



NORWEGIAN CHURCH AID **actalliance**

NCA SOUTH SUDAN PROGRAMME



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Impact Evaluation Report on MFA-NCA Scholarships Programme

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Abbreviations and Acronyms

AREP	Africa Refugee Education Program
BHA	Basic Humanitarian Assistance
CBO	Community Based Organisation
COU	Church of Uganda
CPA	Comprehensive Peace Agreement
ECD	Early Childhood Development Education
GESS	Girls' Education South Sudan
IDPs	Internally Displaced Persons
MFA	Ministry of Foreign Affairs-Norway
NCA	Norwegian Church Aid
NCR	Norwegian Church Relief
NGO	Non-Governmental Organization
NOMA	NORAD's Programme for Master Studies
NORAD	Norwegian Agency for Development Cooperation
NRC	Norwegian Refugee Council
NUCOOP	Norwegian University Cooperation Program for Capacity Dev't in Sudan
Oslo-Met	Oslo Metropolitan University
OUC	Oslo University College
RDQA	Routine data Quality Assessment software of the R-package
SPSS	Statistical Packages for Social Sciences
SCC	Sudan Council of Churches
UoJ	University of Juba
UoUN	University of Upper Nile

Table of contents	Page
Abbreviations and Acronyms	ii
Table of contents	iii
Tables of tables	v
Executive Summary	vi
CHAPTER ONE	1
1.0: Introduction and Background	1
1.1 General Introduction	1
1.2 Background	2
1.2.1 Conceptual and Theoretical background of the programme	2
1.2.2 Historical Background of MFA/NCA Scholarship Programmes.....	3
1.2.3 The purpose of the MFA/NCA Scholarship Programmes Evaluation	4
1.2.4 Specific Objectives of the Evaluation	4
1.2.5 Evaluation Scope	4
CHAPTER TWO	6
2.0 Evaluation Methodology.....	6
2.1 Introduction.....	6
2.2 Evaluation Methods and Design	7
2.3 Data collection methods and procedure	7
2.3.1 Evaluation Limitations:.....	8
2.3.2 Evaluation Challenges	8
2.4 Evaluation Population	8
2.5 Determination of the sample size.....	9
2.6 Sampling Techniques and Procedure	9
2.7 Impact Evaluation Data Analysis.....	9
CHAPTER THREE	11

3.0 Presentation of Key Findings, Analysis and Interpretation of Evaluation Results	11
3.1 Introduction.....	11
3.2.1 NCA Education Programme	11
3.2.2 Scholarships for Young South Sudanese Women:.....	12
3.2.3 Master Degree in Multicultural and International Education Programme	15
3.3 Qualitative and Quantitative Key Findings.....	16
3.3.1 The impact of the courses on the lives of the beneficiaries.	16
3.3.2 Effect of the courses on Job performance of the beneficiaries.	19
3.3.3 Job Performance vis-à-vis contribution to the country and society.	22
3.3.4 Country needs being met by the scholarship programme.	23
3.3.5 Personal needs met by the programme.	25
3.4 Relevance, Effectiveness, Efficiency and Impact	26
3.4.1 Relevance of the MFA/NCA Scholarships Programme.....	26
3.4.2 Effectiveness of the MFA/NCA Scholarships Programme.....	26
3.4.3 Efficiency of the MFA/NCA Scholarships Programme.....	27
3.4.4 Impact of the MFA/NCA Scholarships Programme	29
3.4.5. Sustainability of the MFA/NCA Scholarships Programme	30
CHAPTER FOUR.....	31
4.0 Challenges, lessons learned and way forward.....	31
4.1 Introduction.....	31
4.2 Challenges and Lessons learnt by the beneficiaries of the Scholarship Programme	31
4.2 Challenges.....	32
4.3 Lessons learned.....	33
4.4 Recommendations for improvement of the scholarship programme	35
4.5 Qualitative Conclusion.....	37

4.6 Sustainable Way Forward	38
REFERENCES	40
Annexes (Attachment)	41
1. ToR	41
2. Inception report.....	41

Tables of tables

Table 1: Informants reached.....	6
Table 2: Determining the MFA/NCA scholarship sample size from the population described above	9
Table 3: Women Scholarships 2003-2011	13
Table 4: The students according to areas of qualification skills acquired	13
Table 5: Students at work 2006	14
Table 6: Master Degree in Multicultural & International Education Interview & Questionnaires reached	16

Executive Summary

Brief introduction

This Consultancy Report of MFA/NCA Scholarship Programme for young South Sudanese covers the period 2004 to 2019. The evaluation assessed the impact of the MFA/NCA scholarship programme on South Sudan Society since 2004 including the period after independence of South Sudan. The MFA/NCA Scholarships under the evaluation consists of the Women Scholarship Programme and Master Degree Programme in Multicultural and International Education. The Women scholarship programme 2003-2011 was carried out by NCA. While the Master Degree in Multicultural & International Education was initiated by Oslo University College/Oslo Metropolitan University, it was ran in partnership with Afhad University for Women in Khartoum, then the South Sudan component was transferred and ran with Upper Nile University. Due to insecurity, the course was further transferred to University of Juba where three partners were involved in the programme, and these were Oslo University College, University of Juba and Stromme Foundation. Due to management constraints and increased insecurity in South Sudan, the programme was transferred to University of Hawassa in Ethiopia and the partnership changed to Norwegian Church Aid – Juba Office, University of Hawassa and Oslo Metropolitan University.

The overall objective of the Women Scholarship Programme was to contribute to participation of poor and vulnerable groups in rebuilding Sudan through increased access to education, skills training and employment. While the overall goal of the Master Degree Programme is, ‘training teachers at master’s level initially meant for the teacher training institutes including universities in South Sudan.

The evaluation used both qualitative and quantitative methods of data collection. The quantitative data analysis was done through APSS and excel while the qualitative data was analysed by use of RDQA *software* of the *R-package*. The evaluation used purposeful sampling which at the end went to whoever beneficiary accessible. This became both a weakness and strength. It is a weakness because this could easily lead to bias. However, in this case, it became strength because we were enabled to access 42 out of 73 beneficiaries in the list of the various cohorts made available to us for Master Degree programme. It also made it possible for us to reach 27 out of 75 graduates of Women Scholarship programme.

The evaluation covered the 10 states of South Sudan. Some informants were accessed using telephones and questionnaires through emails including from diaspora. For example, Uganda and Kenya. The face to face interviews with informants were done in Wau, Torit and Juba. The informants supposed to be in Malakal and Bor were all in Juba. Therefore the trip to Bor and Malakal were cancelled but the informants were covered. The consultants worked closely with NCA Senior Programme Officers during execution of the assignment.

The key findings

The Women Scholarship Programme was accessible to young, bright and talented South Sudanese women pursuing post-secondary education. Out of total enrolment of 81, six students dropped out mostly due to academic reasons and 75 graduated. This means 93% of the beneficiaries successfully completed their studies and graduated. As per the findings, by the time of evaluation, out of 73 beneficiaries of Master Degree programme during the period 2004 to 2019 under evaluation, 38 have successfully completed the course and 30 mainly for 2nd and 3rd cohorts were doing their thesis. The completion rates demonstrate cost effectiveness of the two scholarship programmes.

