

Dear Lillian.

I had a very nice trip to Juba as from 5<sup>th</sup> -12<sup>th</sup> Dec 2005 and came back exhausted late evening on Monday 12<sup>th</sup> December 2005. I found Teresa and the children well and were happy to see me back. I also found the office staff well and had a briefing from Nemat (my Deputy) about the tasks I left to her and new developments during my absence in the office.. The aim of the visit was to monitor Sudanese Returnees Education and Training (SRET) programme of Kimu, which TFS pays 5 teachers' salaries. The visit also aims to survey means of training paramedics (medical Assistants, Nurses and mid wives) in Juba. During this visit, I could see a lot of changes compared to my previous visit in August 2003. The implementation process of the CPA, the freedom of movement, the role the NGOs play, the opening of Yei –Juba road, which has paved way for commodities to come from Uganda and Western Equatoria are other indicators of restoration of peace in Southern Sudan.. I was also impressed to meet relatives whom I have never met for over 22 years of the civil war in Southern Sudan. It was an opportunity to meet friends such as Robin Shawyer of the Windle Trust International, whom I did not expect to meet him in Juba. The visit has full of opportunities for TFS to partner with INGOs, local NGOs and training Institutions such as the Health Science Training Institute for Medical Assistants, Nursing Institute and the Midwifery Training Institute. The aim to visit the institutes was to find out the course conducted in the institutes, duration of the courses, certificate to be awarded after the course, conditions for acceptance, and problem facing the institutes This visit also acted as a publicity for TFS activities, and as a result, there were requests for literacy classes, reading glasses, partnership in training of paramedics & English teachers. All I could say is that the visit was impressive and encouraging.

Visit to the Health Science Training Institute (HSTI):

I visited the Institute on 6<sup>th</sup> December 2005 and met the principal of the Health Science Institute Mr. Flex Ladu Johnson Sworo in his office. Mr. Flex briefed me about the health science institute, which includes its background, progress and the needs in the institute.

Background: The general medical assistant training school was established in 1927 in Southern Sudan in Malakal capital of Upper Nile province. In 1942 during the British administration, the GMA School was moved from Malakal to Juba, the capital of Equatoria province in Southern Sudan. The trainees at that time were taken from the nurses with Sudan nursing certificates and had served as nurses for three years. In 1946-47 there was a direct intake from intermediate schools to the general medical assistant school known as Juba Training Centre. (JTC) whereby the training period was two years. During the first civil strife in 1955, all the GMA trainees were sent to Omdruman GMA Institute in Northern Sudan. And after the Addis Ababa Agreement in 1972, between the Southern freedom fighters and the Sudan government, the institute was transferred from Omdruman back to Juba. Since then, the GMA School has continued with training of paramedical personnel in Juba.

In 1997 the school was upgraded into Health Science Training Institute (HSTI) by the Federal Ministry of Health Khartoum to run three (3) years diploma courses for General Medical Assistant (GMA), Medical Laboratory Assistant (MLA) and operating Theatre Attendance Medical Assistant (TAMA). After three years training the graduates would be awarded Diploma and shall undergo 6 months job training in the hospital under the supervision of a medical doctor, and there after can be deployed to manage a health centre The growing health cases due to absence of primary health care services in the rural areas of Southern Sudan has resulted to high demand for health care services in the communities of Southern Sudan. The need for training GMAs is imperative, because the GMAs can work where there are no doctors, in community

health centres, district hospital and in out-patients clinics of Juba University Teaching Hospital. The institute accepts students from all the nine states of Southern Sudan. The present students come from all the Southern States and with the exception of Warap State, which do not have students in the institute currently, said the Principal. It has 4 classrooms and can not accommodate the current nine classes (GMA 3 classes, MLA 3 classes and TAMA 3 classes) and as a result, some classes operate in the afternoons. The institute has only 3 tutors and most of the work is carried out by volunteer doctors working in Juba teaching hospital and those working in the ministry of health. "The sustainability of this institute is shaky because the 3 tutors are recent graduates from the health science institute and need further training as tutors. The institute can not rely on volunteers may be they can get transferred to new locations. My deputy is now appointed a member of parliament and I'm now left alone with these new graduates" lamented the principal.

