meet the national and global standard
- d. **Motto:** Quality and Relevance for Modernization of HEIs in South Sudan
- e. **Objectives**
 - i. Equitable access to tertiary institutions in South Sudan
 - ii. Improve and expand infrastructures of existing HEIs
 - iii. Develop effective and efficient management system and service deliver in HEIs
 - iv. Solicit funding to manage HEIs in South Sudan
 - v. Promote private sector and bilateral donors investment in tertiary education
 - vi. Establish a legal and policy framework for higher education institutions
 - vii. License private HEIs and evaluate programs
 - viii. Align HEI operated by other line Ministries
 - ix. Ensure that HEIs meet national, regional and global market demands
 - x. Promote research, science and technological innovation and skills transfers for national, regional and global development
 - xi. Strengthen cultural ties through partnerships and bilateral donors.
- f. **Core values**
 - i. Strive for academic excellence
 - ii. Endeavor for research and community service excellence
 - iii. Promote good corporate governance
 - iv. Enhance professionalism and integrity in service delivery
 - v. Improve clients and stakeholders care
 - vi. Ensure team-work and respect for partnership
 - vii. Endeavour for creativity and innovation

Ministry Structure

The Ministry has two wings: the executive and strategic wings. The executive wing is headed by a Minister, who is aided by a Deputy Minister and an Undersecretary in addition to an advisor to Ministry. This wing is also supported by six directorates. The Strategic wing is also chaired by the Minister supported by the General Secretariat and Specialize Committee. The latter's main role is policy development while the initial is operations [see the attached structure]

The Directorates

The Ministry of Higher Education, Science and Technology has six directorates, namely:-:

- a. Directorate of Administration and Finance
- b. Directorate of Planning and Budgeting
- c. Directorate of External Relations and Training
- d. Directorate of Admission and Evaluation
- e. Directorate of Private, Foreign and Philanthropic Institutions
- f. Directorate of Technical and Technology Innovation
- g. Secretariat of the national Council for Higher Education with its Specialise Committees

The directorates are technical and professional units headed by a Director General, who is supported by a number of directors, deputy directors, inspectors and other support staff

The Functions of Each Directorate

Directorate of Finance and Administration

The Directorate of Administration and Finance [DAF] is a support units of the Ministry created to ensure efficiency and effectiveness in service delivery to clients. It consists of three departments, namely:

- a. *Department of Administration* - responsible for the coordination of general administration, personnel management and procurement of services and commodities for the sector
- b. Department of **Finance** – responsible for financial management, disbursement, accounting and internal audit for the sector
- c. Department of **procurement** – responsible for implementation of procurement policies, supply chain, coordinate contract plans and administration, supervise central procurement, monitoring and evaluation of utilized supplies.

Directorate of Planning and Budgeting

The Directorate of Planning and Budgeting [DPB] is charge with the responsibility to promote efficient and effective policy and budget coordination for the sector. It has three departments, namely:

- a. *Department of Policy Planning and Analysis* – responsible for general sector policy coordination; document, dissemination and implement of council and parliamentary resolutions; develop strategic plan; mobilize and allocate technical resource; Prepare media briefs; compilation of data and statistic information on higher education [HEMIS]; rationalize job analysis and specification; performance appraisal and reporting and reporting
- b. *Department of Budgeting Planning* – responsible for translating policies into activity, cost and work plan; coordinate budget sector working group; monitor, evaluate and report the implementation of the budget; compiles sector budgets
- c. *Department of Physical Planning* – responsible for designing physical plan; physical assessment or surveys and BoQ; monitoring, evaluation and reporting on civil works

Directorate of External Relations and Training

Directorate of External Relations and Training is a program unit of the Ministry responsible for building human resource capacity for socio-economic development of South Sudan. It consists of two departments, namely:

- a. *Department of Training* – responsible for training of students and staff; liaison with HEI; supervise the implementation of scholarship; provision of infrastructure, education facilities and infrastructure; Update periodical data students, dons, teaching and learning environment; promote extracurricular activities
- b. *Department of External Relation* – charged with the task to supervise study abroad students and foreign students studying in South Sudan; strengthen cultural relations; oversee exchange programs and distance education programs; liaison with partners and bilateral donors.