The impact of the courses on the lives and Job performance of the beneficiaries, the country and the society is positively overwhelming. The Education programme enabled the beneficiaries to acquire skills and competencies which are relevant with South Sudan context as well as global perspective, as one of the key informants remarked:

“It made me to see better what type of education is needed in South Sudan in terms of context and content”

Most of scholars confessed acquiring important aspects that made them competitive in job market which includes knowledge, skills such as of proposal writing skills, research, analytical and critical thinking as well as culture of reading. Many became ‘social and development mentors in their respective communities’ and see themselves as opinion influencers/shapers of their societies. The beneficiaries are able to identify limitations in South Sudan Curriculum such as limited incorporation of technology in delivery of education services and limited integration of rich indigenous knowledge from South Sudan people into the curriculum.

The human rights aspect of the course has a strong impact on the beneficiaries. Some graduates participated in high profile assignments such as, *“investigation of the human right violations*

done during the 2013 conflict in South Sudan” as well as reviews such as, “Universal Periodic Review (UPR) of the national human rights records for the United Nations Human Rights System reporting”.

Enthusiasm to study and high job performance made the graduates of the two scholarship programmes role models in the communities to inspire youth to pursue education. The graduates are spread in all aspects of work for the country ranging from legal to public institutions, lecturers in tertiary institutions, legal and human rights institutions, and Non-governmental organisations

In summary, the findings indicate that most of the Master Degree in Multicultural and international education beneficiaries are working in the education sector in different capacities that directly or indirectly impact on the teaching profession. In addition, other beneficiaries of the Women Scholarship Programme were found not only contributing through their employment but also were active in advocating for human rights and reporting human rights abuses and a few exceptions exists where beneficiaries are in the legal profession and the financial roles in the political and civil service.

Challenges and Lessons learnt by the beneficiaries of the Scholarship Programme are various and include:

Challenges:

During the evaluation, the beneficiaries cited several challenges and the following are the outstanding ones:

- Attitudes of South Sudan University authorities (UoJ & UoUN) are negative due to not having clear understanding of the programmes; they would like master’s programme that are subject oriented for instance masters in mathematics or History.
- Utilizing the knowledge acquired is difficult as freedom of speech and looking at things is controlled in South Sudan-i.e. insecurity.
- Supporting family’s back home while in Oslo or Hawassa because of no other source of income at household level resorting to dividing upkeep received from the scholarship and picking up part-time jobs.
- Failure of some lecturer to relate theories of Human Rights to the local situation of South Sudan.
- Challenges of cultural negative mind-set towards education that is likely to take time to undo. For instance, some communities attach less value to education; there is gender discrimination, etc.
- The information reach-out for the scholarship programme should be expanded so that many can be made aware and apply.

Lessons learned

During the evaluation, the beneficiaries cited several lessons learned and the following are the outstanding ones:

- Change of environment and study in foreign country makes one to be more focused with less distractions
- Graduates have become good managers and administrators in running institutions in the country after acquiring high levels of qualifications such as Masters' Degrees and PhD Degrees.
- Theories of Multiculturalism bring better understanding on the cultural issues in South Sudan. As one informant expressed *“Multicultural course has taught me to co-exist with diverse cultural communities of South Sudan with respect.”*
- Students without academic and theoretical education background faced difficulties in master's programme predominantly focusing on education.
- The course uplifts someone's credentials and makes him or her very competitive in the job market.
- Technical research methodology was difficult to understand at theoretical level but after practical level of proposal writing, data collection, data analysis and finally report writing for the thesis, understanding and love for research are achieved.
- Be prepared to lose or sacrifice sleep especially if you are an adult and a mother with children

Recommendations in Brief

This section summarises the recommendations as presented by the beneficiaries:

- Increase duration of the course to 24 months instead of 18 months for Master Degree in Multicultural and International Education Programme
- Awareness needs to be made on the importance of the multicultural and international education as a discipline to authorities and local universities.
- Revival and continuation of the Women Scholarship Programme to support more vulnerable female students for the betterment of South Sudan.
- For the Master Degree in Multicultural & International Education, narrow the programme intake to those working in the education sector and those with first degree in education through strict screening of certificates

- Oral and written interviews should be incorporated including biometric follow up of documents during selection for intake
- Create an organisation for the Alumni to carry out sensitisation on multicultural and multi-ethnic understanding in all parts of the country.
- Special budget should be reserved for research component to include feeding and accommodation. The budget for the research component should be outside the maintenance and food. The amount currently being paid is too small.
- Introduce an undertaking for signing to work in the education sector for specific agreed period/years before going out for another job. This is to avoid loss of human resource the course is aimed to serve.
- Ensure the sustainability of the programme by establishing a separate affiliate (sister) College to Oslo Metropolitan University in South Sudan to forge ahead the vision of the programme instead of attachment to other existing University in South Sudan which cannot make the vision and innovation required fully implemented as already proved in Upper Nile and Juba Universities.
- Finally, PhD scholarship should be offered to the successful programme beneficiaries

Summary Way Forward

The outcome of the two scholarship programmes despite all the challenges in South Sudan is remarkable. The programmes effectively contributed in meeting the felt needs of the South Sudan people. There is still a dearth of competent human resource and with the current situation in the country proper education is an invaluable vehicle for attaining peace. South Sudan needs personnel for developmental and service provision who received good education such as provided by the MFA/NCA Programmes. Therefore, we wish to re-emphasise on the beneficiaries' recommendations that:

1. The two scholarship programmes should be revived and sustainably continued.
2. The Master Degree in Multicultural & International Education should be relocated back to South Sudan
3. A branch affiliate college to Oslo Metropolitan University should be established in South Sudan to carry out the valued Education in Multicultural and International Education . Sustainability should be ensured among others by collaboration with the community, well thought out and planed cost sharing, innovation and diversification of tertiary education as

the country's needs for upgrading and development reveals itself to meet the national and global competences

4. Alumni forum should be formed and tasked with research and innovation in education and development in general
5. Graduates records and follow up should be expedited to enhance further capacity building and fostering multiplying factors of knowledge, skills and talents

CHAPTER ONE

1.0: Introduction and Background

1.1 General Introduction

This Consultancy Report of MFA/NCA Scholarship Programme for young South Sudanese covers the period 2004 to 2019. The purpose of the evaluation was to assess the impact of the MFA/NCA scholarship programme on South Sudan Society since 2004 including the period after independence of South Sudan. The MFA/NCA Scholarships under the evaluation consists of the Women Scholarship Programme and Master Degree Programme in Multicultural and International Education.

The overall objective of the Women Scholarship Programme was to contribute to participation of poor and vulnerable groups in rebuilding Sudan through increased access to education, skills training and employment. While in regard to South Sudan the overall goal of the Master Degree Programme is, ‘training teachers at master’s level initially was meant for the teachers training institutes including universities in South Sudan.

The evaluation covers the former 10 states of South Sudan and South Sudanese beneficiaries living in diaspora, for example, Uganda and Kenya. The beneficiaries in diaspora were accessed by sending questionnaires through emails. Direct telephone contacts were also used. The face to face interviews with informants were done in Wau, Torit and Juba. As the informants for Malakal and Bor were all in Juba, the trips to Bor and Malakal were cancelled but the informants were covered. The consultants worked closely with NCA Senior Programme Officers during execution of the assignment.

Chapter one covers the background to the study, the evaluation purpose, specific objectives and scope of the study. Chapter two outlines and explains the Evaluation Methodology used and the limitations, while chapter three goes into details to crystallise the key findings in terms of documents review, quantitative and qualitative analysis and analysis of findings. Chapter four presents the challenges, lessons learned, recommendations and way forward.

