SUDAN CIVIL SERVICE INSTITUTE RECOMMENDATION PAPER

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**Management Systems International
Corporate Offices**

600 Water Street, SW
Washington, DC 20024

Contract No. DFD-1-00-05-00251-00, Task Order No. 2

Services Under Program and Program Offices for Results Tracking (SUPPORT)

SCOPE OF WORK

The research task this paper addresses is to "write a short analytical paper (5-7 pages) that examines the pros and cons of a potential investment in a public sector institute in the Southern Sudan context and make recommendations." Total contracted level of effort was four days.

SUMMARY

If done well, there are significant positive impacts and few potential negative aspects of USAID supporting a civil service institute for the Government of Southern Sudan (GOSS). The primary challenges facing USAID that impact success are:

1. Getting the political foundations well established and maintaining them such that a transparent, professional civil service is possible,
2. Garnering and maintaining support and coordination with other donors, and
3. Providing funding that is significant and long-term.

To the extent USAID is able to succeed in these three areas, a civil service institute is an excellent long-term investment. If done without necessary buy in from the GOSS and donors or without necessary short- and long-term financial backing, there is significant risk of negative impact. There is no "right" approach to supporting civil service training in a post-conflict context (such as supporting university capacity to train civil servants versus supporting an independent civil service institute). The three main drivers for decision-making are government choice and vision, donor interest, and assets (human and physical) that can serve as starting points. In the Southern Sudan context, the GOSS has stated repeatedly its interest in a civil service institute, USAID appears to be interested in funding an institute, and there are scant human and physical assets that can be built upon. Therefore, it makes sense for USAID to support development of a civil service institute if it can meet the three challenges outlined above.

RESEARCH APPROACH

In addressing the issue, numerous country civil service training systems were examined as well as several synthesis reports of lessons learned (from central European countries, South American countries, and OECD countries), evaluations, project documents, training institute strategic plans, and documentation from previous studies of the University of Juba and capacity building efforts in Southern Sudan. Findings from 16 countries (primarily post-conflict reconstructions and African countries) are highlighted in this paper. Due to the limited number of days for the assignment (four), the author lacked time to investigate several issues, including a detailed cost comparison between different civil service training institutes and a detailed costing of different potential systems in Southern Sudan. Suzanne Bond Hinsz performed this work on behalf of MSI in November 2010.

BACKGROUND

Context for a thriving civil service training system

In summary, the keys to a successful civil service training system lie primarily within the context in which it is nestled. It is most likely to be successful if there is political backing and vision for implementation, if there is an apolitical personnel regulatory organization (such as a civil service commission), and if the training organization itself establishes the structure and content of the training, manages training delivery, and monitors training quality. The presence of these institutions is indicative that the government understands and supports a transparent, professional role for civil servants.

Elements of a healthy civil service training system

Powerful civil service training supports national objectives in an effectively and comprehensively and is fully integrated with professional, merit-based performance appraisal and promotion systems. This is the basis for an excellent human resource system and the best of these systems evolve to be sustainable and flexible as government needs change.

Fundamental governmental choices that determine civil service institute structure

Is the civil service seen as a career system or as a post system?

If a post system, the pressures on the training system are reduced, since specialists are hired for particular jobs, and the assumption is that the person is already qualified for the position.

If a career system, there is greater pressure for ongoing training throughout the tenure of the civil servant in order to prepare the person for career development. In a career system, usually induction training covers general knowledge expected of all civil servants. Training may also inform and train the person on new processes (like a new way of tax collection) or perspectives (such as a public administration reform agenda) within the government.

What is the legal framework of the training institution?

Training institutions may be completely independent, may be part of a ministry or agency, or may be part of a university.

How is civil service training funded?

Most civil service training systems have mixed funding, meaning that the government funds a portion of the budget (often recurrent costs) and the rest of the funding is provided by ministries and agencies "paying" for the training by selecting the civil service training institute rather than other potential training vendors, including the private sector. Systems typically evolve from central funding to a mixed system because centrally funded training systems are often marked by poor quality training that is not aligned with training needs. Mixed funding systems offer training "buyers" more choice, including private sector providers.