Directorate of Admission and Evaluation

Directorate of Admission, Evaluation and Accreditation and [DAEA] is a program unit charge with the task to widening equity in access, evaluate institutions and programs. It consists of two departments, namely:

- a. *Department of Admission* –responsible for enhancing equity in access; prioritize national goal in admission; oversee admission of private tertiary institutions; create awareness on procedures; evaluation certificate equivalence; custodian of students data and statistics; liaison with the curriculum and examination secretariats, standardization of foreign certificates; ensure affirmative action
- b. *Department of Evaluation* - responsible for evaluation of foreign certificates and its equivalence

Directorate of Private, Foreign and Philanthropic Institutions

Directorate of private, foreign and philanthropic institutions [DPFP] is a program unit task with the responsibility to spearhead the modernization of South Sudan through investment in scientific research. It has two departments, namely:

- a. *Department of Accreditation* – responsible for accreditations of private, foreign and philanthropic tertiary institutions and its programs; supervise management, including administration/finance; professional certification of graduates offered therein; provide information regarding recognition and accreditation to clients
- b. *Directorate of Monitoring and Evaluation* – responsible for partners mapping, network building and identify areas of collaboration; develop research policy

Directorate of Technical and Technological Innovation

Directorate of Technical and Technology Innovation [DTTI] is a program unit supporting modernization of South Sudan through investment in technical education and the creation and transfers of technological innovation. It consists of two departments, namely:

- a. *Department of Technology* – responsible for development of technology policies; review of curricular at all levels; staff develop; addressing the needs for industrialization of South Sudan; promote creation and transfers skills; supervise management of science-technological-base institutions and programs; lobby and advocate for finance and technical resources for science-technological institutions
- b. *Department of Entrepreneurship* – responsible for establishment of TVET institutions; develop programs and policies; oversee the management of TVET; lay foundation for cottage industries; enhance access to TVET; mobilize finance and technical resources; identify areas of cooperation with line ministries, private sector, partners and bilateral donors; M&E TVET institutions and programs

Establishment Analysis

The Ministry has a total establishment capacity of 120 staffs as demonstrated in the table below:-

1- MINISTER'S OFFICE-				
<i>A- Classified Staff</i>				
S/No.	JOB TITLE	EST.NO	GRADE	SEGMENT
1.	Office Manager	1	3	1625/2000
2.	Private Secretary	1	7	1188/1388

3.	S/Computer Operator /IT Professional	1	7	1188/1388
4.	Receptionist/Confidential Clerk	1	8	1075/1200
	Total	4		

B – Unclassified Office of the Minister

1.	Minister's office car Driver	1	10	825/950
2.	Minister's Support car Driver	1	11	500/565
3.	Senior Messenger/Cleaner	1	11	313/378
4.	Cleaner/Cook	2	13	238/278
	Total	5		
	Grand Total	9		

2-SECRETARIAT OF THE NATIONAL COUNCIL FOR HIGHER EDUCATION

S/No	JOB TITLE	EST NO.	GRADE	SEGMENT
1	Secretary General	1	1	2100
2	Executive Director	1	2	1725/2100
3	Managing Director	1	3	1625/2000
4	Secretary	1	9	925/1125
	Grand Total	4		
S/No	JOB TITLE	EST NO.	GRADE	SEGMENT

3, ADVISOR TO THE MINISTRY

S/No	JOB TITLE	EST NO.	GRADE	SEGMENT
	Advisor	1		
	Grand Total	1		

4- DIRECTORATE OF GENERAL ADMINISTRATION AND FINANCE

S/No	JOB TITLE	EST NO.	GRADE	SEGMENT
1.	Undersecretary	1	1	2100
2.	Director General for Administration & Finance	1	2	1725/2100

3.	Director of Finance	1	3	1625/2000
4.	Director for Procurement	1	3	1625/2000
5.	Director Administration	1	3	1525/1714
6.	D/Director for Procurement	1	4	1525/1714
7.	D/Director for Establishment	1	4	1525/1714
8.	D/Director for Accounts	1	4	1525/1714
9.	D/Director for Internal Audit	1	4	1525/1714
10.	D/Director for Information	1	4	1525/1714
11.	Senior Inspector Headquarter	1	7	1188/1388
12.	Executive Secretary	1	7	1188/1388
13.	Controller of Accounts	1	7	1188/1388
14.	Inspector for Accounts	1	8	1075/1200
15.	Establishment Officer	1	8	1075/1200
16.	Inspector for Headquarters	1	8	1075/1200
17.	Head staff clerk	1	10	825/950
18.	Cashier	1	10	825/950
19.	Receptionist	1	10	825/950
20.	Senior Bookkeeper	1	12	313/378
21.	Senior Storekeeper	1	12	313/378
22.	Senior Clerk	1	12	313/378
23.	Bookkeeper	1	14	288/352
	Total	23		
B	UNCLASSIFIED			
1	Drivers, Supervisor	1	10	825/950
2	1 st class driver	5	11	500/565
3	Head Messenger	1	11	500/565