1.2 Background

1.2.1 Conceptual and Theoretical background of the programme

Norwegian Church Aid is an ecumenical, diaconal, humanitarian and non-profit, Non-Governmental Organization (NGO) mandated by churches and Christian organizations in Norway to work for global justice, by empowering the poor and challenging the wealthy and powerful. Together with its constituency and partners, NCA commits to the vision: ‘Together for a Just World’

For over two decades, with funding from the Norwegian Government, NCA has been supporting a higher education scholarship programme for a significant number of young South Sudanese. One of the scholarship programmes specifically for young women at tertiary education level was initiated in 2003 before the signing of Comprehensive Peace Agreement (CPA), where in recognition of the extreme low level of South Sudanese women with higher education, NCA was requested by Norwegian Ministry of Foreign Affairs (MFA) to initiate and implement a scholarship programme for the young South Sudanese women. Through a selection process, 81 young women were enrolled in colleges and universities all over Eastern Africa.

The second scholarship is that of Master Degree Programme initially to internationalise teacher education in Norway and prepare graduates to work for social justice through education both nationally and globally. The programme was later extended to countries in global South and Sudan was one of the countries. In 2015 a collaboration was reached between Oslo Met (Høgskolen I Oslo) and Stromme Foundation to manage the scholarship in South Sudan. NCA took over the management of the programme in 2016 (to the end of 2019). Due to the insecurity in South Sudan, the programme was shifted to University of Hawasa in Ethiopia in 2016. The donor and NCA recognised that the Scholarship programme had produced incredible results and

therefore further insights into the long term impact of the scholarship programmes is of immense interest for shared learning.

1.2.2 Historical Background of MFA/NCA Scholarship Programmes.

A Dearth in Qualified Women in South Sudan:

With peace dawning on Sudan, women participation in decision making became an issue of great concern particularly in South Sudan. There was need for initiatives that prepared women for participation in development of a new Sudan. Talented and academically qualified young women would be identified and trained in appropriate fields as identified by the emerging Government of Southern Sudan. The Young Sudanese women scholarship programme was then initiated in June 2003 to address the challenge mentioned above. As institutions of higher learning were non-existent in South Sudan by then, preference was given to institutions in Kenya and Uganda. The Women Scholarship Programme was accessible to young, bright and talented Sudanese women pursuing post-secondary education. The programme began enrolling its first batch of 12 talented young women in July 2003 and another 14 in January 2004. In October 2004, 55 new women were enrolled, bringing the total number supported to date to 81, and by the end of 2005 already ten students have graduated.

Master Degree Programme

Oslo University College (OUC) in Norway initiated and developed a Master degree programme in Multicultural and International Education as a particular approach to internalisation of the curriculum of the University. The programme offers a combination of multicultural education and international development built on common theoretical basis of critical theory and commitment to social justice.

The initial purposes of the programme are to internationalise teacher education in Norway, and prepare graduates to work for social justice through education both nationally and globally. This was accomplished by teaching students in international and intercultural students' groups, connecting curriculum development, students' field work and recruitment of international students to lecturers' international research and development activities, and through supportive training in using English for academic purposes.

The master degree programme started in 1997 with a cohort of 17 students focussing on either education in Norwegian multicultural society, or international development education for their thesis. The first 3 cohorts comprised students only from Norway. Three years after the inception of the programme, then the first international students were enrolled. The scholarships for the group were supported by the Norwegian Ministry of Foreign Affairs (MFA). This batch consists of two students each from Sudan, South Africa and Bangladesh totalling to an intake of six international students. The Norwegian students who did their field work in Global South were recognised as experts in the field of international education

1.2.3 The purpose of the MFA/NCA Scholarship Programmes Evaluation

The purpose of this evaluation is to assess the impact of the MFA/NCA scholarship programme on South Sudan Society from 2004 to 2019. The evaluation assessed the extent to which the scholarship programme has addressed pertinent development challenges of South Sudan especially in education sector. The evaluation endeavoured to identify the placements of young South Sudanese students who benefited from the programmes, and the role they have played in South Sudanese Society after completing their courses/studies at various levels. On efficiency the evaluation assessed the cost/value of the investments on the young students. Lastly, the evaluation drew lessons on the scholarship programme and provided recommendations for improvement.

1.2.4 Specific Objectives of the Evaluation

The main objectives of this consultancy are the following;

1. To identify the placements or whereabouts of South Sudanese who have benefited from MFA/NCA Scholarship programme since 2004
2. To assess the roles of students in South Sudan Society after graduation.
3. To document clear learnings and impact from the Scholarship programme since 2004
4. To establish cost/value of the investments on the students.
5. Provide recommendations on how to improve the scholarship programme.

1.2.5 Evaluation Scope

The scopes of work for this evaluation are;

1. Conduct a desk review of the relevant project documents that include the proposals, reports, scholarship list
2. Carry out individual/group informal/formal discussions with students and relevant stakeholders in Ministry of Education, tertiary institutions etc.
3. Produce a concise, clearly written and clearly presented evaluation report (max 15-pages) with needed appendices/list of Students in the 2 programmes and their history and current status/role.
4. Hold meetings with NCA programme and finance teams
5. Conduct debriefing/validation meeting with NCA team

CHAPTER TWO

2.0 Evaluation Methodology

2.1 Introduction

This chapter presents the evaluation methods and design, population, sampling size and techniques; data collection methods and instruments, data analysis, ethical considerations taken and the limitations of the findings. The evaluation was based on a consultative and participatory approach that employs both quantitative and qualitative methods. Purposive sampling was used for selection of the key informants. Some few case studies formed part of data collection and they make part of this report.

Furthermore, appropriate data collection tools and document review were used as alluded before and data analysis and interpretations assisted reporting on implication of outcomes, students' scholarship lists indicating specialisation areas, institutions, courses taken, whether or not the students have graduated, dropped outs, position they held before the scholarship and after. These formed part of the desk review. SPSS and excel analytical tools were used to analyse the collected quantitative data as well as interpret and assign meanings to the analysed data and the qualitative analysis used *RDQA software* of the *R-package*.

Significantly, a total of 72 informants and respondents participated in the evaluation. There were 31 M.Phil. Beneficiaries interviewed and 19 from the Women scholarships programme. Eleven (11) beneficiaries of the M.Phil and 8 Women Scholarship beneficiaries completed the questionnaires. It is imperative to note that two consultants gathered the data through the facilitation of NCA programme staff.

Table 1: Informants reached

Tools	M.Phil.	Women scholarships	Programme staff	Total
Interview	31	19	1	51
Questionnaire	11	8	2	19
	42	27	3	72

2.2 Evaluation Methods and Design

The evaluation was conducted using both quantitative and qualitative methods. The consultants carried out intensive, descriptive and holistic analysis of the Women scholarship and Masters' programmes that has been helpful to gain insights into larger cases. During the evaluation, a consultative and participatory approach was used that was accomplished by quantitative and qualitative methods. A qualitative approach was used where data cannot be measured numerically while a quantitative approach was used to quantify data. Besides, various documents and previous reports of the Women Scholarship and Masters' scholarships programmes were reviewed that constituted and formed part of the desk review. However, the consultants found no log frame which could have been used to determine progress and success of the project from the programme logic as it relates to the results chains.

2.3 Data collection methods and procedure

The consultants employed relevant data collection methods which consisted of Key informant interviews, questionnaires, and review of programme documents/reports and face to face interviews and some telephone interviews were conducted with key informants.

The desk review involved various documents including:

- a) Lists of students, courses taken, graduated, dropouts data,
 - b) Placements or whereabouts of South Sudanese who have benefited from MFA/NCA Scholarship programmes
 - c) Assignments/positions after graduation and the impact of the studies on their performance
 - d) Additionally, the qualitative method was based on positions after graduation and the impact of the studies on their performance. In this area we examined and analysed;
 - Students by categories of courses and levels of education
 - Whether the courses are answering the felt needs of South Sudanese Society and State.
 - Assignment/position after graduation and the impact of the studies on their job performance
- a) Significance of the roles of students in South Sudan Society after graduation
 - b) Documentation of clear learnings and impact from the scholarship programme since 2004

- c) Establishment of cost/value of the investments on the students
- d) Provision of recommendations on how to improve the scholarship programme.