How is training curriculum determined?

Governments must choose if there will be a national curriculum and if so, how it is determined. Most governments elect to have the national training institute perform this function, but each ministry or agency usually also plays a role in determining its training needs.

What is the relationship with any specialized training centers?

Specialized training is usually provided by a linkage to the ministry involved (such as Ministry of Finance and Economic Planning, the Bank of Southern Sudan, and Teacher Training Institutes).

Should there be one center or a network?

Some countries have only one national institution, but many have multiple partnerships, including working with universities and private providers. Many countries have multiple campuses of the main institute (e.g., Afghanistan, Papua New Guinea, and Kenya).

BACKGROUND WITHIN SOUTHERN SUDAN

Legal framework

The Public Service Act remains in the Ministry of Legal Affairs and Constitutional Development, and the Civil Service Commission bill does not clarify the roles of ministries and the Civil Service Commission regarding public service laws and implementation oversight of policies. This legal framework is essential in delivering a high-performing civil service, since it addresses merit-based hiring and promotion as well as essential mechanisms in rational human resource management and development.

In terms of the legal backing for the civil service institute itself, the researcher was informed that an Act has been passed establishing the legal basis for the civil service institute itself, but it has been impossible to independently verify this or to obtain a copy of the Act.

Organizational framework

The critical component for capacity building, both at the GOSS and state levels, is the Capacity Building Unit (CBU). In July 2010, the GOSS established several new ministries. At this time, the Ministry of Labor, Public Service, and Human Resource Development (MOLPSHRD) was divided into the Ministry of Labor and Public Service (MOLPS) and the Ministry of Human Resource Development (MOHRD). The CBU of the old MOLPSHRD has essentially become the MOHRD.

The MOHRD is currently undergoing significant change that is natural given its state of development. It is thinly staffed and has very little office space or equipment. There is a Minister, an Acting Undersecretary, and three full-time professional staff: the Director General, the Senior Inspector for Training, and the Inspector for Capacity Building and Coordination. It is impossible for the CBU to carry out its responsibilities with only a handful of staff. Reviews point out that while the unit is able to send letters to ministries (GOSS, but not state level) inviting them to send people for training and keep records from trainings (i.e. the number of trainees, training provider, and course) there are still significant limitations to its current functionality. In short, it cannot develop or deliver training and cannot provide training quality assurance.

DONORS

African Development Bank (AfDB)

According to the AfDB Resident Representative, under the Institutional Capacity Building for Poverty Reduction and Good Governance (ICBPR&GGP) for GOSS, land has been secured along with title deed in the name of MLPSHRD to construct a training center. An architect (Mr. Okura) was recruited and submitted first drawings for comment. The center is comprised of one training room for 100 people, two training rooms for 20 people, two offices, a kitchen, a dining room, and ancillary service rooms. The materials are designated as walls of brick, rafters made of steel, and tile roofing.

The GOSS was to pay 10 percent of the construction cost and AfDB 90 percent, but the GOSS has not yet made the funding available. Mr. James Tipo of the MOHRD indicated in October 2010 that this has been pending for several years now.

The center as designed would not suffice as a civil service institute because more training facilities, as well as boarding facilities, would be needed. By comparison, the current Government Accounting Training Center (GATC) has five classrooms: one computer classroom, two classrooms with capacity for 30-35 trainees, and two classrooms with capacity for 20 trainees. In addition, there is an auditorium, kitchen, and dining hall. It is clear from reviews of GATC/HELM that this facility scarcely has physical capacity to accommodate MOFEP training needs let alone the entire civil service, so a civil service institute would need to be significantly larger than the training center AfDB committed to fund.

South Africa's Public Administration Leadership and Management Academy (PALAMA)

The Regional Capacity Building project (RCB project) runs from 2008–2013 and is funded by CIDA. The budget is CAD $10.5 million (approximately US $10.4 million) to improve service delivery in three post-conflict countries; Burundi, Rwanda, and Southern Sudan. PALAMA is the implementing agency. The aims of the RCB project are the following:

- To strengthen the institutional capacity of PALAMA to engage in regional capacity building programs.
- To improve curriculum development and training capacity within the three partner civil service institutes/public service ministries.
- To improve the ability of the target civil service institutes to improve management and leadership capabilities of their governments.