The conditions for acceptance of students to the institute are that, applicants should have passed Sudan school certificate in sciences or should be a trained nurse. The students accepted to the institute without nursing certificate under go one year training on nursing. The institute has currently 271 students divided as follows: General Medical Assistant 110 (1<sup>st</sup> yr 39, 2<sup>nd</sup> yr, 35, 3<sup>rd</sup> yr 36). Medical Laboratory Assistant 113 (1<sup>st</sup> yr 41, 2<sup>nd</sup> yr 38, 3<sup>rd</sup> yr 34). Theatre Attendance Medical Assistant 48 (1<sup>st</sup> yr 10 2<sup>nd</sup> yr 8, 3<sup>rd</sup> yr 30). The government is paying less attention to the institute; however, ICRC has been assisting with incentives for the part-time tutors. The tuition fees are SD 60, 000 for each student to be paid by each state, but none of the states have paid the tuition fees for their students. The students who applied of their own are to meet the payments of their tuition fees, while those send by organizations are to be paid by the responsible organization

Needs:

- Construction of additional classrooms either on permanent or temporary basis.
- Need of tutors and upgrading the 3 tutors at present teaching in the institute
- Salaries for tutors including the part-time tutors.
- Transport means for the tutors (one motorcycle for the principal and three bicycles for the 3 tutors.
- Lighting system for the evening classes.
- Need for volunteer tutors from abroad

Priorities of the needs:

- Construction of additional classrooms either on permanent or temporary basis.
- Need of tutors and upgrading the 3 tutors at present teaching in the institute
- Incentives for part-time tutors.
- Transport means for the tutors (one motorcycle for the principal and three bicycles for the 3 tutors.

#### Visit to the Nursing School – Juba.

I had a meeting with the principal of Juba Nursing School Mr. Redento Modi Ephraim who briefed me as follows: Juba Nursing School is a training institution, which trains only Nurses supposed to provide Juba Teaching Hospital with manpower. But at the time the war intensified as from 1983 the school got involved in training almost the entire manpower for the whole of the three (3) Equatoria States, in addition to military, police and NGOs personnel. As an s result, the number of trainees in each class rose to 40 every year. The school trains nurses on three (3) years basis with the qualification of certified nurses. The school teaches in both Arabic and English as such there are classes for Arabic and English students in all levels. It takes both male and female; however 75% of the students are female. The school provides lectures to the students as from

8.00 am to 2.00 pm every day except on public holidays. The students are also taken to the hospital wards after the lectures for practical training.. It opens on January through November with two terms (1<sup>st</sup> term Jan-June, and 2<sup>nd</sup> term from July – November). There are currently 7 tutors (4 teaching in English and 3 teaching in Arabic) teaching 250 students in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years. The school graduates 30-40 certified nurses every year.

Conditions for acceptance of applicants: The trainees should have completed secondary school, with high emphasis on students from science section. The applicants are sometimes sent by states, communities, institutions such as the military, police or NGOs and some apply on their own individual interest.

Support from other Sources. Mr. Redento Modi Ephraim explained that ICRC was the only NGO which assisted in the construction of the current classrooms.

Needs:

- Additional tutors
- Refresher courses for the tutors
- Construction of additional classrooms.
- Transport means for tutors (motorcycles)

#### Visit to Midwifery training school-Juba

I visited the midwifery training school in Juba University Teaching hospital where I met Tabitha Noah an experienced tutor in the school for over 6 years. Tabitha who was acting Principal because the principal of the midwifery school was in Khartoum for a workshop, explained to me that, the school trains midwives in a one (1) year basis to qualify them as midwives. The school has 8 tutors and is currently training 89 women for one year and they will graduate in May 2006. The trainees stay in a hostel provided by the school and they are also provided with food in the hostel. The ongoing training is sponsored by UNICEF and GTZ. Tabitha further explained that the midwifery school formerly trains 30 midwives every year, but now with the great demand for midwives in the villages, the number of trainees has doubled.

The trainees are selected by the community leaders, local councils in the areas, community health centres and individuals who applied on their own interest, and there should be a funding agency for the training. The trainees after graduation would return to their respective areas whereby the local councils or community health centres are expected to facilitate their employment. In the classroom, I could see over 30 women sitting in small stools and were singing happily in English led by Selina Kukuwa from Pageri area. They told me that some of their colleagues were in the hospital wards for practical training and another class was undergoing training in the GTZ compound due to lack of classrooms. After I had explained the TFS activities to the trainees, Margaret Albert stood up and stressed that literacy programme would benefit women who have suffered since independent of Sudan and never have chance to learn. She also said that, among them there are women who can not read and write, thus opening literacy classes for the trainees is vital.