4	Mechanic	2	11	500/565
5	2 nd class driver	5	13	313/378
6	Watchman	2	13	313/378
7	Messenger	8	13	313/378
8	Cleaner	3	15	238/278
	Total	27		
	Grand Total	50		

5-DIRECTORATE OF PLANNING AND BUDGETING

S/NO.	JOB TITLE	EST NO.	GRADE	SEGMENT
1.	D/G for Planning & Budgeting	1	2	1725/2100
2.	Director for Planning & Budgeting	1	3	1625/2000
3.	Director for Physical Planning	1	3	1625/2000
4.	D/Director for Planning & Budgeting	1	4	1525/1714
5.	D/Director for Physical Planning	1	4	1525/1714
6.	S/ Inspector for Planning & Budgeting	1	7	1188/1388
7.	S/Inspector for Physical Planning	1	7	1188/1388
8.	Inspector for Planning & Budgeting	1	8	1075/1200
9	Inspector for Physical planning	1	8	1075/1200
	TOTAL	9		

6-DIRECTORATE OF ADMISION AND EVALUATION

S/No	JOB TITLE	EST NO.	GRADE	SEGMENT
1.	D/ G for Admission, Accreditation & Evaluation	1	2	1725/2100
2.	Director for Admission	1	3	1625/2000
3.	Director for Accreditation	1	3	1625/2000
4.	Director for Evaluation	1	3	1625/2000
5.	D/Director for Admission	1	4	1525/1714

6.	D/Director for Accreditation	1	4	1525/1714
7.	D/Director for Evaluation	1	4	1525/1714
8.	Senior Inspector for Admission	1	7	1188/1388
9.	Senior Inspector for Accreditation	1	7	1188/1388
10.	Senior Inspector for Evaluation	1	7	1188/1388
11.	Inspector for Admission	1	8	1075/388
12.	Inspector for Accreditation	1	8	1075/388
13.	Inspector for Evaluation	1	8	1075/388
14.	A/Inspector for Admission	1	9	925/1125
15.	A/Inspector for Accreditation	1	9	925/1125
16.	A/ Inspector for Evaluation	1	9	925/1125
	Grand Total	16		

7- EXTERNAL RELATIONS AND TRAINING

S/No	JOB TITLE	EST NO.	GRADE	SEGMENT
1	D/ General for Training& External Relations	1	2	1725/2100
2	Director for Training	1	3	1625/2000
3	Director for External Relations	1	3	1625/2000
4	D/Director for Training	1	4	1525/1714
5	D/Director for & External Relations	1	4	1525/1714
6	Inspector for Coordination	4	7	1188/1388
7	A/Inspector for Staff Development	1	9	925/1125
8	Public Relation Officer	1	9	925/1125
9	Secretary for External Relation	1	10	825/950
	Grand Total	12		

8-DIRECTORATE OF PRIVATE, FOREIGN AND PHILANTHROPIC INSTITUTIONS

S/No	JOB TITLE	EST NO.	GRADE	SEGMENT
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1.	D/ General Non- Governmental Higher Education	1	2	1725/2100
2.	Director for Institutional /program licensing	1	3	1625/2000
3.	Director for program/Institutional Supervision	1	3	1625/2000
4.	D/Director for Institutional /program licensing	1	4	1525/1714
5.	D/Director for Institutional /program Supervision	1	4	1525/1714
6.	Inspector for Private Universities/Colleges	1	8	1075/388
7.	Inspector for Foreign Universities /Colleges	1	8	1075/388
8.	Inspector for Philanthropic Universities/Colleges	1	8	1075/388
9.	Secretary	1	9	925/1100
	Total	9		

9- DIRETORATE OF TECHNICAL AND TECHNOLOGICAL EDUCATION

S/No	JOB TITLE	EST NO.	GRADE	SEGMENT
1.	D/G for Technical & Technological Education	1	2	1725/2100
2.	Director for Technical Training	1	3	1625/2000
3.	Director for Technical Cooperation	1	3	1625/2000
4.	Director for Institutional/Program and Licensing	1	3	1625/2000
5.	D/Director for Technical Training	1	4	1525/1714
6.	D/Director for Technical Cooperation	1	4	1525/1714
7.	D/Director for Institutional/Program and Licensing	1	4	1525/1714
8.	Inspector for Technical Training	1	8	1075/388
9.	Inspector for Technical Cooperation	1	8	1075/388
10.	Inspector for Institutional/Program and Licensing Innovation	1	8	1075/388
	Grand Total	10		