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to higher education
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Contents

Acronyms

CPA	Comprehensive Peace Agreement
EdLib	Capacity Building in Southern Sudan: Educating Librarians for the Future Project
EFA	Education for All
GOS	Government of the Republic of Sudan
GOSS	Government of Southern Sudan
JULAP	Juba University Library Automation Project
MDG	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
NGO	Non Governmental Organisation
NUCOOP	Norwegian University Cooperation Programme for Capacity Development in Sudan
NUFU	The Norwegian Programme for Development, Research and Education
SIU	The Norwegian Centre for International Cooperation in Higher Education
SPLA	Sudan People's Liberation Army
SPLM	Sudan People's Liberation Movement

Acknowledgements

This report is written as part of the NUCOOP project; *Capacity Building in Southern Sudan – Educating Librarians for the Future* (EdLib). The aim of the report is to produce research based knowledge about barriers to higher education for women in Southern Sudan, which will be used to design tailor-made training programmes in librarianship. The study has been carried out by Reidun Faye, Centre for Educational Research, Bergen, Norway.

The successful finalisation of this report was made possible with the assistance and support from several people. In particular, the coordinators of the EdLib project; John Akec, Elisam Magara and Ane Landøy have been helpful in providing background information on the educational situation in Southern Sudan and in helping me organise meetings and interviews in the field.

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Bergen, November 2009

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Summary

This study is part of the project *Capacity building in Southern Sudan – Educating Librarians for the Future* (EdLib). The EdLib project involves cooperation from seven universities in Sudan, Uganda and Norway and the project period is from 2009–2013. The project has been financed by the Norwegian University Cooperation Programme for Capacity Development in Sudan (NUCOOP).

The main aim of the EdLib project is to strengthen the situation for libraries in Southern Sudan. The objective for the project is to develop a tailor-made training programme in library science in different levels of librarianship in Southern Sudan and to provide training in library science at Bachelor and Master's level. The project has a special focus on women.

As the EdLib project has a special focus on women in its aim to train librarians, the project's first phase is to map the situation for women in higher education in Southern Sudan. This report therefore addresses the gender aspect in higher education in Southern Sudan, and the report will form the knowledge base on which the training courses in librarianship will be developed in the EdLib project.

The report summarises the findings from a qualitative study of the situation of higher education in Southern Sudan, and takes a bottom up perspective on barriers women face in access to higher education and possible constraints they meet while undertaking higher education.

Female students are few in the universities in Southern Sudan, and consequences caused by the long lasting armed conflict between Northern and Southern Sudan is the major barrier women face in obtaining higher education in Southern Sudan. Historical, geographical and political aspects have all shaped the situation for education we observe in Southern Sudan today. The conflict and how this affects the possibilities for primary, secondary and higher education is an important aspect in the understanding of what barriers women face in higher education.

Social and cultural barriers are also important factors that hinder women in higher education, and are reproduced in values, norms, beliefs and practices about gender and education even in modern Southern Sudan. Economic barriers are the third largest barrier women face in obtaining higher education, and are institutionalised at individual, institutional and societal levels.

1. Introduction

Terms of reference for the study

This study is part of the project *Capacity building in Southern Sudan – Educating Librarians for the Future* (EdLib). The EdLib project involves cooperation from seven universities in Sudan, Uganda and Norway and the aim is to strengthen the situation for libraries in Southern Sudan. The project period is from 2009–2013, and the project has been financed by the Norwegian University Cooperation Programme for Capacity Development in Sudan (NUCOOP)[1].

The main objective for the EdLib project is to develop a tailor-made distance learning program in library science to different levels of librarianship in Southern Sudan and to provide training in library science at Bachelor and Master's level. The project has a special focus on women.

As the EdLib project has a special focus on women in its aim to train librarians, the project's first phase is to map the situation for women in higher education. Female students are few in the universities in Southern Sudan, and there is a need for more knowledge about the reasons for why most women do not go to university.

This report will therefore map the barriers women face in obtaining higher education, and the report will form the knowledge base on which the training courses in library science will be developed in the EdLib project. The report summarises the findings from a qualitative study of the situation of higher education in Southern Sudan.

The terms of reference for this study are developed by the partners in the EdLib project, and are described in detail in the application to the NUFU programme in 2008 (EdLib, 2008). The study design has been discussed and agreed with all partner institutions where each has had the chance to influence decisions and perspectives.

Objectives for the study

The main objective for the study is to analyse why people working at libraries in Southern Sudan, especially women, are not trained librarians, and how women can be recruited to attend training in librarianship at university level in Southern Sudan.

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1   The NUCOOP programme is financed by The Norwegian Centre for International Cooperation in Higher Education (SIU). NUCOOP is part of The Norwegian Programme for Development, Research and Education (NUFU).

In order to analyse this specific topic, there is a need to map the whole situation for higher education for women in Southern Sudan, and it is necessary to take several axes into consideration in this analysis. The scope of this report will therefore be to facilitate a deeper understanding of barriers to higher education for women in Southern Sudan, and the presentation will have a broad focus.

Firstly the report maps the historical, geographical and political aspects that have shaped the situation for education we observe in Southern Sudan today. The long lasting conflict between Northern and Southern Sudan and how this affects the possibilities for primary, secondary and higher education is an important aspect in the understanding of what opportunities and constraints women face in higher education and will therefore be central in the presentation.

Second, this report maps the situation for access to higher education for women in post-conflict Southern Sudan by describing the economic and political barriers for women to enter into higher education.

Third, the report analyses social and cultural barriers for women in higher education by describing values, norms, beliefs and practices about gender and education in Southern Sudan. The study thus takes a bottom up perspective on barriers women face in access to higher education and possible constraints they meet while undertaking higher education.

The study is conducted using various qualitative methods, and the data sample is selected from the partner universities in the EdLib project. Most of the interviews and other empirical data are collected from institutions of higher education in Khartoum, Juba and Kampala, and the main data are interviews with over 80 teachers, students, library staff and other staff at Juba University, Upper Nile University, Bahr al Gazal University, Makerere University, Bergen University, Khartoum University and Ahfad University. Because of the limited time for this study, the aspect in the analysis concentrating on primary and secondary education is based on a review of existing literature and not empirical data.

The study is not meant to generate data that could be generalised for the whole population of Southern Sudan. But because gender issues in education is a topic of interest for governments, development aid organisations and non governmental organisations (NGOs) working in Southern Sudan, a general aim of this study is to generate better and more empirically founded knowledge about barriers to higher education for women in Southern Sudan.

The EdLib project

Background

The EdLib project is a continuation of cooperation between the University of Bergen and Juba University that was first established with the Juba University Library Automation Project (JULAP) in 2007. JULAP was also funded by the NUCOOP programme with the project period running from 2007–2011. The aim of the JULAP project is to develop

and automate the Juba University Library in Juba, Southern Sudan. A modern university library, with a minimum of scholarly literature in the form of relevant books, journals and reference works, both printed and electronic will be set up. The project will also help develop the organisation and train personnel for running the library in the modern technological setting (JULAP web page).

The partners in JULAP are the University of Juba, Bergen University Library, The East African School of Library and Information Science, Oslo University College and Makerere University Library. One of the objectives in the JULAP project was to conduct a training course for the staff in Juba University Library. The East African School of Library and Information science (EASLIS) at Makerere University in Uganda was responsible for the training. The planned training courses in the EdLib project will build on the experience from this project.