The goal is to help the CBU transition into a civil service institute that is able to design, develop, and deliver quality learning programs.

The RCB project does not pay for building construction, but can fund curriculum development, training of trainers, human resource and financial systems development, and basic office furniture and electronic equipment.

PALAMA had a consultant in place who was facilitating the development of a strategic plan to transform the CBU, but PALAMA came under new management, and it was decided that it would no longer operate through consultants but rather through its own staff. Therefore, the consultant's contract was ended and, as of October, PALAMA had gone for several weeks without providing technical assistance to the CBU.

COMMON EXPERIENCES WITH CIVIL SERVICE INSTITUTES

The common experience of civil service institutes is that a large training need is identified at a time of national transition (e.g., post-conflict or end of colonial rule). The government establishes an institute, usually as an organ of government, to conduct civil servant training and development. Initial funding and expertise is often donor-backed. As donor money begins to taper off, some governments adjust to compensate for the funding shortfall and others do not. Institutes that have solid organizational and political grounding within the government tend to succeed.

As the country and institute matures, it is common for a perception to develop (perhaps grounded in reality) that institute training quality wanes. Government support begins to diminish and the government begins to source training from the private sector. A call for the institute to become more self-sufficient begins and the institute starts to offer additional services for the government (such as research and consulting) and to develop products and services for the NGO and private sectors. This reinvigorates the institute and the quality of training improves. Institutes often eventually come to some balance of public and private sector revenue generation.

In terms of staffing, it appears that institutes develop organically given the relationships and resources available. After years of operation, many institutes move toward having a relatively lean core professional staff and relying on external people to serve as trainers. These trainers are often drawn from universities, other parts of the government, and the private sector.

EXPERIENCE IN AFRICAN COUNTRIES

Kenya

The Kenya Institute of Administration (KIA) was founded in 1961 to train Kenyans to run the civil service upon independence from Britain in 1963. Like many other civil service institutes, it provides training, consulting, and research. In 1996, it was made a semi-autonomous state corporation, primarily servicing the civil service, but also serving the non-governmental and private sectors.

KIA Projected 2009-2010 Revenue	Total in KSH	Percentage of Total Revenue
Training fees		85
	310,500,000	
Consultancy	5,750,000	2
Conference center	11,500,000	3
Other	21,000,000	6
Government grant	18,000,000	5
		100
	366,750,000	

KIA total 2009–2010 projected revenue is $4,578,652 (KSHS 366,750,000). Training fees account for 85 percent of this total. The Kenyan government provides a grant that accounts for 5 percent of KIA revenue, but the organization indicates the grant is decreasing 10 percent annually. The KIA has 25 instructors and 125 other employees.

KIA should not be confused with the Kenya Institute of Management (KIM), a professional membership organization that provides training and degree programs. KIM is independent from the government.

Uganda

The Uganda Management Institute (UMI) was set up in 1969 under the name "Institute of Public Administration" and was part of the Ministry of Public Service. It conducted in-service training for public servants and offered diploma courses recognized by Makerere University. The institute floundered in the early 1990s due to lack of adequate government funding for recurrent costs and capital expenditures. In 1992, the UMI was given autonomy, and by 1999 was able to generate 85 percent of recurrent expenditure. UMI's 1999 annual budget was $1.2 million.

Ethiopia

Originally founded in the 1950s, the Ethiopian Management Institute is a civil service training institution offering both standard and tailor-made training. It also serves as a venue for others to provide training, workshops, and conferences.

Driven by federalism and the need for effective regional administration, the Ethiopian Civil Service College (the College) started operation in 1995, initially offering only law and economics courses. The College is autonomous, but its recurrent budget ($577,630 per annum) is primarily funded by the national government. UNDP provides $500,000 per year. Funding is supplemented by diploma and degree students who pay 25 percent of their net salary while studying.

The College provides training to sub-national levels of government through videoconferencing facilities.