Needs: Tabitha told me that, the principal of the school could tell me more about the difficulties in the midwifery school, however, the pressing needs in the school are as follows:

1. Need for food for the trainees.

2. The women are sitting on small stools due to lack of chairs so there is great need of furniture for the women to sit on.
3. The UNICEF and GTZ funding of midwifery training is ending in May 2006, thus funding is needed for training the coming batch.
4. Tabitha stressed that lack of transport for the tutors is a problem, especially when they want to take the trainees to the health centres in the localities around Juba town.

#### Meeting in Sudanese Returnees Education and Training programme (SRET).

The Sudanese Returnees Education and Training programme was initiated by the members of Kimu who were in Khartoum and with the advent of the Comprehensive Peace Agreement (CPA), they returned back to Southern Sudan town of Juba. The establishment of SRET programme was a respond of a call from the ministry of education for NGOs or Community Based Organizations (CBOs) to open more schools in Juba in order to accommodate returnees from neighbouring countries and Northern Sudan said the representative of Kimu Charitable Society Mr. Scopas Nkutu Lo-Kiden. The programme started in April 2005, in Gusene IDPs camp. Due to lack of premises and classrooms, the SRET school operates in the afternoon inside Ephata basic school (operates in the morning) established by the ECS in Juba. The school under SRET has 141 (78 girls & 63 boys) children in the 2 classes of basic school. They are taught all the subjects (Mathematics, English, Arabic Sciences/Hygiene, Geography, History and religion) required by the South Sudan Ministry of education. The children are taught in English and Arabic is taught as a subject. There are also 2 classes of adults with 94 learners (52 female & 42 male) who request the teachers to teach them on voluntary basis. The total number of beneficiaries I found under the SRET programme is 235 (141 children & 94 adults) The adults in the literacy classes are women doing micro – businesses in the market, tailors and messengers working in government or NGOs offices The 5 teachers paid by TFS teach in both the children’s classes and the adults classes.

Needs: The needs for SRET programmes are as follows

1. Need for text books for both English and Arabic. .
2. Training of Teachers in teaching methodology in basic schools and Reflect for adult literacy classes.
3. Stationery, chalk, blackboards.
4. Feeding programme.
5. Uniform for the children.
6. Reading classes for the adults in the adult literacy classes.
7. Training of women on micro-finance and business management.

Future plans.

The representatives of Kimu Charitable Society in Juba put forward the following future plans:

1. Kimu’s branch in Juba plans to increase the classes for basic education as there will be more returnees in Juba from Northern Sudan and neighbouring countries in the beginning of 2006..
2. The charity’s committee in Juba plans to build a school in the land allocated by the ministry of housing in Juba.
3. .The charity plans to build a health centre in the outskirts of Juba town.
4. Support community initiated literacy classes in Southern Sudan.

Meeting with Director of Islamic Relief World Wide (IRWW) in Juba.

Upon my arrival to Juba airport, I met the Field Director of Islamic Relief World Wide Mr. Nelson Mono Lukajo (who was my student in early seventies when I was teaching in Kajokeji-Southern Sudan) and the Director of Khartoum office. He introduced me to his colleague Mr. Adnan Cheema the Director of IRWW Khartoum office. I visited Mr Nelson in his office in Juba upon his request for a meeting to acquaint himself with the activities of TFS and also for me to know the activities of Islamic Relief World Wide. Mr. Nelson explained to me that the (IRWW) is supporting educational and health activities. It also supports livelihood projects such as seeds distribution to local farmers. Nelson concluded that there are opportunities for TFS to partner with IRWW in the area of education and health. He advised me to meet his colleague in Khartoum.

And on my return to Khartoum, I met Robin Shawyer of Windle Trust International in Juba airport on his way to Rumbek. Robin briefed me that Windle Trust has opened an office in Juba and is currently training 400 basic school teachers from various parts of Southern Sudan. And after I briefed him about the aims of my visit to Juba, Robin told me that TFS could partner with WTI in the training of paramedics and paramedic tutors. He told me that, Windle Trust has little money for paramedic training and if TFS is interested to partner, its Director should contact him. He also mentioned that TFS could partner with WTI in training of teachers on teaching English.

Recommendations.

.My recommendations for this report are that:

1. TFS encourage literacy programme for women in Southern Sudan.
2. Train teachers on Reflect (English)
3. Find donors for the TFS Southern Sudan projects
4. Work in [partnership with other NGOs such as WTI in the field of paramedics training
5. TFS to send reading glasses to women in SRET adult literacy classes.

Regards.

Silas Jojo  
Country Director  
Together for Sudan