In 2008 the partners from Juba University and the University of Bergen were granted funds from the NUCOOP programme for the EdLib project. The EdLib will build on the same relations as JULAP, and will involve some new partners, such as Bahr al Gazal University, Upper Nile University and Bergen University College. Because JULAP and EdLib run simultaneously and involve many of the same partners and people, there is the potential for sharing experience from both projects.

Objectives and project activities

The main objectives of the EdLib project is "capacity building in southern Sudanese institutions of higher education, by educating librarians, especially female, to different levels of librarianship" (EdLib, 2008: 17). This is to be accomplished by tailoring a distance learning programme, as well as by offering grants to follow the existing Bachelor and Master programmes in Library and Information Science at Makerere University in Uganda. The training will take place at the East African School of Library and Information science (EASLIS) at Makerere University. The EdLib project also aims to help rebuild the training programmes in library and information science at Juba University.

The EdLib project has a particular focus on the aspect of gender, and aims at contributing to gender equality and empowerment of women in Southern Sudan (EdLib, 2008). The project recognises that libraries worldwide offer women a career path also in countries where female participation in formal working life is low. Because there seem to be particular problems for women when it comes to seeking higher education, the project seeks to support women in the library by focusing on training and development of library skills (EdLib 2008). The expected results of the EdLib project will be libraries and librarians, especially women, that are fully competent to support research and teaching in the institutions of higher education in Southern Sudan (EdLib, 2008: 17).

The project is divided into three individual consecutive phases. The first phase consists of a qualitative research study on the barriers to higher education for women in Southern Sudan as presented in this report.

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In the second phase, the knowledge that has been generated from the research study will be used to develop a tailor-made training programme for librarians in southern Sudan. The experience from the JULAP project will also found a relevant knowledge base when this training programme is to be developed.

The third phase will consist of the training, and the project will work at several levels at the same time. In particular, this programme will target women already working in libraries in Southern Sudan. The training programme will lead to the equivalent of a Diploma in Library and Information Science. The tailor-made programmes will mostly be distance learning programmes, and students will be selected among people already working in the cooperating Sudanese institutions of higher education, preferably women. There will also be grants for Bachelor and Master studies for people who are recruited to work in the libraries and who will be bonded for a number of years after completing their degrees.

Girls' education in a development perspective

Education – basic, secondary and higher education – has increasingly been viewed as a catalyst for social transformation and development in developing countries, and a positive link between education and development has therefore been drawn, especially by an a number of international development aid agencies (see for example UNDP, 2006; World Bank, 2002). Education is considered to be decisive for the process of reallocation of social influence and power. In this perspective, rising the education level for girls is considered as particularly positive, and a range of documents, agreements and conferences have institutionalised this. The Education for All initiative by UNESCO is one example. Another example is the Millennium Development Goals, where goal number 3 and 4 are directly connected to girls' education.

Although both boys and girls face difficulties in obtaining education in many countries, there are clear gender differences to be observed. At the current rate of progress, girls' enrolment rate in primary education will reach that of boys in 2038 (Aikman & Unterhalter, 2005: 91). Worldwide, 55 million school-age girls are out of school, while 45 million boys are out of school. On a global basis, almost 800 million people over the age of 15 are illiterate and 64% of these are women (Aikman and Unterhalter 2007: 17). Out of 180 countries, 76 have not yet been successful in achieving gender equality in primary education, and only 17% of girls in Africa are enrolled in secondary school (ibid.). The difference between girls' education in rural and urban areas is also growing (Herz and Sperling 2004: 17–18).

The EdLib project has a special emphasis on capacity building and empowerment of women in Southern Sudan. Why is the gender aspect important? And what is the impact of educating girls?

First, there seems to be wide agreement that educating girls has a positive impact on income and productivity, for themselves and for their families. Generating income is of course attached to education for both women and men, but studies have shown that girls' education has benefits that boys' does not. Studies have shown that one extra year of education beyond the average will increase girls' wages by 10–20% (Herz & Sperling, 2004: 22). Girls with education are also more likely to enter the formal education market, where wages tend to be higher than in the informal sector.

Second, girls' education seems to have a positive impact on the health and well-being of their families and children. Educated girls have smaller families, leading to reduced risk of health problems related to pregnancy and to increased health in children.

Third, girls with education have a positive effect on the education level of their children. Having an educated mother has a significantly stronger effect on the educational level of the child than having an educated father (Herz & Sperling, 2004: 30). An educated mother is also more likely to educate her daughters.

Forth, educating girls has shown a positive effect on prevention of HIV/AIDS and other diseases. Education creates knowledge about transmission of contagious diseases and how to care for the sick. Educated women are less likely engage in risky behaviour, and know more about how HIV/AIDS is transmitted.

Fifth, educating girls has impact on women and children's' rights generally in society. Educated girls are less likely to experience domestic violence and harmful practices such as female genital cutting. Educated girls are also known to gain more control over economic and social resources and rights in the labour market.

In countries struck by conflict and war, or post-conflict areas, gender equality in education may seem impracticable, since the vast majority of children do not receive any formal schooling (Aikman & Unterhalter, 2005: 93). The education system in Southern Sudan is in ruins after the long lasting conflict and suffers from poorly maintained infrastructure. However, in such times of rebuilding the education system, promoting girls' opportunities can be strengthened by emphasising simple measures such as separate latrines, school walls, employing more female teachers, accommodation for female teachers, gender sensibility in the development of a new curriculum by taking into account the needs of both girls and boys (Aikman & Unterhalter, 2005: 93).

Taking gender into account in education is therefore especially important in a situation of post-conflict such is the case of Southern Sudan. In order to prevent the professional work market being dominated by men in the rebuilding of Southern Sudan, primary and secondary education must be promoted in order to recruit more girls for university entrance. Decades of failure to include girls in education in many African countries has provided knowledge about the situation and Southern Sudan now has the opportunity to learn from the best practices in neighbouring countries (Unicef, 2008: 12).

2. Data and sources

Aqualitative research design was chosen for this study in order to illuminate the barriers to higher education for women from a bottom up perspective. It was regarded as necessary to capture the process of gender differentiation from the perspective of both women and men in order to be able to detect patterns of selection to and segregation in higher education.

The main data for this report is collected through 4 weeks of fieldwork in Sudan and Uganda. The geographical locations for the study were Juba, Khartoum and Kampala. The main data is comprised of interviews and conversations with over eighty people. Additionally, participant observation and document analysis has been applied.

The coordinators and other project members of the EdLib project in Sudan, Uganda and Norway helped in setting up appointments and introducing me to respondents for the interviews. The respondents again led me to other respondents, and thus parts of the sample of respondents were also gathered by snowball effects.

Fieldwork

Getting information about the personal experience of higher education in Southern Sudan could best be achieved by meeting people in different levels of education face to face, and thus a period of fieldwork in Sudan was considered as essential. As Makerere University in Uganda is one of the main partners in the EdLib project, Makerere was also visited.

Qualitative methods gave the opportunity to form a nuanced picture of personal thoughts and experience of people in daily interaction in higher education. Thoughts and opinions of individuals may be expressed through social norms and values, which may only be partly conscious to the individual. These norms can still be captured through an analysis of expressed thought, opinions and emotions related to the present pheno-menon; the way it could be expressed through qualitative research tools like interviews and observation.