Questionnaires and telephone interviews were administered to student beneficiaries who could not be easily reached. Essentially, the consultants used semi-structured, open and close ended questions in line with specific objectives of the Impact evaluation.

Arguably, questionnaires are chosen because the respondents are literate and do not have problems in reading and answering the questions among other merits of using the tool.

Also, the consultant used observations in the beneficiaries work environment and gauge their attitudes and enthusiasm to their jobs.

2.3.1 Evaluation Limitations:

Field observation to enhance triangulation of information especially for Women Scholarship beneficiaries was limited because face to face interview was very limited and majority of data collection was carried out through questionnaires and telephone interviews.

2.3.2 Evaluation Challenges

- 1) Logistical constraints as most places are only accessible by air which made it to be expensive and therefore some places could not be reached.
- 2) Difficult to trace informants as there was no database of their contacts
- 3) There was no project log frame to show the results chain from inputs to activities to outputs, outcomes and impact of the scholarships programmes.
- 4) There were no monitoring reports to inform the evaluation
- 5) Insecurity and conflict situation made some beneficiaries to be displaced both within and outside the country and therefore, tracing them became difficult
- 6) The questionnaires return rates were very slow that we had to resort to telephone interviews especially for the women scholarship beneficiaries.

2.4 Evaluation Population

The evaluation population was 153, which consists of 75 for women scholarships, 73 from various student cohorts of Masters' programme and 5 Programme staff from NCA/Oslo Met.

2.5 Determination of the sample size

- a) The consultants attempted to use Krejcie and Morgan's table, (1970) to determine the sample size of the midterm evaluation. The table is scientifically proven, (Sekaran, 2003). Refer to Krejcie and Morgan table attached in this report

Table 2: Determining the MFA/NCA scholarship sample size from the population described above

Key informants/Respondents	Population N)	Ideal (s)	Reached Sample(S)
Master Degree in multicultural and International Education	73	59	42
Women Scholarship Programme	75	63	27
Management	5	5	3
Total	153	127	72

N.B: At the end the reached beneficiaries as per the above table is below the requirement of the determining tool. However, as much of the evidence for evaluation is qualitative, still the outcome of the evaluation is representative and authentic.

2.6 Sampling Techniques and Procedure

The consultants used the purposive sampling technique to determine and access the informants who were willing to participate. The advantage of purposive sampling is fair coverage and ensuring that all the categories are represented.

However, such sampling may be difficult to implement, if the logistic and security situation is not favourable throughout the target area as proven by this evaluation. It could also be misused by evaluators to only pick the areas they simply prefer. Nonetheless, all these weaknesses were controlled by discussions with NCA and consultants together.

2.7 Impact Evaluation Data Analysis

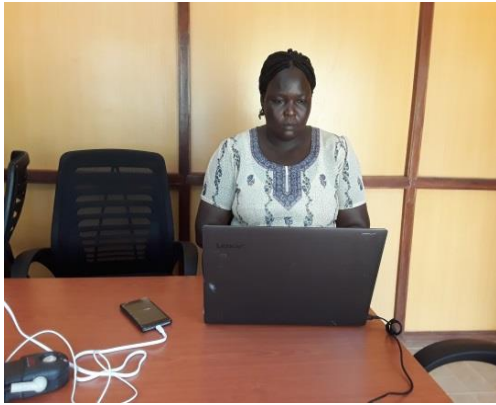
The methods used for the analysis were both *qualitative* and *quantitative*. The quantitative method employed *SPSS* and *Excel*. While the qualitative analysis used *RDQA software* of the *R-package*. This involved data mining techniques that dealt with textual data. This technique has been manifested in this report through the *Word Map diagrams*. Through this approach, the textual data constitutes the transcribed key informant interviews that assisted in generating emerging themes from beneficiaries of the scholarship programmes funded by MFA/NCA. The

beneficiaries were both Women Scholarship Programme (2004 – 2011) and the Master Degree in Multicultural and International Education (2004-2019).

CHAPTER THREE

3.0 Presentation of Key Findings, Analysis and Interpretation of Evaluation Results

3.1 Introduction



This chapter presents the data analysis, interpretations and presentation of the key findings. The methods used for the analysis were both *qualitative* and *quantitative*. The main sections include desk review of Women Scholarship Programme, Master Degree in Multicultural & International Education Scholarship Programme discussed exhaustively under each emerging theme.

Candia Grace Richard: A key informant of MPhil Cohort

3.2 Desk Review

3.2.1 NCA Education Programme

The reviewed documents indicate NCA has been supporting Humanitarian and development projects in South Sudan since its establishment in 1972 after the Addis Ababa Agreement that mandated Southern Sudan as an autonomous state in the Sudan. Originally the Organization was called Norwegian Church Relief (NCR) and later the name was changed to Norwegian Church Aid. The Education Support programme got separated from the relief in 1982. Since then NCA supported various education programmes for South Sudanese ranging from school supply, teacher education & training and scholarships. The scholarships were implemented directly or in partnership with other agencies.

The prominent partners were, Oslo Metropolitan University for Master Degree in Multicultural and International Education that forms a bulk of this evaluation; support to Internal Displaced People's (IDPs) schools in Khartoum through Sudan Council of Churches (SCC) in 1988; Africa Refugee Education Programme (AREP) Foundation which rendered educational support to South Sudanese refugee students in Kenya; and partnership with Church of Uganda (CoU) in working among refugees in different areas in Uganda to mention a few.

The CoU programme target group was young Sudanese refugee women and men living in Northern Uganda wishing to be trained as teachers, health personnel, carpenters or mechanics. NCA has supported this program since 1993, and approximately 720 refugees from Southern Sudan have benefited from the programme. Many of the students are said to be working in Southern Sudan, but there is no exact record of their whereabouts. During the period 2003 to 2011, NCA also directly implemented a scholarship programme for young South Sudanese women that form one of the two main components of this evaluation.

3.2.2 Scholarships for Young South Sudanese Women:

With peace dawning on Sudan, women participation in decision making became an issue of great concern particularly in South Sudan. There was need for initiatives that prepare women for participation in the making of a new Sudan. Talented and academically qualified young women would be identified and trained in appropriate fields as identified by the emerging Government of South Sudan. The Young Sudanese women scholarship programme was then initiated in June 2003 to address the challenge. As institutions of higher learning were non-existent in South Sudan by then, preference was given to institutions in Kenya and Uganda. The Women Scholarship Programme was accessible to young, bright and talented Sudanese women pursuing post-secondary education. The programme began enrolling its first batch of 12 talented young women in July 2003 and another 14 in January 2004. In October 2004, 55 new women were brought on board, bringing the total number supported to 81. Out of the 81 six (6) students dropped out mostly due to academic reasons. By the end of 2005 ten (10) students have graduated. The total intake and graduated as well as reached for this evaluation exercise is detailed in Table 3 below.