Lesotho

The Lesotho Institute of Public Administration and Management (LIPAM) was established in 1967 as the Civil Service Training Centre (CSTC). The institute name was changed to LIPAM in 1994 as the institute's mandate increased to include the private sector. Its work is still primarily public sector.

Liberia

The Liberia Institute of Public Administration (LIPA) was originally set up in 1969 and serves the public and private sectors. It offers short courses lasting two to six weeks, as well as a diploma in development management and certificate in administration and management (two months, modular).

Sierra Leone

For many years since the 1970s, civil service training was ad hoc, being carried out by the Institute of Public Administration and Management (IPAM), the Civil Service Training College, and the University of Sierra Leone. These institutions discontinued training services in the early 1990s due to insecurity and lack of government funding. For many years, civil servants did not receive any training.

IPAM is now running again and offers a variety of short and longer courses for the public and private sector. Short courses that last two weeks or longer offer assessments so course credit is transferable for university credit. IPAM is now part of the University of Sierra Leone and operates under the authority of the university.

Rwanda

As a post-conflict lesson learned, it was noted that the long-term solution to capacity building was rehabilitating management training institutions.

Zimbabwe

Zimbabwe's civil service institute is called Zimbabwe Institute of Public Administration and Management (ZIPAM). In 2003, ZIPAM was struggling financially and requesting additional government funding. The government transformed it from a ministerial department to a parastatal, and the government is now trying to commercialize it. ZIPAM is being supported by World Bank Institute (WBI) and Deutsche Stiftung für Internationale Entwickung (DSE) in terms of staff training.

Botswana

Founded in 1964, the Botswana Institution of Administration and Commerce (BIAC) is a government training institute within the Directorate of Public Service Management. Due to limited numbers of training institutions, BIAC also trains college students, most of who end up in the public service. BIAC offers the following courses: Accountancy and Business Studies, Computer Studies, Public Administration and Management Studies, and Secretarial Studies. Qualifications achieved upon completion range from basic level to national diploma.

Ghana

Ghana's Civil Service Training Center (CSTC) was established in 1953 under the Office of the Head of the Civil Service with the aim of training junior- and mid-level civil servants. It worked in partnership with establishment officers and provided induction courses for new civil servants.

It currently continues to do induction training, but also offers short-term courses for junior staff and develops tailor-made courses upon request.

EXPERIENCE BEYOND AFRICA

Afghanistan

The Afghanistan Civil Service Institute (ACSI) structure in Kabul was built with Korean aid roughly seven years ago. Its facilities include about 12 training rooms, office space for 30 professional staff, a library, separate boarding quarters for male and female trainees, a large kitchen and dining area, and an

auditorium that can seat over 100 people. It is built on several acres at the outskirts of Kabul. Buses provide transport for staff and city-based training participants. Due to security issues with participants traveling from their provinces to Kabul, the ACSI now has several sub-national locations in addition to the main facility and is linked to these locations by video conferencing facilities.

The overall budget is unavailable, but the center's training activities are primarily funded by UNDP. The current UNDP budget is $115 million over 4 years ($28.75 million per year) via the National Institution Building Project. This project also provides South-South on-the-job coaching (typically using Indian nationals).

Training is exclusively for public servants and is not developed or delivered in conjunction with higher education facilities or faculties. Training is delivered in a modular style with time between modules for practice and on-the-job coaching. Other agencies, such as USAID, use ACSI as a training venue.

Iraq

In post-conflict Iraq, the need for a public administration institute was identified in a joint World Bank/UN needs assessment. At the time of the assessment, there were two government training institutions in Baghdad in need of refurbishment. Subsequently, the National Institute of Public Administration (NIPA) was established. It uses videoconferencing facilities to enable a distance learning system that links the NIPA with other training institutions in the region. This system avoids the expense of sending civil servants for training outside Iraq.

Papua New Guinea

The Papua New Guinea Institute of Public Administration, established in 1993, is primarily geared for public sector employees. It has a main campus and four regional training centers.