Interviews with women in Southern Sudan provided knowledge about their lives and how structural forces such as family relations, social background and prospects for the future have impact on women's choice of undertaking higher education. Women's own reflections on their choice of undertaking education has also provided knowledge about

current experiences of being a female educated worker in Sudan and has given valuable information of what social barriers women who choose to undertake higher education are influenced by.

Language was a limited problem, as the respondents for this study mostly exhibited good oral English skills. In some of the conversations and interviews in Sudan, translation was provided by other respondents. In some cases of the focus group interviews, participants discussed and explained difficult terms and words with each other, using their own language.

Collecting data in Sudan

The fieldwork in Sudan took place in September 2009, and lasted for ten days. The partner universities in Southern Sudan were chosen as cases; Juba University, Bahr al Gazal University and Upper Nile University.

Because of the short time for the fieldwork, Bahr al Gazal University and Upper Nile University were visited on their campuses in Khartoum. At Bahr al Gazal University, visits were made to the administration buildings and to the library and academic departments of the Faculty of Medicine. Interviews with students and library staff were conducted. Upper Nile University was also visited on their Khartoum campus, at the administration buildings as well as the library at the Faculty of Medicine. Interviews with library staff were conducted. Observation was conducted at both places.

Juba University was visited both at the Khartoum and Juba campuses. In Khartoum, the campus in Al Kaduro was visited, where different department and institutes were visited as well as the Main Library. All library staff with English skills were interviewed.

In Juba, the Department of Physics, Department of Chemistry, the Computer Centre, as well as the main Juba University Library were visited. Teachers and other academic and administrative staff were interviewed. All staff in the library were interviewed. Additionally eight female and male students from various departments and courses were interviewed.

The focus for the interviews with the student was to detect what barriers they had met in obtaining higher education. The focus for the conversations and interviews were also to study how students and staff at different levels use the library, their reflections on the role of the library for themselves and for the university as a whole, how they use the library and how often they use the library.

Meetings were organised with the Ministry of Gender, Unesco, Unicef, Winrock and the Joint Donor Office in Juba, but all meetings except the Joint Donor Office were cancelled at the last minute because of an SPLA curfew. All roads were blocked and all traffic to and within Juba was controlled by military check points for seven days, which delayed the planned activities for the field work.

Visits were also made to the Khartoum University Library and to Afhad University Library in Khartoum, where interviews with librarians and staff in the library as well as observation was conducted.

Collecting data in Uganda

The field trip to Uganda was conducted over twenty days in May 2009, at Makerere University.

Interviews and observation were carried out at EASLIS. All teachers that had been involved in the JULAP training coursed were interviewed. Observation was carried out in the classroom in a bachelor class in library science. The teacher was Robert Kayiki. Additionally, nine Sudanese female and male students were interviewed.

In addition to interviews at EASLIS and the main library, several other institutions were visited. These were the Gender and Mainstreaming section, the Department for Women and Gender Studies, the Faculty of Education and the Faculty of Arts. Observation and informal conversations with students and staff were carried out at these places.

Additionally, nine Sudanese female and male students from various departments and disciplines at the university were interviewed.

Collecting data in Norway

Visits to the Bergen University Library were also an important source of information, especially in the beginning of the research study. All involved Norwegian partners in the project were interviewed in an early stage of the project, and contributed to valuable background information. Several conversations with the Norwegian coordinators of EdLib and JULAP were conducted during all phases of the project for reference and background data. Most of the interviews were conducted via telephone, except for the people working at the Bergen University Library.

Additional data

In order to capture local and national imaginations of barriers to higher education, other texts and literature have also been used in the analysis such as written material from the universities in the sample, national policies in higher education, policy documents and reports from NGOs working in Southern Sudan, as well as web pages and other public media.

Analysis of relevant documents in the EdLib project provided opportunity to look into the process behind the project and into the issue of gender in Southern Sudan.

A questionnaire that was prepared by JULAP has also been used as data for this report. The questionnaire was sent to all library staff at Juba University Library and was about the effects of the JULAP training programme.

The Ministry of Education, Science and Technology (MOEST) has developed a dataset with detailed information about primary education, which has been used in the analysis of this report.

Limitations of the study

The analysis in this report relies mainly on qualitative data obtained through interviews and conversations with individuals and groups. Quantitative information has been limitedly accessible and has therefore not been used, with an exception of the dataset from MOEST.

The study could not claim to be representative for the whole population of Southern Sudan, neither geographically or ethnically. The respondents were not randomly selected and thus cannot be used to generalise information in a statistical sense. They do, however, reflect the social and historical context of the institutions they work and study in, and such information was more relevant for this report than generating statistical representative data.

Limited time was spent on each place, and there is always a risk of missing relevant information. The Sudan fieldwork had to be postponed due to disagreement among the project participants from Juba University. This disagreement was resolved and the fieldwork could proceed five months after the original plan. Because this created uncertainty as to whether the Sudan fieldwork was possible at all, the fieldwork in Uganda was prolonged, from ten days as originally planned to three weeks, and fieldwork in Sudan reduced to 10 days.

3. The context of education in Southern Sudan

Africa south of the Sahara faces great difficulties in achieving gender equality in education and fulfilling the Millennium Development Goals and Southern Sudan is one of the regions in the world that faces the most difficulties in this achievement. The illiteracy rate is estimated to be as high as an astounding 80% of the general population and 90% of women (Unicef, 2008: 20).

Faced with the acknowledgement about the influence of education on development, a range of external agents, such as UN agencies, international and national Non-Governmental Organisations (NGOs) and foreign donor countries are exerting great efforts to overcome the challenges of education. The NUCOUP-programme of Norway, in which the EdLib project is founded, is one of these efforts.

Some historical lines

Sudan was a British colony from 1899 to 1956, during which time the British did very little in terms of developing educational facilities. The main educational development was connected to basic numeracy and literacy for locals who were selected to work in clerical jobs and services for the colonisers. Educating girls was not a priority, as women were not considered as suitable working labour for the colony rulers (Natana, 2006: 57).

Education in Southern Sudan was entirely left in the hands of the Christian missionaries until 1925 (Wawa, 2005: 8). The Anglican, Catholic and Presbyterian churches were mainly represented by respectively the UK, Italy and the US (Unicef, 2008: 13). This neglect and lack of investment in educational development left local capacity underdeveloped and underprivileged. The language of instruction was English, leaving little influence for local people in administration services, until the end of colonial rule in 1946. It was not until 1948 that Southern Sudan acquired a secondary school, in Rumbek in the Bahr al Gazal province (Wawa, 2005: 9).

The British Empire was ruled according to a deliberate divide and conquer policy, and cultural, religious and ethnic components were set opposed to each other (Unicef, 2008; Wawa, 2005). This was one contributing factor in the increasing hostility between the North and the South, which erupted in armed conflict in 1955 (Unicef, 2008: 14).

Following independence, the adoption of a Northern administrative model in both the North and South of Sudan led to Islamisation and Arabisation of the South. Arabic

became the language of instruction thus excluding southerners from public administration. Arabic was introduced as the official language in schools from 1953, and teaching was taken over by speakers of the Arabic language from the North (Unicef, 2008: 14). Christian Missionary Schools were closed, and in 1957, all schools in the South were nationalised and subject to a national curriculum developed by the administration in the North (Unicef, 2008: 14). All missionaries were expelled from the South in 1964.