Table 3: Women Scholarships 2003-2011

<i>Table 3.1: Women Scholarships 2003-2011</i>				
Intake		Graduation		Remarks
<i>Date</i>	<i>Number</i>	<i>Date</i>	<i>Number</i>	
2003 July	12	2005	10	
2004 January	14	2006	23	
2004 October	55	2007	33	
No new intake		2008	8	
No new intake		2009	1	Medicine
Sub-total			75	Graduated students
Drop outs			6	
Grand total			81	
Reached with Questionnaires& interviewed			27	Mostly by phone & some out of the country

The areas of qualification of the 75 graduates are as per Table 3. 2 below

Table 4: The students according to areas of qualification skills acquired

S/N	Areas of skills	Certificate	Number
1	Computer Science	B. Science	4
2	Computer Science	Dip. Science	1
5	Social Work	BA Social Work	7
6	Education	MA Education	2
7	Education	BA Education	4
8	Law	LLB	4
9	Human Resource	BA Human Resource	1
10	Economics	BA Economics	3
11	SSP	MA SSP	1
12	Psychology	BA Psychology	2
13	Development	BA Development	1
14	Medicine	BSc Medicine	4
15	Lab. Technician	BSc. Lab Technics	1
16	Biomed Lab	BSc. Biomed Lab	1
17	Business Administration	BBA	7
18	Business Administration	D/BBA	1
19	Business Administration	MBA	2
20	Management	Diploma in Management	1
21	Agriculture	BSc	2
22	Community Dev.	BA Community Development	11
23	Environmental Studies	BSc Environ. Studies	1
24	Public Administration	BA Public Administration	1
25	Communication	BA Communication	5
26	Mass Communication	BA Mass Comm.	1

NCA Scholarship program coordinator managed to trace the students in 2006/7 and the details including employment stands as Table 3 below:

Table 5: Students at work 2006

S/N	Student	University	Program	Level	Date graduated	Working for
1	Norah Reuben	Catholic	Social Work	Degree	2004/05	UNICEF, Wau
2	Susan Nangiro	Makerere	Law	Postgraduate Diploma	2004/05	UNDP Sudan
3	Rebecca P. Mang'ar	Daystar	Commerce	Degree	2004/05	Lakes State, Deputy minister of finance
4	Florence Gune	Kyambogo	Engineering	Diploma	2004/05	Not known
5	Sitima Joyce	Makerere	Education	Degree	2004/05	SCOPE SS.
6	Stella Lorika	U.S.I.U.	International Relations	Degree	2004/05	ACHA Sudan Public Relations
7	Tereza Angelo	Catholic	Management	Postgraduate	2004/05	P.S.I. Juba
8	Anena I. Acire	MUSBA	Business Admin.	Diploma	2004/05	UNDP Juba
9	Ruth A. Monday	Nazarene	Computer Science	Degree	2005/06	Kenya Commercial Bank, Juba
10	Kiden J. Leonard	Nkumba	Community Development	Degree	2005/06	Not known
11	Christine Jadaa	Catholic	Education	Masters	2005/06	Not known
12	Hellen P. Gemma	Catholic	Education	Masters	2005/06	NSCC Juba
13	Beatrice O.Aber	University of Nairobi	Sociology	Degree	2005/06	Women Gender Association
14	Grace I. Merekaje	University of Nairobi	Biomed. Lab.	Degree	2005/06	AAH Maridi
15	Christine A. William	Daystar	Community Development	Degree	2005/06	Not known
16	Sonia Poni	Daystar	Community Development	Degree	2005/06	Mercy Corps
17	Lilian A. Apaya	Daystar	Community Development	Diploma	2005/06	Not known
18	Beatrice P.Wani	Daystar	Community Development	Diploma	2005/06	Not known
19	Viola A. Riak	Daystar	Community Development	Degree	2005/06	Human Rights commission, Juba
20	Mary T. Milla	Makerere	Management	Masters	2005/06	Not known
21	Charity M. Joseph	Nkumba	MBA	Masters	2005/06	Not known
22	Kiden Penelope	Nkumba	Public Admin.	Degree	2005/06	Not known

From the various documents including the above table, the evaluation reveals some of the students were and still are holding top positions such as Ministers of Finance, Ministers of Education and some are members of legislative Assembly in the states and national governments.

3.2.3 Master Degree in Multicultural and International Education Programme

According to Skinstad, Breidlid and Carm (2015) the programme for Master Degree in Multicultural and International Education started in 1997 with a cohort of 17 students focusing on either education in Norwegian Multicultural Society, or international development education for their thesis. The purposes of the programme are to internationalise teacher education in Norway, and to prepare graduates to work for social justice through education both nationally and globally. The two arguments for establishing the programme are:

First, there was a need for new knowledge about the multicultural situation in the schools of Norway. The Norwegian society has been changing due to increased immigrations starting in the early 1970s, and becoming a more multi-ethnic and multi-religious society over time. Oslo University College is located in the capital city of Norway, which received the largest number of the immigrants in Norway.

Second, the Norwegian government emphasized the importance of education for development. Alongside Health, education was one of the priorities for Norwegian development assistance, and there was a need for more competence in this field in NORAD, among the NGOs and in academia.

The first three cohorts comprised students only from Norway. Three years after the inception of the programme (i.e. 2,000), then the first international students were enrolled. The scholarships for them were provided by Norwegian Ministry of Foreign Affairs (MFA). The students two from each country came from Sudan, South Africa and Bangladesh. The two students from South Sudan were Stephen Drago Alibeb and Joshua Franco Paul Maya. Before his death, Mr. Stephen Dragon was a successful Principal who established and ran Arapi Teacher Training Institute. Joshua is (currently when this report is being written) a senior Civil Servant with the Ministry of Foreign Affairs. Table 4 shows the details of the various cohorts indicating the intake, completed and informants reached by both interview and questionnaires. It is to be noted that by the time this report is being written all students of 3rd Cohorts (2018-2020) and Majority of 2nd cohort (2017-2019) are still working on their research and thesis.

Table 6: Master Degree in Multicultural & International Education Interview & Questionnaires reached

Cohort	Intake			Completed			Not Completed			Reached			Remarks
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
2004												2	No statistics availed
2006													No statistics availed
2008-2010	8		8			5			4	1		1	Some of the 4 completed later
2009-2011	8	3	11	8	2	10		1	2	4	1	5	
2011-2012	9	-	9	9	-	9	-	-	-	7	-	7	
2016-2018	9	5	14	9	4	13	-	1	1	4	3	7	
2017-2019	10	4	14	1	Thesis	1	-	-		7	3	10	Working on Thesis
2018-2020	15	2	17	Thesis	Thesis					8	2	10	Working on Thesis
	51	14	73	27	6	38	0	2	7	31	8	42	

1. Students

Interviews 31

Questionnaires 11

Total 42 out of 73

2. NCA/Oslo Met Management Informants

Interview 1

Questionnaires 2

Total 3

3.3 Qualitative and Quantitative Key Findings

3.3.1 The impact of the courses on the lives of the beneficiaries.

This section deals with how life of the beneficiaries of the scholarship programme has been changed and figures 1 below depicts a Word Map diagram that shows frequently occurring words as spoken by the key informants.

“It gave me ability to plan, develop and write authentic programmes and project proposals”.

“I was introduced to the culture of reading and seeking knowledge to continuously update myself.”

The combined effect of increased knowledge and acquiring of skills have made others even to be ‘social and development mentors in their respective communities’ and see themselves as influencers/shapers of leaders. Moreover, many are able to identify limitations in South Sudan Curriculum such as limited incorporation of technology in delivery of education services and limited integration of rich indigenous knowledge from South Sudan people into the curriculum.