According to the national budget, the 2008 appropriation for the primary center was 5,128,400 Kina (about US$2 million), with about 75 percent being spent on staff costs. For the primary training institute, there are positions for 145 staff: currently, 62 are professional staff, 47 are laborers, and there are 36 open posts. The primary campus has a bus, a truck, and a sedan car to support its operations.

Albania

After two previous attempts to establish a school failed, Albania's Training Institute of Public Administration (TIPA) was established in 2000 as a government department. Training is geared only for public servants and funding is by government grant through government departments "paying" for training and via donors (including USAID).

TIPA offers a variety of courses, from induction and law drafting to tax collection and budgeting. TIPA employs 20 full-time professional staff spread over their training sites and has a pool of 70 trainers. Of these, 60 percent are drawn from government, 20 percent from universities, and another 20 percent from NGOs and civil society. TIPA uses a training-of-trainers approach with these affiliate trainers.

UNDP conducted an evaluation of support to TIPA as a means for implementing public administration reform (PAR). According to that evaluation, the lessons learned are that political commitment is essential, that significant PAR impact can be made only if training is integrated into performance appraisal, and that training and performance appraisal need to be linked to the strategic goals of the institution and PAR. Additionally, human resource functions within government institutions need to be a priority in order for PAR to be effective. It also found it necessary that training needs at central and local levels are considered and addressed simultaneously when a training system for civil servants is being established, because low implementation capacity at the local level can impede the reform process. Last, efforts to strengthen local training market are important to bolstering availability of training services.

Latvia

Latvia followed a different path than other governments studied. The government determined training format, content, and standards and then fully contracted out delivery of courses. According to a 2003 report, Latvia was able to train over 23,000 civil servant applicants in four years.

Lithuania

Lithuania developed a national training center, but also simultaneously let ministries develop their own training centers and allowed the private sector to provide training as well. The result was fragmented, poorly coordinated, and lacking in quality control.

CONSIDERATIONS, PROS, AND CONS FOR USAID IN SUPPORTING A CIVIL SERVICE INSTITUTE

Considerations

USAID commitment

Funding: initial needs are high and commitment needs to extend for many years, perhaps a decade or longer.

Ideally, both central government and sub-national government are supported by training. An in depth cost analysis is warranted to determine with certainty the relative cost effectiveness of supporting multiple physical facilities versus using a hotel or other venue at sub-national level, but provision should be made for supporting multiple levels of government. Additionally, based upon a training needs analysis, technologies may be efficient and effective at meeting training needs. These technologies may include videoconferencing (linking Southern Sudan locations to each other, the region, or the rest of the world), computer-based training (whether Internet-based or not), and/or other technologies.

Funding needed includes:

- Bricks and mortar for the centers themselves, as well as basic furnishings.
- Training equipment (computers, projectors, photocopiers, perhaps videoconferencing facilities, perhaps mobile computer laboratories, etc.).
- Support equipment such as vehicles.
- Recurring costs (catering, lodging, gardening, internet and utilities, maintenance and repair, transport for staff and participants).
- High caliber advisors to design, develop, and deliver training, to facilitate institute management, and to help the organization transition from government department to institute.

University of Juba

What should the relationship be between the University of Juba and the civil service institute? Should the institute be part of the university? Given the extreme scarcity of human resources, an argument can be made that it is reasonable to consolidate efforts as much as possible. Of the 16 countries studied, only one (Sierra Leone) housed its civil service institute as part of a university. This is a decision for the GOSS to make. It would certainly be positive if courses offered by the civil service institute are recognized appropriately for university credit, as is the case in Botswana and Uganda. Within the University of Juba, the Department of Public Administration lies within the School of Management Sciences. This is part of the College of Social and Economic Studies, which is currently located entirely in Khartoum. The capacity of the Department of Public Administration has not been studied and is outside the scope of this paper.

Beyond what is desired by the GOSS, relationships between higher education institutions and civil service institutes tend to develop organically based upon relationships and resources. A normal course of events would include sharing lecturers between the organizations initially and in the longer-term, it would be likely for the University of Juba to offer public administration degree courses for *potential* civil servants while the civil service institute provides shorter courses for *current* civil servants.