While these developments led to a rapid decline in the already poor access and coverage in formal education in Southern Sudan, the situation for education in Sudan in general improved substantially in the 1950s and 1960s (Unicef, 2008: 14). The economy was expanding and new demands for skills increased, and education was encouraged by the Sudanese government. Unfortunately these gains were hampered by the first civil war in 1955–1972 (Unicef, 2008: 14). Many of the schools were taken over by the army or simply closed. The debt burden of the 1970s laid further restrictions on the Northern government and education was not prioritised (Unicef, 2008: 14).

This disturbing situation of education in the South continued into the 1980s. The schools were overcrowded, under-resourced and lacked trained and motivated teachers (Unicef, 2008: 15). The re-emergence of the separatist movement in the early 80s led to the second civil war, which once again led the education sector in the South into a crisis lasting until 2005. The Upper Nile and Bahr al Gazal districts in particular and even parts of Equatoria, faced low enrolment compared to the North. In this period, education in Southern Sudan was primarily provided by international NGOs, and the main concentration was found in Equatoria especially around the districts near Juba. The districts of Upper Nile and Bahr al Gazal had, and still have, a much smaller concentration of NGOs, leaving the rate of development in these districts quite slow compared to Equatoria.

Education and war in Southern Sudan

Southern Sudan and its people are marked by more or less continuous civil war since 1951, and the lives of people in the South must therefore be understood in terms of the effect of civil war on them (Breilid, 2006). It has been the longest lasting armed conflict in Africa, and has had particularly devastating effects on the population in the south.

During the war, the existing schools were turned into empty shells. Children at all levels were left out of school. The main reason was lack of enrolment opportunities, lack of school buildings, rising educational costs for poor families, high dropout rates due to insecurity and inadequate government expenditure (Unicef, 2008: 14). The most vulnerable in the conflict, children and women, were particularly affected by this situation. It is estimated that only one in five children had access to school during the war, and only one out of hundred girls completed primary school (Unicef, 2008: 16).

The end of civil war in Sudan was marked by the signing of the Comprehensive Peace Agreement (CPA) between the Government of the Republic of Sudan (GOS) and the Sudan People's Liberation Movement (SPLM)/ Sudan People's Liberation Army (SPLA) in January 2005.

After the CPA was signed in 2005, the Government of Southern Sudan (GOSS) has given priority to education and is taking positive action. Attention is given to the rebuilding of the existing infrastructure, constructing new facilities, teacher recruitment and training and procurement and distribution of educational materials (Unicef, 2008). Attention is also given to efforts to stimulate participation in education, such as reducing fees, implementing school feeding programmes and alternative educational programmes for older children who did not have access to education during the war.

A total of 11 strategies for primary education existed in 2009, including strategies for enrolment and participation, rehabilitation and construction of school buildings, recruitment and training of teachers, provision of teaching materials, mobilisation in order to discourage negative attitudes towards girls' education (Unicef, 2008: 17). No strategies have yet developed for higher education by GOSS.

In 2005, the estimated number of children in school in Southern Sudan was 343 000 (Unicef, 2008: 16). The Joint Assessment Mission report from 2005 states that Southern Sudan has the lowest gross enrolment rate in the world, with only 20% of school-age children enrolled in primary education. In 2005, there was only one school for 1000 pupils, over 80% had no benches to sit on and only 33% of the schools had latrines (Unicef 2008: 16).

Most of the primary school teachers have not received any training in teaching at all (Unicef, 2008: 18). Recruiting people to teacher training who have completed secondary school has in fact been extremely difficult, and until recently, teachers have been recruited from school leavers. GOSS also launched the Fast Track Teacher Training Programme in 2007 in order to equip teachers with basic teaching skills (Unicef, 2008: 18).

The signing of the CPA is followed by a six-year Interim Period, after which a referendum will decide whether the country is to be divided into one Northern and one Southern country or whether the Sudan will continue to be governed by one administration. In the Interim Period, Southern Sudan is governed by the semi-autonomous Government of Southern Sudan (GOSS). The challenges facing this government are many and involve redressing past inequalities, historical injustices and providing for new access to services for the population (Unicef, 2008: 16).

New structures must be established at different levels, from development of new policies to implementation of regulation, and the education sector is one of the sectors facing large transformations in the years to come.

Sudanese war refugees

After the signing of the CPA, a large number of Southern Sudanese students from the Diaspora and within the Sudan came back looking for opportunities to pursue higher education and for job opportunities. This represents a great challenge to the GOSS to create employment or study opportunities within Southern Sudan. In fact, the growing population of Sudanese war refugees returning from Diaspora with higher education is probably now one of the largest groups of people with higher education in Southern Sudan, and this represents one of the greatest paradoxes of education in Southern Sudan today.

Because of the difficult situation for schools during the war, estimates indicate that in 2005 as much as 80% of the population in Southern Sudan was illiterate. The large number of home comers is in fact raising the literacy rate, because many of the home-coming young people have had the opportunity to join education abroad. The families that could afford to, sent their children to school in the neighbouring countries, and families that lived in refugee camps in neighbouring countries were often provided for by international NGOs (Wawa, 2008). Southern Sudan therefore faces the future with an educated population which has its national identity tied to countries such as Uganda, Congo, Kenya and Ethiopia.

The war resulted in vast migration of various ethnic groups and recent research indicates that the overlapping ethic identities that were created during the war migration waves have reinforced a joint African identity and created a "Southern discourse" (Breilid, 2006). This discourse opposes the northern Arab discourse, and has strong elements of Christianity and secularism (ibid). In parts of the south, hostility towards the Arabs which cuts across tribal disputes and that seems more or less inherited from one generation to the next can be observed. This animosity is grounded in historical oppression over decades and is deeply embedded in the cultural identity (Deng 1995). This discourse is both political and social, and is counter-hegemonic in the sense that it is marked by inversion of the hegemonic Islamic discourse in the National Islamic Front (NIF) and the government in Khartoum.

Higher education in Southern Sudan today

Education in Southern Sudan faces extreme challenges, both for women and men, due to the long lasting armed conflict. The majority of the adult grass root level population in the South are without any education, leaving a particularly dramatic situation for the development of higher education.

The Directorate of Higher Education faces great challenges in order to support the higher education sector in Southern Sudan. Policies and strategic plans for higher and tertiary education will have to be developed in order to provide higher education that can

meet the human resource needs of Southern Sudan for sustainable development. There is a great need for support in maintenance, rehabilitation and expansion of campuses of the three universities in Juba, Wau and Malakal. The department also needs to assess the orientation of the higher education curriculum in Southern Sudan, and to provide for economic support for teaching materials, equipment, text books and library facilities. There is also a great need for academic staff and manpower to run the universities in a satisfactory way.

Southern Sudan has its own Department of Higher Education, under the MOEST. The Department of Education is however under the Ministry of Education in Northern Sudan. This creates an unnatural divide between primary and secondary education on one hand and higher education on the other hand in Southern Sudan. The Directorate of Higher Education is comprised of four departments: The Department of Higher Education, Department of Research and Innovation, Department of Science and Technology and Department of Technical Education.

During the war, the universities of Southern Sudan, Juba University, Bahr al Gazal University and Upper Nile University all moved their campuses to Khartoum. The goal for all universities is to move the whole campuses back to Southern Sudan, and parts of campuses were reopened in 2006 after the signing of the CPA in Juba, Waw and Malakal.