Furthermore, it has had change of attitudes of the beneficiaries towards education, relating easily with different cultures and people and they said that this makes it easier for the beneficiaries to work in multicultural and multinational environment as this quote from one of the beneficiaries demonstrate:

“It made me accept and respect other people’s beliefs, cultures, ethnicity, and race and gender status without any discrimination”

As can be seen from figure 1, it is word ‘human’ and ‘rights’ that closely follow the word ‘education’ in most of the discussions concerning impact of the course on the lives of the beneficiaries. For some beneficiaries of the scholarship, it has also helped them to use human rights approach in tackling girls’ education where most of the girls from P5 to P8 are forced into marriage with dowry as incentive for the families to do so, as one key informant remark demonstrates that some of the beneficiaries have practically become custodians of human rights in South Sudan:

“I used my knowledge of Human Rights to rescue girls from marriage. For instance, a daughter of one of the governors in an Equatorian State was planned by close relatives to be married in the village. When I learnt about it and went and discussed with the father, he quickly arranged the girl to be relocated from the village to Juba. She is now studying and continuing with her education.”

Moreover, the courses have increased levels of knowledge and comprehensive understanding of value of human life, human relations, gender equality, awareness of abuses in South Sudan, different human rights at personal, society and national levels through pursuit of the courses funded through the scholarship programme that has equipped some of the beneficiaries to act on behalf of the weak ones in the society. In other cases, beneficiaries have undertaken high profile investigations such as, *'investigation of the human right violations done during the 2013 conflict in South Sudan'* as well as reviews such as, *"Universal Periodic Review (UPR) of the national human rights records for the United Nations Human Rights System reporting"*. One of the beneficiaries remarked:

"The Human Rights aspect made me to understand, internalise and realise that, the high dropout rate from P5 to P8 is because of forced marriage for dowry. I used role models such as Hon. Jemma Nunu Kumba and Hon. Awut Deng in sensitization of parents to send their daughters to school and allow them to continue with education."

A number of the beneficiaries have been promoted because of demonstrated enhanced competence to handle education management at higher levels as exemplified in these quotes of the key informant interviewees:

"The State Ministry of Education is already asking me to be Director for a Directorate in the Ministry."

It has also made them marketable on the market through enhanced career and been employed by Government and Non-state actors. All the 42 informants of Master Degree in multicultural and International Education and 27 informants of Women Scholarship programmes are all employed and some are self-employed. (Also Ref. Table 3 for graduates of Women Scholarship).

[3.3.2 Effect of the courses on Job performance of the beneficiaries.](#)

In this section, summary of job performance of the beneficiaries is presented based on the conversations with key informant interviews including what they consider most significant change in their work. Using the Word Map diagram depicted in figure 2 below:

Figure 2: Word Map Diagram depicting frequently occurring words on responses on impact of courses on job performance.



Excluding the word ‘Education’, the most occurring word is ‘Performance’ when beneficiaries were asked about how their job performance, most of the beneficiaries acknowledge the positive effect on their job particularly the respect or preference given to their credentials over same level credentials of their work colleagues who obtained their qualifications from somewhere especially because of abilities they have demonstrated in their work place due to increased knowledge and understanding in a number of areas. One of the beneficiaries remarked:

My performance is recognised among the three staff members with Master degrees, my master degree is recognised and respected more. Whenever assignments are being given, I am always preferred to others due to the ability the course gave me.

Furthermore, others have acknowledged improvement in their performance appraisal with their supervisors, using self-evaluation skills, increased resource material base, improved teaching approach and methodology, use of peace education that co-existence can exist from people from different background. The following selected quotes does demonstrate the appreciation,

“The MFA/NCA scholarship has affected my job performance by adding to me more knowledge on how to deal with people from different cultural background, how to act in a conflict situations in promoting peace among the community members like how to deal with issues of Human Right and child rights in a culturally diverse environments. With the knowledge I got from this scholarship, we created educative clubs like peace clubs,

child right clubs which acted as play models in sending out information to the communities about promoting peace among the learners and teachers, gender equalities both in the school and in the communities.”

“I have strong leadership performance due to the course in both Mindolo (Zambia) and Peace Education in the Catholic University (Kenya). Putting it in practice made me to be appointed in different positions and team leader of various committees in the National State Legislative Assembly”

It is interesting to note that a number of beneficiaries report of - improved my efficiency and effectiveness in work, open doors for employment as they are competitive on job market, enhanced cooperation at work with colleagues from different backgrounds through improved communication skills, skilled critical view of issues from different perspective, improved ability in proposal writing, improved planning, improved budgeting, improved programming of education services delivery (*“I can now align partners’ programmes to government plans and strategies. This is enhanced by the critical thinking and analytical ability I acquired. Before the course my analytical skills and capacity was limited. “*), programme development and humanitarian response, fund raising and advocacy, public appointments, improvement in job output, teaching performance, improved ability to train teachers, approach and methodology of teaching, promotions at workplace, improved area of administration and management, attained professionalism and ability to create self-employment as one beneficiary remarked, *“I can create my own job instead of seeking employment with other bodies. I am now in process of establishing a multicultural school. I am on the process of opening my own primary school in Gumbo. I got the land, some teaching/learning materials and am still raising the fund.”*

For others it has enhanced advocacy skills as this beneficiary remark provides more insight:

“Before the MFA/NCA scholarship, I was not very well conversant with the dynamic of understanding the effective management of public affairs in terms of advocacy and diplomatic missions. The scholarship enhanced my capacity to work both in the NGO sector and public offices”

The quote below demonstrates one of the promotions of the beneficiaries of the scholarship programme:

*“With the good work I was promoted in different portfolios including:
(i) Diplomatic missions abroad in DRC and later in South Sudan State government in various positions.*

“In my own community I have become a role model. The importance and value of girl-child education is been demonstrated to the community by my various positive contributions in the community. Often I go to counsel youth and young girls on importance of education and how to be a good member of the community. ”

Quotes on job creation that are worthy to display in this report as they clearly demonstrate the impact of the courses on the motivational levels of the beneficiaries to do something in the country and society at large:

“It promotes attitude of self-reliance and works against dependency syndrome.”

“I managed to establish a school rather than waiting for Government to do the same. There was creation of jobs for jobless people among the community .e.g. teachers, cooks, cleaners whom the Government couldn’t employ.”

“Aside from that, I alongside two other colleagues we established an indigenous research firm called SAMAH RESEARCH since 2008 at a time when baseline information was lacking in the country and since then we have contributed by provided valuable insight to various audiences when contracted. Through SAMAH RESEARCH we have partnered with universities and work mainly with students to carry out research so they benefit both as students by getting vital research skills but also attaining some cash from the short term employment that helps them through their education.”

Furthermore, some of the beneficiaries are lecturers contributing in tertiary institutions as some of the beneficiaries attested to this as illuminated in these quotes:

“My part-time teaching in the university is contribution in education of the entire country. As a part-time lecturer, I became a catalyst/enabler in the opening of Equatoria International University. I am one of the human resources contributing to the policy making for education in the country.”

“I have trained teachers and government education officials in South Sudan to deliver education services to the entire country”

3.3.4 Country needs being met by the scholarship programme.

In this section, country needs that were and are being met by the scholarship programme are discussed and presented. Figure 5 shows the Word Map of the responses of the interviewed beneficiary on country needs being met by the scholarship programme.

- The course on Human Rights is enabling the learners to contribute effectively to the solution of conflict South Sudan is currently facing.
- It promotes national unity, gender equality, and importance of all national languages through the teaching of indigenous knowledge and addresses the problem of ethnicity and tribalism.
- Training of teachers is being achieved through this programme to contribute towards South Sudan education quality.

3.3.5 Personal needs met by the programme.

This section has similar issues as in the first three sections in this document. However since it was independently discussed therefore, issues are still presented in moderation emphasizing on the personal needs met as figure 6 depicts.