Sequencing

Steps before funding a civil service institute include a comprehensive training needs analysis and a national capacity development strategy. The training needs analysis is necessary for to understand the numbers of people trained and the training required. This, along with the resource envelope and national vision, determines the training strategy. The national capacity development strategy provides a plan and approach that can guide government and donors. The national capacity development strategy will help ensure that the civil service institute is a well-integrated part of the larger capacity development framework and national vision.

GOSS commitment

It is essential that the GOSS knowingly commits to support the institute politically and financially. An institute will likely (1) expand the size of the civil service in the long-term, attracting the requisite wage bill, (2) draw capable staff away from other government positions, and (3) have significant recurrent costs in the long-term.

For the civil service to function properly, it will need to be professionalized, and this requires political will. The best civil service institute can make few gains if hiring and promotion are not merit-based. Therefore, for USAID funding of an institute to make sense, the GOSS needs to commit to a higher level of transparency in human resource systems.

Donor commitment

For USAID to provide the significant funding required, it is important that other donors agree to support a leading role on the part of USAID. Any parallel systems that are developed will undermine national capacity.

Pros

It is wanted and needed.

If capacity building institutions (for the civil service and higher education) are not given proper attention, the government will continue to struggle to perform. Project-based capacity building is (1) likely to only increase capacity for the life of the project, (2) more likely to be individual which is a missed opportunity to produce organizational change, (3) unlikely to focus on what the organization wants and needs (lacking a strategic focus and possibly undermining performance), and (4) unlikely to be permanent and continuous. In short, a well-conceived and well-managed civil service institute is more likely to create sustainable capacity than project-based approaches.

The GOSS has stated that it wants a civil service institute numerous times, although it may not have had the opportunity to reflect on what sort of institute is desired and what the long-term costs may be.

It would have likely have a positive net impact on training cost

NGOs and donors find training extremely expensive since the cost of hotel rooms is so high. If an institute is available that provides boarding facilities, the overall costs for individuals to attend training should decrease. As noted above, once the training needs analysis is complete, the overall costing issue should be studied in more depth.

Training coordination should improve

It will be easier to know what is happening (even for multiple donors/projects) as training becomes more organized and as an institutional home for this information is more deeply established.

Influencing culture

A civil service institute capable of handling large audiences may offer a natural location for people to listen to speakers, congregate, and share information.

Cons

Sustainability

Sustainability is a concern due to the high running cost and number of high quality staff necessary for the institute to function well.

Removes resources from other possible targets

It is possible that financing a civil service institute draws money away from other possible targets such as the University of Juba.

Recommendations to consider if USAID decides to implement

Investigate other funding sources

- Other donors
- Setting up an endowment
- Diaspora (perhaps they could be persuaded to "buy" seats in a lecture hall with a plaque bearing their name or some other scheme)
- Higher Education for Development (HED)

Role of private sector

The private sector may be best positioned to offer training such as English language training and IT skills training. Perhaps this could be bid separately and technology companies encouraged to respond to requests for proposals.

Twinning

Regionally, Kenya Institute of Administration (KIA) is the most highly developed civil service training institute, and a number of civil servants have already received training through KIA. It would be a natural institution with which to twin. Perhaps KIA could manage sub-national training centers. It could certainly provide trainers. PALAMA is another likely institutional partner since it is already has institutional history with the CBU and has received money from CIDA to do work regionally.

Competency framework approach

A possible, innovative approach USAID might consider is developing a competency-based framework that would ultimately enhance skills transfer within, into, and out of the civil service. The Australian Quality Framework bears further investigation as a possible underlying approach, because several of its qualities would be highly useful in Southern Sudan in terms of making the most of scarce human capital. The AQF has the following objectives:

- Bringing together the qualifications issued by higher education and vocational education and training systems into a single comprehensive system of titles and standards.
- Supporting flexible education and training pathways between sectors and lifelong learning.
- Encouraging parity of esteem between academic and non-academic training qualifications.

- Supporting the diversity of purposes of providers in the education and training sectors.
- Encouraging cross-sector partnerships.