The biggest challenges to all university campuses lie in moving enough manpower to administer the campuses. The economic challenges are out of proportion and there is great uncertainty as to whether moving the campuses will be possible at all. Until now, the universities have moved the smallest faculties and units, such as the Faculty of Education and Faculty of Agriculture. Large faculties such as Faculty of Medicine will be very difficult to move for all of the universities because of scarce opportunities for rebuilding the required labs and other necessary facilities. It will be difficult to buy the buildings that are necessary at the new campuses, and constructing new buildings will be too expensive.

Recruiting teachers and administrative personnel is another challenge. The majority of the teachers on the campuses in Khartoum will be unwilling to move to Southern Sudan. The economic costs of living are higher in the South than in Khartoum. Extra wages are provided to pay for extra expenses, but according to the teachers interviewed for this study, the extra wages are not high enough to cover the actual expenses. For the teachers in Khartoum, it is common to seek employment in several universities in order to secure a higher income, and teachers often work double and triple shifts. This opportunity is not found in Juba, Waw or Malakal.

The three universities in the south are facing an enormous increase in student enrolment. According to the Deputy Dean at Juba University, over 2000 freshman students were expected for the academic year 2009/2010. As Juba University had around 4000 students at all levels in the academic year 2008/2009, the increase is actually 50% in one year. In addition, the students that have taken parts of their education in Khartoum will

be reluctant to move to the south. Experience from Juba University shows that when an education programme is moved few of its students are willing to move with it. New programmes must be established with new students in the South.

Language is another challenge. The GOSS have decided that the teaching language in Southern Sudan will be English, also at university level. The teachers have used Arabic in their teaching during the time the campus has been in Khartoum, and few of these teachers will thus have the necessary English skills required to teach in Southern Sudan. This will lead to a shortage of trained teachers at the universities in Southern Sudan. The shift from Arabic to English will thus have a great impact on the quality of higher education in the years to come. As the instruction language was English before three universities moved to Khartoum, some of the teachers will have adequate English skills. However, the lack of up to date text books in English is another great problem, as most of the literature used in Khartoum is in Arabic.

The budget of the three universities has been a problem all along since the universities moved back to Southern Sudan in 2006. According to the Deputy Dean of Juba University, the GOSS are obliged to pay a student administration fee for each submitted student, but up till now, have failed to do this every academic year since 2006.

More recently, the situation for higher education is further complicated with the emergence of private universities in Southern Sudan. Two new universities are now in place in Juba offering various educational paths for young people in the regions. Other universities are the Rumbek University, the Aweil University and the Dr. John Garang Institute of Science and Technology in Bort. The main challenge for the new universities is the lack of qualified teaching personnel in the region. Juba University, as the largest university in the region is also facing problems as their academic staff is drawn to the private sector where wages are a bit higher.

Access to text books and written resources

The university sector faces great challenges in providing up to date resources for both their students and teachers. All of the teachers that were interviewed in this study were deeply concerned about the lack of possibilities for obtaining text books and teaching materials. Today, there is not one single book shop in Southern Sudan. As most academic literature that could be bought in Khartoum is printed in Arabic, English books must be imported from abroad.

With no book shops to organise the import of text books, this must be done on an individual basis. The teachers interviewed for this study had no possibilities to do this, and therefore had to rely on text books they had obtained before the war and before the university was moved to Khartoum. The teachers also used text books from the library, but these were very old and mostly outdated. Students do not have the possibility to buy textbooks in the disciplines they are studying, and have to rely on the teachers' notes.

Often this is the only written material the students are able to obtain before their exams. The library situation is inadequate in Southern Sudan. Juba University Library is today the largest library in Southern Sudan. Bahr al Gazal University and Upper Nile University also have libraries, but these are not up to standard. The books are old and outdated, and there are not enough books in the collections for the students to rely on the library as a source of academic literature. Internet access is developing, but is still inaccessible outside the towns of Juba, Malakal and Waw. Access to printed resources and the internet in post conflict Southern Sudan may therefore also reinforce the inequality between rural and urban areas because of the differences in access. Teachers and students also need training in how to search for information on the internet, how to select reliable sources and how to navigate in the many databases on the internet.

4. Barriers to higher education for women in Southern Sudan

The previous chapter gave an overview of the educational context in Southern Sudan and introduced some of the challenges the education sector faces in post-conflict Southern Sudan. This chapter provides a more detailed analysis of the barriers women face in attaining higher education in Southern Sudan. Because access to higher education requires participation in basic and primary education, the presentation will focus on barriers to education at all these levels.

The long lasting armed conflict between the North and the South, together with socio-cultural and economic factors constitute the biggest challenges to access and participation in education for both boys and girls in Southern Sudan. The effect of these barriers might vary for girls and boys however, and this chapter analyses the main barriers to higher education for girls.

The presentation is mainly based on empirical data such as interviews with women and men in higher education, teachers and other staff at the universities that were selected for this study. Some of the presentation is based on existing literature and studies about gender issues and education in Southern Sudan.

The presentation analyses barriers to higher education for women at both personal and societal levels. By looking into personal barriers, barriers faced by the woman's family and barriers faced by the community, the study analyses barriers from the level of the individual. Barriers due to national policies and socio-cultural barriers in the family and local community are also analysed in order to grasp the full understanding of the macro level of barriers to school.

The presentation also takes into account the difference between rural and urban areas. Because of the conflict, the rural areas of Southern Sudan lack infrastructure and even the security that is needed to give children the opportunity to go to school. People are seeking the relative economic and political stability of the towns, and especially the area around Juba has grown dramatically over the last few years. No numbers exists on the current population in Juba, but is estimated to be between 400 000 to one million.

Gendered education

Education in Sudan is a gendered experience. Cultural norms and customary laws represent a major barrier to women's participation outside family life in Sudan. Education is still inaccessible for many girls across the country. The female to male enrolment rate was 35% in 2005 and closing the gender gap in education is one of the most difficult challenges for Southern Sudan when it comes to fulfilling the MDGs.

The civil war affected women in Southern Sudan in various ways. Many were killed or abducted and many (up to 60%) were forced to support their extended families in the absence of their men during the war (Karamé & Prestegard, 2005: 10). Access to education is also correlated with social status, marriage, socio-cultural capital and geographic area.

After the signing of the CPA, strategies for improving basic education for girls have gained growing importance. The establishment of the Ministry of Gender, Social Welfare and Religious Affairs and the Directorate of Gender, Equity and Social Change under the Ministry of Education, Science and Technology is an indication of this. Eleven strategy points have been outlined for girls' education, including: balancing domestic work to encourage girls to go to school, providing scholarships to girls, monitoring dropout rates among girls, providing school feeding and highlighting the importance of nutrition and hygiene.

A gendered working market

Women are more exposed to exclusion from the formal labour market than men, and combined with particular historical and political conditions in the Sudan, women in Southern Sudan could be said to be subject to double discrimination.

Women and men in the same society, geographical area and social background are exposed to the same risk of experiencing social exclusion. However, norms for women and men's roles in society, social division of work and in some countries also unequal rights, will produce inequalities and gender discrimination within the education system and within working places (Dejardin 2007).

Studies have also shown that even if many women are able to increase their social status in the perspective of becoming an "educated person" (Skinner & Holland, 1996), few are able to obtain relevant work after graduating from higher education (Herz and Sperling 2004). There is thus not a clear link between women's higher education and access to working life, and many women obtain work in which they are over-qualified.

Some of the female medical students interviewed for this study expressed that even if it was a dream to complete their education and to work as doctors, they were expecting difficulties in obtaining relevant jobs. They were especially concerned about the difficulty in working long hours as a doctor and at the same time having a family and small children.