Figure 5: Frequently mentioned words on interview section on personal needs met by the scholarship.



- Enhanced personal capacity in strategic planning, leadership, and management of resources at workplace and family level.
- The increased knowledge and understanding of beneficiaries as this quote demonstrates, “The course widens my academic and professional scope and made me more dexterous. It widens my rational ability in dealing with things.”

- Increased probability of being employed because the qualifications obtained enhances' someone's competitiveness on the job market and earnings have generally increased through salaries.
- Empowered to stand up for human rights and appreciate different cultures from different tribes as one interviewed beneficiary remarked, *"The course changed my attitude to embracing and valuing multiculturalism and globalism."*

3.4 Relevance, Effectiveness, Efficiency and Impact

In terms of the relevance, effectiveness, efficiency and impact, there are demonstrated successes as illustrated by the qualitative and quantitative data reported earlier in this chapter. The below are the summaries.

3.4.1 Relevance of the MFA/NCA Scholarships Programme

The programmes have been well aligned to the educational needs of South Sudan before and after cessation from the Sudan. This is an indication that many scholarships MFA/NCA offered to South Sudanese have been to a larger extent relevant. This is because the programmes have all been in line with the local needs and priorities of South Sudan and donors' policy in the sphere of education and the country's social and development needs. The women scholarship benefits the vulnerable part of the population empowering them to participate in decision for development, while the Master in Multicultural & International Education meets the dearth human resource needs in education work force which came out clear in the evaluation.

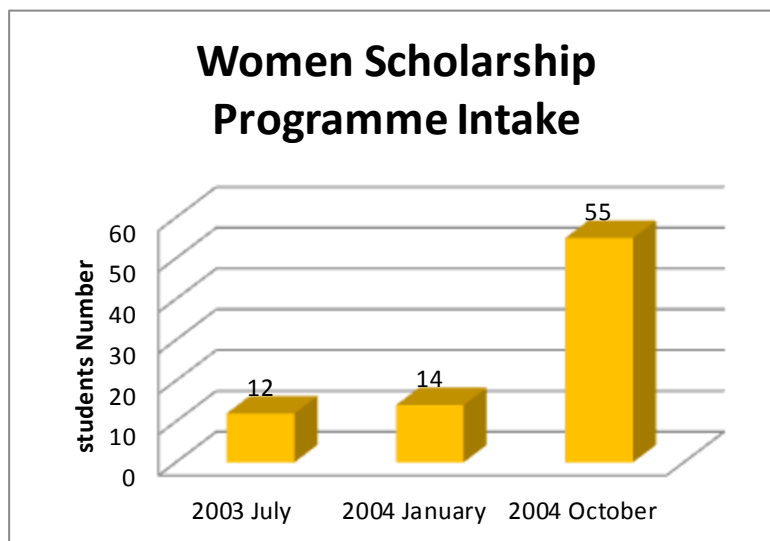
3.4.2 Effectiveness of the MFA/NCA Scholarships Programme

Arguably, from the onset of the initiations, of the scholarship programmes have been to a larger extent effective in producing many competent South Sudanese with demonstrable knowledge and skills to deliver in the various sectors of the service and economy in the country. This shows the extent to which the programmes accomplished their purpose or objectives of training both young South Sudanese women and men who have the capabilities of contributing to the country's development. For the Women Scholarship programme, 93% of the enrolled beneficiaries have successfully graduated. As per the findings, by the time this report is on writing, out of about 80 beneficiaries of Master Degree programme during the period 2004 to 2019 under evaluation over 70 have successfully either completed (38) the course or are doing

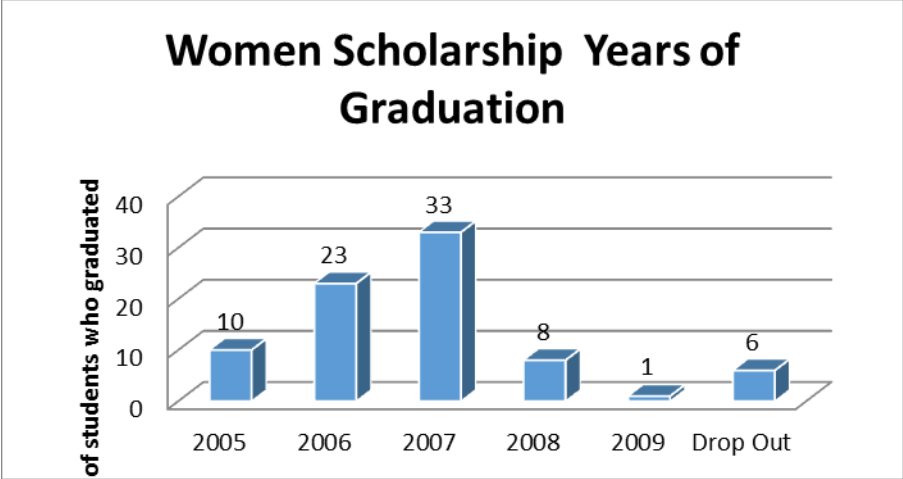
their thesis (30) mainly for 2nd and 3rd cohorts. In addition to efficiency, the completion rates demonstrate cost effectiveness of the two scholarship programmes.

3.4.3 Efficiency of the MFA/NCA Scholarships Programme

To a larger extent, it has been difficult to ascertain the efficiency of the some of the various scholarships MFA/NCA offered because the impact evaluation was carried more than ten years after the programme ended. Even though the scholarships programme has definitely achieved both the quantitative and qualitative outputs as a consequence of inputs, to some degree, one cannot certainly establish the best alternative approaches apart from what the beneficiaries cited during the evaluation to depict that the programme used the best economical and alternatives means to achieve the set programme targets. However as illustrated by the below graph for women Scholarship, it has been apparent that most of the students MFA/NCA sponsored completed in time although few students dropped out before completion. Out of total enrolment of 81 six students dropped out mostly due to academic reasons and 75 graduated. This means 93% of the beneficiaries have successfully graduated.