The AQF is used in many countries around the world (primarily those in the Asia-Pacific region) in order to enhance labor mobility. ASEAN countries, for example, use it in order to facilitate mutual recognition of skills across national boundaries. It supports training quality because competence must be demonstrated. Private and public training institutions become registered and then each one can offer training that confers a transferable credential. This has the potential to better harness the private sector as a source of training because training quality is monitored. The researcher has found no instance of this framework being used widely in a post-conflict setting. It is possible that there are good reasons why it cannot work or would not be recommended, but further investigation is warranted.

Distance learning within the country

Since it is expensive to send people for training throughout Southern Sudan, it may be more cost-effective to link the main civil service institute with sub-national centers via videoconferencing facilities or via other technology-based approaches. With videoconferencing, training happening at the main institute can be simultaneously delivered elsewhere in an interactive way. Similarly, training centers within the region and around the world can be similarly linked. Additionally, high quality instructors can be linked in an interactive way from wherever they are based.

Computer-based learning

In the private sector, when large numbers of people need to be trained, it is most cost-effective to offer computer-based learning. Since there are large numbers of people who need language training, for example, technological approaches should be investigated. A technology-based approach might include mobile centers with 20 laptops inside. These computers could be used from early in the morning until late evening for language skills training and can accommodate hundreds of people while keeping track of each individual's learning progress. Each group of 20 people could spend an hour or two learning and when they vacate, then next group of 20 begins. If people go through this training in working groups and are supported to use English in the workplace, a great deal of progress could be made in three months or some designated time frame, and the mobile center could go elsewhere.

ANNEX 1: UNIVERSITY OF JUBA SCHOOL OF MANAGEMENT SCIENCES DEPARTMENT OF PUBLIC ADMINISTRATION

The School of Management Sciences is part of the University of Juba's College of Social and Economic Studies. The School has three departments, Accounting, Business Administration, and Public Administration. Drawn from the University of Juba website, the courses the Department of Public Administration offers are listed below. Please note that the second year courses are missing from the website information.

FIRST YEAR

SEMESTER I
SMG 211, Microeconomic Theory, 3
SMG 212, Business Statistics III, 3
SMG 213, Business Mathematics III, 3
SMG 214, Financial Accounting 1, 3
SMG 215, Public Sector Accounting 1, 3
UJA 211, Arabic Language, 2
UJE 211, English Language, 2

SEMESTER II
SMG 221, Macroeconomic Theory, 3
SMG 222, Business Organization, 3
SMG 223, Public Finance, 3
SMG 224, Financial Accounting II, 3
SMG 225, Public Sector Accounting II, 3
UJA 221, Arabic Language, 2
UJE 221, English Language, 2

THIRD YEAR

SEMESTER I
SMP 311, Constitutional Law, 3
SMP 312, Business Communication, 3
SMB 311, Management Theory and Practice, 3
SMB 312, Cost Accounting 1, 3
SMG 312, Research Methodology 1, 3

SEMESTER II
SMP 321, Comparative Public Administration, 3
SMP 322, Local Government, 3
SMP 323, Administrative Law, 3
SMP 324, Management Information Systems, 3
SMA 322, Cost Accounting II, 3
SMG 321, Research Methodology II, 3

FOURTH YEAR

SEMESTER I
SMP 411, Local Government Finance, 3
SMB 411, Personnel Management 1, 3
SMB 412, Managerial Economics, 3
SMB 413, Financial Management 1, 3
SMA 412, Management Accounting 1, 3

SEMESTER II
SMP 421, Development Administration, 3
SMB 421, Personnel Management II, 3
SMB 423, Financial Accounting II, 3
SMA 422, Management Accounting II, 3
SMA 421, Operations Research II, 3
SMG 422, Research Project, 3

FIFTH YEAR (honors)

SEMESTER I
SMP 511, Advanced Public Finance, 3
SMP 512, Urban Public Sector Management, 3
SMP 513, Issues in Rural Development, 3
SMG 512, Organization Theory, 3

SEMESTER II
SMB 521, Public Enterprise Management, 3
SMG 522, Dissertation (5,000 – 10,000 words), 3
SMP 523, Governments in the Sudan, 3
SMP 524, Advanced Public Sector Management, 3

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