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The Islamisation of society in the whole of Sudan during the last few decades has had a great impact on women's possibilities to obtain paid work in the formal economy. Strict rules apply for what is considered a respectable occupation for women. Until the signing of the CPA, the curriculum situation for Southern Sudan was quite difficult to grasp. Some schools in the provinces in the South used the Ugandan or Kenyan curriculum, but most schools used the national Sudanese curriculum. This was developed by the Government of Sudan, and was based in the Arabic language and totally Islamised (Breilid & Carm, 2004: 19). The purpose of Islamisation and Arabisation of schools and curriculum was to establish a national unity, although studies now suggest that this in fact has contributed to deepen the conflict between North and the South (Breilid, 2006).

Institutional infrastructure: Juba University as an example

The physical infrastructure at the institution of education is important for whether gender equity is achievable. Because fieldwork was carried out at Juba University, this university will serve as an example of the effect of infrastructure on gender equity in higher education in Southern Sudan.

The Juba University Campus is located in the old buildings of a secondary school. The buildings are quite small and are unable to fulfil the needs of the growing student and teacher population at the university. The existing buildings are old and renovation is needed. Some renovation has been carried out, but lack of finance makes the process slow.

There are no lavatories for girls at the Juba campus. This makes it difficult for girls to stay for the whole day on the campus area. The growing number of students creates a bigger pressure on the campus facilities every year.

According to the female students interviewed for this study at Juba University, they were satisfied with the accommodation offered. They all lived at the student home on the Juba campus, and found it safe and reasonable, although the buildings were old. They appreciated living inside the campus area and that they did not have to walk outside campus in their daily activities.

Although these particular girls felt that accommodation was not a problem for girls' possibilities to join university, there is a great need for more student homes at Juba University. The accommodation offered today is not sufficient to cover the fast growing student population in Juba. Many girls, and boys, will therefore not find their way into the university campus because they do not have a place to live near the university. Accommodation in the private market is scarce in Juba and is very expensive. For many students, the only option for housing is student homes on the university campus or nearby, or living with relatives in the area.

Because many parents are concerned with the security in the Juba area, many will be reluctant to send their daughters to school or university if the travel distance is far. This

means that the lack of student accommodation has more serious consequences for girls than for boys. Proper student accommodation at Juba University is therefore necessary in order to secure that girl's possibilities to attend university is the same as boys'.

Economic barriers

According to a Unicef report from 2008, the main barrier for children to attend school generally stems from the lack of priority in education at national level (Unicef, 2008). Although education is officially a priority for GOSS (MOEST, 2005), the education budgets have been reduced from $136 million in 2006 to 110 million dollars in 2008. This effect could be seen for both boys and girls in the whole of Sudan, and the effect is especially clear in Southern Sudan. Unless this challenge is addressed, the quality of the education will continue to suffer and will most likely be followed by increasing dropout rates and a loss of interest in education among parents (Unicef, 2008: 28).

A clear gender difference may also be traced behind these numbers. The lack of economic support to the education sector is especially critical for the rehabilitation and construction of buildings, resulting in school environments that are bad for girls. Many of Sudan's primary schools lack lavatories for girls, or do not have any lavatories at all. At Juba University, for example, there are no lavatories available for girls.

Although the GOSS are building national programmes to recruit and train teachers, there is still a huge lack of female teachers at all levels in the education system. There seems to be an awareness of the need for female teachers at primary school level in recent policy documents from GOSS, but the absence of female teachers at university level in Southern Sudan is still worrying. Educating more female teachers at all levels will generate role models that will have a positive impact on girls' self-esteem and feeling of belonging.

At the individual level, economic factors have a large influence on girls' enrolment in primary school and prevention from girls dropping out after a short while. It can be too costly to pay for expenses such as uniforms and schools fees for all children in the family to go to school, and in such cases, boys will often be prioritised before girls. Girls might also be too valuable as domestic workers to be able to fulfil both school and domestic obligations.

Economic factors are even more interfering when girls reach secondary level. In Sudan, children's contribution to household activities such as tending livestock, caring for siblings while the mother goes to look for food, fetching water and selling farm products in the market can make a significant difference in the household economy (Unicef, 2008: 30). Women are the major producers of agricultural products in Sudanese households and the older the girl gets the more responsibility she will have to take in helping the family in food production (Ali, 2008: 125). The older the girls become, the higher the expectations to also help in domestic work, such as looking after siblings, cooking and cleaning.

When a girl reaches university level these cultural factors seem to be less important. Economic factors are still relevant, because families tend to pay for their son's university fee rather than their daughters if they have to choose.

Cultural and social barriers

Apart from economic challenges, cultural and social factors are the major barriers for girls to attend primary, secondary and higher education in Southern Sudan. Cultural barriers are also the hardest to address, because they manifest themselves as attitudes and customs developed and practiced over a long period of time. Such practices can be hard to change because they represent familiarity and people lack other alternatives that they know and trust.

Marriage and family obligations
Early marriage is the most common reason for girls dropping out from school in Southern Sudan. Primary schools are used as selection pools for eligible wives by men in the village, and the girls are married at an early age. This means that most girls in Southern Sudan will not be able to continue throughout secondary school and higher education. Attracted by the possible income from the bride price, some parents tend to marry their daughters at the age of 13–14 years. To a large extent, soldiers had stable incomes and therefore the financial capacity to enter the marriage market during the war, often with young wives (Unicef, 2008: 31). This is particularly the case in rural areas.

The population of parts Southern Sudan can be categorised as pastoralist or nomadic agricultural societies. In some of these societies, training of life skills is still seen as a matter for the extended family and the local community, and especially elders value skills such as hunting, craftsmanship, domestic arts, farming and other productive tasks higher than formal modern schooling (Alibeb, 2002: 27). Many families feel that their female children will learn what they need within the extended family and in the community.

The female university students interviewed for this study all mentioned domestic work as the most disturbing activity for them as students. Because of domestic obligations at home, they had less time to do homework and study than their fellow male students.

The personal risk of education
For the women who choose to enter into higher education this is often a challenge to dominating social structures, and does not go without personal risk. Studies have shown that women with higher education and working careers for example have difficulties in getting married, because a highly educated wife does not cohere with traditional views of a spouse (Dahal et.al 2004). Higher education can thus give women access to working careers, but can also act as a social and structural barrier for women's social mobility.

There are also concerns that educated women require a higher bride price (Willemse, Osman, & Bijleveld, 1998).

In contemporary post-conflict Southern Sudan, higher education is a good for the elite, and girls are at the bottom of the statistics. Attending higher education is an urban phenomenon, and very few girls from rural areas make their way to higher education. Juba is at the top of the statistics, followed by Malakal and Waw.

Children from tribal and traditional societies also often find themselves discouraged and frustrated in the meeting with modern education (Alibeb, 2002: 12). The methods employed may seem abstract and the administration may seem authoritarian (ibid.). Another important obstacle for rural students is language. Teaching materials and books are either provided in Arabic or English and no training is given in managing a foreign language.

Discrimination

Although the numbers of women in higher education in developing countries are increasing (Tjomsland, 2007), women with higher education are still few because various forms of gender discrimination and social exclusion through the education system and at work places (Hooker 2007).

Women are facing discrimination in working life, and Sudan does not have a strong legal framework to protect women against gender discrimination. Selection to higher education is, as we have seen, highly culturally dependent, and brilliant and capable women are kept at lower levels in the hierarchy of higher education because of various forms of discrimination, sometimes unconscious and hidden forms (Hooker 2007: 74).

This kind of exclusion is closely related to cultural contexts such as norms in the family and local community. Selection to higher education for women can in some settings be seen as something not useful, and women can even experience harassment when they are taking higher education. These gendered processes thus make higher education and working life more dependent on cultural variables for women than for men.

One of the most common things the women interviewed for this study missed in their life as students and at their work places was female role models. Studies have also shown that few female role models are to be found in text books in Southern Sudan. Oyenak (2006: 57) shows for example that in English text books for grades 7 and 8, 77% of pictures and figures in the text books represent men and only 23% of the figures represent girls or women.

5. Gender challenges in the EdLib project

The education sector in Southern Sudan faces many constraints, which will affect the successful completion of the EdLib project. Because this report is written as part of the EdLib project, this section will discuss some important aspects which affect gender equity in the EdLib project.

Recruitment of new personnel to the EdLib training programme

One of the main aims of the EdLib project is to recruit personnel to the University Libraries in Southern Sudan and build capacity among those already working there. The project will offer diploma, bachelor and master degrees at Makerere University. It has proved to be a challenge to find staff that already work in the library that have the school leaving certificate that is needed in order to take this education. In the JULAP training the students were recruited from outside the library. This is not a problem, but it is important that the students are indentured to work in Juba Library after they complete their bachelor and master degrees in Uganda to secure that they do not seek employment elsewhere.

In spite of higher education being less accessible to girls than to boys, the number of female students in higher education in Southern Sudan has increased dramatically after the peace agreement. Many of these students have recently come home from Diaspora in the neighbouring countries. The number of female students that are possible to recruit to librarianship and to work in the library has therefore increased, which is positive for the EdLib project.

A bachelor degree in Library and Information Science is running at Juba University which has several female students. It should be investigated at an early stage whether these students are qualified to get employment as librarians in Juba University Library when they graduate. If this is the case, the library will have a labour pool of educated young people to choose from in the years to come, which will be very positive for the development of the library.

A challenge to the EdLib project is that Library education and work in the library face very low status in Southern Sudan. Library staff are not regarded as academic staff at the university, and therefore have quite low wages compared to other positions at the university. An increasing problem that should be recognised is therefore that the trained

staff may leave for positions in other universities or private NGOs after they have fulfilled their training, and thus not contribute to capacity building in Juba University Library as is the plans for EdLib. Even a little training in computer skills can be enough to apply for jobs in the NGO sector or as clerks in governmental positions.

Who can participate in the EdLib training?

The main aim of the EdLib project is to contribute to capacity building by training library staff and others to different levels of librarianship. The aim is that 50% of the participants of the training should be women. The EdLib project therefore has a clear gender aspect, and special effort in order to train women will therefore have to be considered.

Travel

The aim for the EdLib project is to facilitate a training programme at Makerere University in Uganda. Participation in this training therefore involves that the students have to travel to Kampala for a longer period of time and several times.

Family obligations could be a strong barrier to women leaving their homes. It can for example be difficult for a woman to leave the home if she has small children. Most of the women interviewed emphasised that they can leave the home and their children for a short period, as long as they have an extended family that can support the children. It is common that a sister, aunt, mother or mother-in-law looks after the children in most ethnic groups of Southern Sudan.

The women interviewed for this study felt that it would be possible to leave their homes for a two-month study period. Longer periods than this would make it difficult to care for their children. The greatest barrier for women to obtain training and work lies in the family. A woman that is already working outside the home will therefore face few constraints in obtaining further training. On the contrary, this could in fact be regarded as positive by husbands and the extended family, because this might generate opportunities for higher salaries.

As outlined earlier in this report, the strongest barrier to higher education and training at university level for girls is experienced in the childhood and teenage years. When the girls have made it through primary and secondary levels and are obliged to carry on to university level, the cultural barriers are not such big hurdles any more. Family obligations are therefore not the largest barrier for women to attend the EdLib training.

Educational level of the participants

The largest barrier for the women in Juba Library to attend the training is their academic level of training. The training at Makerere is intended to generate a diploma in Library and Information Science. This model was tried out in the JULAP project, where a trai-

ning programme over three periods was initiated. The programme was offered to the staff in Juba University Library, where nine people participated in the training.

Many of the staff who worked in Juba University Library did not have a school leaving certificate, and could therefore not attend the JULAP training programme. Many of these were women. As different people working in the library will have different competence levels, consideration should be given to conducting a test for all the students in order to identify specific individual needs for training. This could ease the training for the students and also make it easier for the teachers to cope with special needs.

Conducting training at several levels could also be an alternative that is more inclusive for the women working in the library. A training course that does not aim at giving a diploma would therefore be the best solution to secure some training and capacity building at all levels of the Juba University Library. All the staff in the library who were interviewed were very positive to undertaking such training. They emphasised that they lacked knowledge about how to run a library, and any kind of training would therefore be welcomed.

Further issues for the EdLib project

A programme for Library and Information Science exists at Juba University. However it is unclear whether it is functional or not when it comes to teacher capacity and teaching materials. In the interviews and visits conducted for this report, it was unclear whether there are teachers located in Juba or whether these are in Khartoum. There is a need for a separate study of these factors in order for the EdLib project to know what possibilities there are for cooperation between Juba University staff and the training team from Makerere University.

The programme for Library and Information Science at Juba University already has several female students. In a gender perspective these would provide great candidates for employment in Juba University Library when they graduate.

The quality of the existing courses in librarianship at Juba University should also be evaluated. In the interviews with students from Library and information Science at Juba University in Juba, they all stressed the need for bringing the technology up to date. The students want more practice in a modern library and want to learn how to use computers and how to catalogue using an automated system. This is not provided for at Juba University in Juba today.

The planned training programme in the EdLib project will be developed based on the experience from the existing JULAP project. The JULAP project initiated three training sessions for the staff in Juba University Library. When this report was written, two out of three sessions were completed. After the first two sessions in the JULAP training programme, a questionnaire was sent to the participants. The experience from the training is summarised as:

- The participants all felt that the training was too short
- All felt that they wanted to learn more about KOHA
- All was very positive to the training
- Few experienced problems with travelling to Kampala for the training, except one person who had family obligations at home
- The participants would rather have their training in Kampala than in Juba

These issues could be followed up by both the JULAP and the EdLib projects.

Appendix 1: List of interviews

Date for interview:

Juba University

Teachers at Juba University:

1.	Ayman Rahma, Assistant Professor, Library and Information Science, Khartoum	07.09.09
2.	Dr. Lino Gwaki, Associate Professor, Department of Physics, Juba	09.09.09
3.	Dr. Robert Deng, Professor of Chemistry, Juba	09.09.09
4.	Dr. Lado Kenyi, Associate Professor, Computer Centre, Juba	09.09.09
5.	Female Associate Professor, Juba	10.09.09

Students at Juba University, Juba:

6.	Mabior Simon Manjok, Library and Information science	09.09.09
7.	Kajoa Nelson, Library and Information Science	09.09.09
8.	Madut Majom, Library and Information Science	09.09.09
9.	Female student	10.09.09
10.	Female student	10.09.09
11.	Female student	10.09.09
12.	Female student	10.09.09
13.	Female student	10.09.09

Juba University Library:

14. George Lomude Lemi, Khartoum	07.09.09
15. Alfred David Lado, Juba	10.09.09
16. Rabih Peter Amin, Juba	10.09.09
17. James Inyasio Beshir, Juba	10.09.09
18. Eric Max Lakadi, Juba	10.09.09
19. Mario Mogga Loro, Juba	10.09.09
20. Helen Pita Lubajo, Juba	10.09.09
21. Joyce Enock Philip, Juba	10.09.09

Others at Juba University:

22. Faiza Ahmed Ali, JULAP Coordinator	07.09.09
23. John Akec, EdLib Coordinator	06.09.09
24. Dr. Peter Kpoti Tartizio, Deputy Dean Juba University	09.09.09
25. Bojoi Moses Tomor, Deputy Academic Secretary	09.09.09

Upper Nile University, Khartoum:

26. Mekalilie Benjamin, Dean of Post graduates	06.09.09
27. Nabila Ahmed Muhammed, Librarian	06.09.09

Bahr El Ghazal University, Khartoum:

Teachers at Bahr El Ghazal University:

28. Caguor Dong Manyang, Lecturer	06.09.09

Students at Bahr El Ghazal University:

29. Beatrice Doki Raymon, Faculty of Medicine	06.09.09
30. Aeuil Deng Abien, Faculty of Medicine	06.09.09
31. Jackline Gabreil Tombe, Faculty of Medicine	06.09.09

Bahr El Ghazal University Library:

32. Ireneo Chan Deng, Chief Librarian	06.09.09
33. Thoma Madiet, Dean of Library	06.09.09
34. John William Barakia, Faculty of Medicine	06.09.09

University of Khartoum Library:

35. Kamal Salih Mustafa, Librarian at Faculty of Agriculture	06.09.09
36. Ahmed Elawad A Gadin, Library Registrar	06.09.09
37. Bashir Mohd Ahd Ali, Head of Cataloguing Section	06.09.09
38. Kamal Hassan Ahmed, Economics Librarian	06.09.09
39. Yaseen Shawki, Mathematics Librarian	06.09.09
40. Mohamed Sourkaty Ahmed, Catalogue Section	06.09.09

Ahfad University Library, Khartoum:

41. Asia Maccari Ahmed, Chief Librarian	06.09.09
42. Asma Mohammed, Librarian	06.09.09

Makerere University, Uganda:

East African School of Library and Information Science (EASLIS)

43. Elisam Magara, Edlib Coordinator	04.05.09
44. Joice Bukirwa, Assistant Professor	29.04.09
45. Lois Mutibwa, Assistant Professor	29.04.09
46. Ms. Faridha Muzaki, Assistant Professor	29.04.09
47. Mr. Kidaaga Joshua Justin, Assistant Professor	30.04.09
48. Mr. Olweny Anselm, Teaching Assistant	30.04.09

49. Mr. Robert Kayiki, Assistant Professor   01.05.09
50. Isac Kigongo-Bukunya, Professor   05.05.09

Makerere University Library

51. Dr. Maria Musoke, University Librarian, JULAP Coordinator   22.04.09
52. Faith Akiteng   06.05.09
53. Grace Nassiwa   06.05.09
54. Liz State   06.05.09
55. Miriam Kakai   06.05.09
56. Agnes Namaganda   06.05.09
57. Robert Kakembo   06.05.09

Sudanese students at Makerere University:

58. Kenikeri Kennidy, BA in Library and Information Science, EASLIS   28.04.09
59. Lasu Robert Martin, BA in Library and Information Science, EASLIS 30.04.09
60. Alex, Morjakole Diko David, Leader of Sudanese Student Association 05.05.09
61. Female student   30.04.09
62. Female student   04.04.09
63. Male student   05.05.09
64. Female student   06.05.09
65. Male student   07.05.09
66. Male student   08.05.09

Other persons at Makerere University:

67. Dr. Euzobia Mugisha Baine, Gender Mainstreaming Unit   05.05.09
68. Mr. Vincent Ekwang, Deputy registrar, Undergraduate Admission
    and Records Academic Registrar's Department   07.05.09
69. Joseph Oonya, Senior Lecturer, Faculty of Education   08.05.09
70. Consolata Kabonesa, Head of Department of Women and Gender Studies 08.05.09
71. Veronika Nakijoba, Lecturer Department of Women and Gender Studies 08.05.09
72. Noor Muhidin, Lecturer Department of Women and Gender Studies   08.05.09
73. Edward Kiromira, Bergen-Makerere Cooperation Coordinator   08.05.09

University of Bergen, Norway:

74. Ole Gunnar Evensen, JULAP Coordinator   30.03.09
75. Ane Landøy, EdLib Coordinator   25.03.09
76. Anne Åsmul, Senior Librarian, Bergen University Library   27.03.09
77. Tom Johnsen, Senior Librarian, Bergen University Library   24.03.09

Oslo University College, Norway:

78. Unni Knutsen, Assistant Professor Library and Information Science   26.03.09

79. Ragnar Audunson, Professor Library and Information Science   27.03.09

80. Halla Bjørk Holmarsdottir, Ass. Prof. Multicultural and International Education   03.06.09

81. Kim Tallerås, Assistant Professor Library and Information Science   02.03.09

Others:

82. Ketil Vaas, Policy Officer Education, Joint Donor Team for the Governments of
    Canada, Denmark, the Netherlands, Norway, Sweden, and United Kingdom, Juba   10.09.09

83. Sudanese PhD student at University of Bergen   25.03.09

84. Sudanese PhD student at University of Bergen   27.03.09

Appendix 2: Interview guide – students

Biographical data
Name
Age
Where do you come from?
Education level of parents

Education
Where do you study?
What subjects do you study?
Have you studied other places before?
Can you tell me about how you chose this education?
Interests?
What other education do you want to take?
How has your economic situation affected you choice?
And the war?
And the possibilities of getting a job?
How long will you study?
What will you do next year?
Do your friends also study?
How many?
What do they study?
Do you sisters also study?
How many?
What do they study?

Working market
What job do you want?
What job do you think you can get with this experience?
Will you work your whole life?
Family life and work?
Is there any type of work you cannot do as a woman?
Is it easy to get a job in Sudan/ your region?
Difficulties in particular sectors?

What salary do you expect to get in your new job?
About studying at Juba University
Miss home?
Will you go back to Sudan?

Civil status
Are you married?
Children?
What is it like studying/ working when you have a family?

Appendix 3: Interview guide – library staff

Biographical data
Name
Age
Where do you come from?

Background
How many years in education?
What level? Why did you leave early?
Do you have library education?
Where did you study?
Did you study only librarianship or other subjects also?
Did you get training for your job in this library?

Working relations
What is your position?
How long working experience?
Are you a member of the Librarian Association of Sudan?
Where did you work before this job?
Professional identity?

Training
Have you heard about the JULAP project?
And the Edlib project?
Did you participate in the training in Kampala?
How was the training relevant for your work?
What was useful in the training?
What would you like to know more about?
Do you have suggestions for better training?
Was this training suitable for everyone who participated?
Is there someone in the library who is not suited to participate?
Have you practiced after you came back? How? Why not?
Did someone encourage you to practice?

Educating the women in Juba library

Best way to educate girls?

How long can they stay away from home?

Cultural factors that ares hindering them?

Social factors?

Economic factors?

If woman: Would you like to participate in a gender-course at Makerere?

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