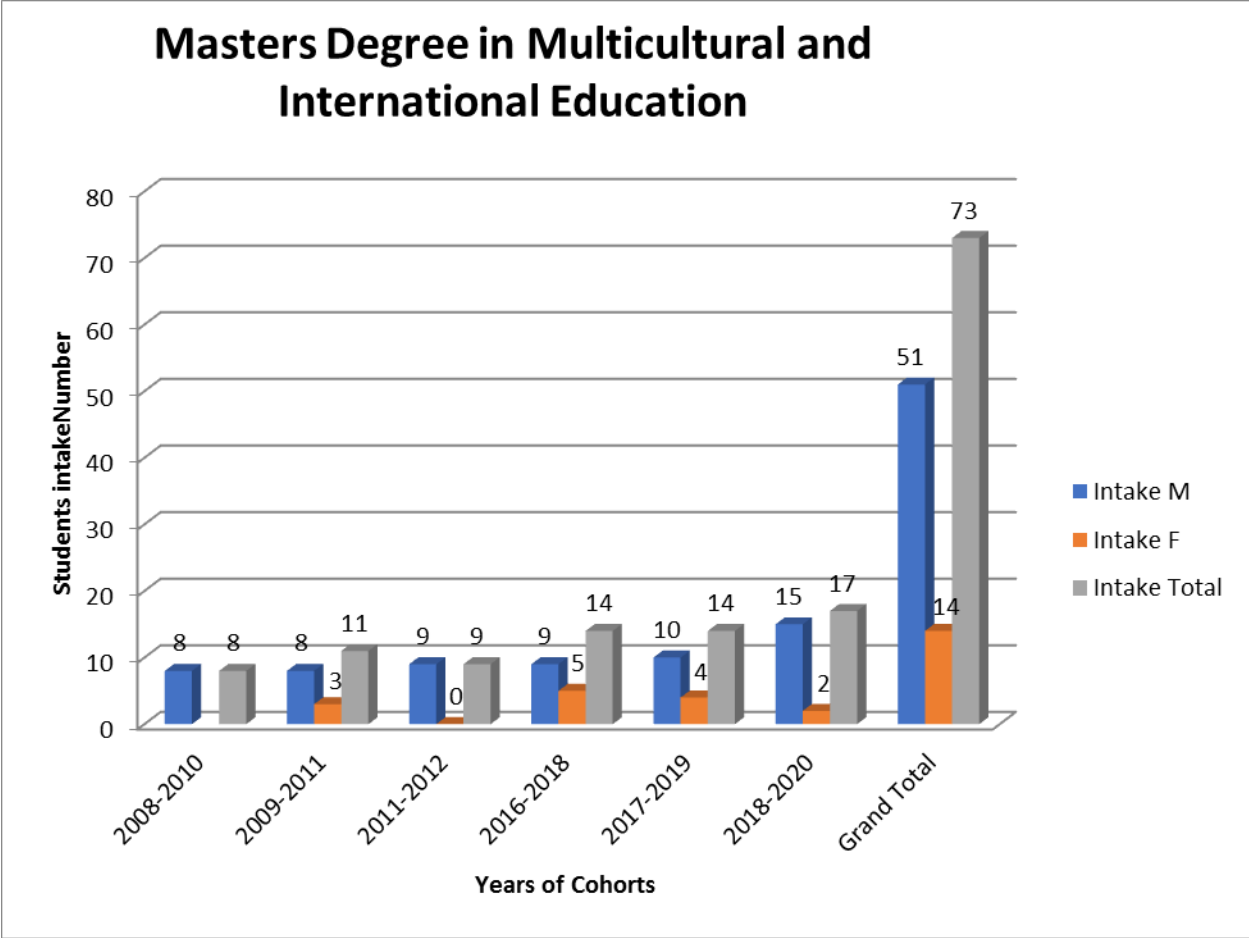


Graph 3.1: The intake years of the 81 Women Scholarship Programme students

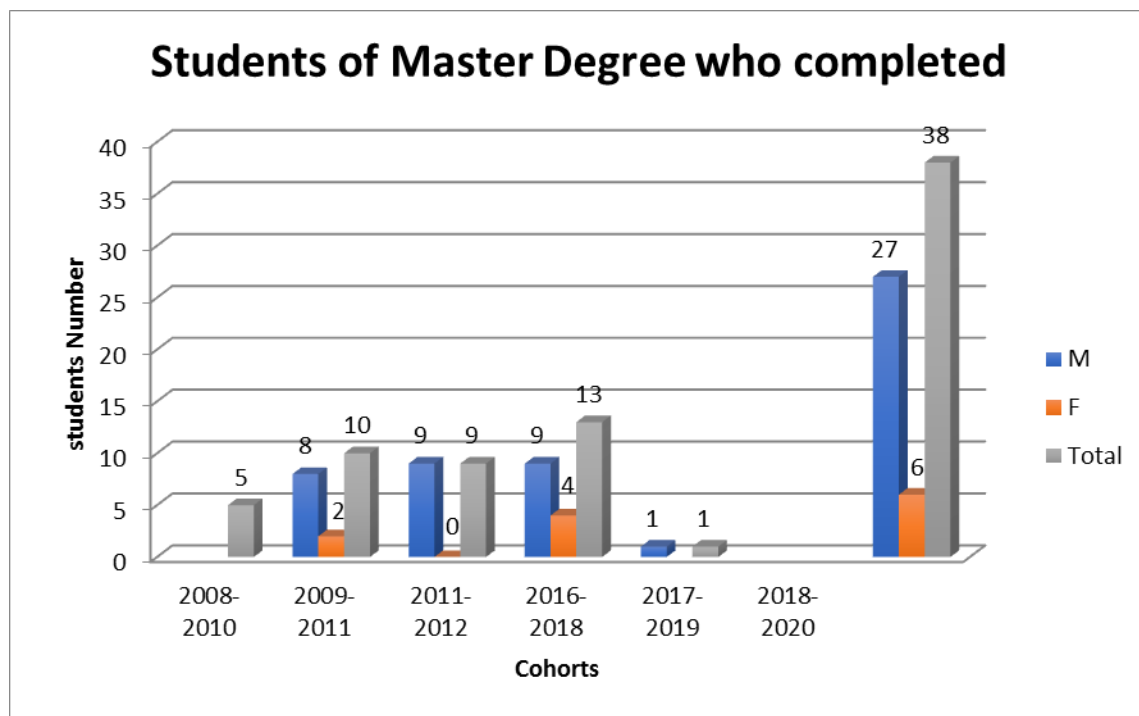


Graph 3.2: The graduation years of the 75 students and drop out of 6 students

Regarding the Master in Multicultural and International Education, regarding the completion the following two bar graphs give both the intake and completion.



Graph 3.3 The Bar Chart shows the intake of Master Degree Programme from 2008 to 2018.



Graph 3.4. The Bar Chart showing the students' completion for Master in multicultural and International Education Scholarship Programme.

At the time of evaluation, most of the 2nd (2017-2019) and 3rd Cohort (2018-2020) students are still working on their research and thesis. By the time this report is being completed the number who have qualify for graduation may be more than indicated in the above graph.

In overall the two scholarship programmes were efficient.

3.4.4 Impact of the MFA/NCA Scholarships Programme

There have been many positive effects of the various scholarships MFA/NCA offered. These were envisaged through the beneficiaries' contributions in the many dimensions of the economy, social, economic and technical as well as individuals' successes. This implied that the programme has to a larger extent achieved both its medium and longer term objectives of training South Sudanese capable of contributing to the development needs of the country. For instance, the graduates are not only competitive in employment market but some were able to create employment

3.4.5. Sustainability of the MFA/NCA Scholarships Programme

The impact aspect is dealt with exhaustively in 3.3.1 on page 14.

CHAPTER FOUR

4.0 Challenges, lessons learned and way forward

4.1 Introduction

This chapter discusses the challenges, lessons learned and way forward to improve future scholarships.

4.2 Challenges and Lessons learnt by the beneficiaries of the Scholarship Programme

From the preceding sections, cases of certain beneficiaries have demonstrated impact of the scholarship programme at individual, country and society levels. There is demonstration of some contributions towards intended goals of the scholarship programme with some of the beneficiaries contributing to teacher education although some not necessarily in teaching institute environment. Nevertheless, most of the Master Degree in Multicultural and international education beneficiaries are working in the education sector in different capacities that directly or indirectly impact on the teaching professional. In addition, other beneficiaries including those of Women Scholarship Programme are active in advocating for human rights and reporting human rights abuses and a few exceptions exists where beneficiaries are in the legal profession and the financial roles.

However in this section, challenges encountered and lessons learnt are summarised based on what the interviewed beneficiaries actually said (See Annex 5. Sample coded data). The figure 4 below shows that the most frequently occurring words are ‘ country’, ‘South Sudan’, ‘education’, ‘school’, course..... that gives an indication where most of the challenges and lessons learnt lie as explained by the interviewed beneficiaries.

Figure 6: Frequently mentioned words on interview section on challenges and lessons learnt.



4.2 Challenges

The challenges are presented below in the form of bullet points and addresses themes such as attitudinal challenges, democratic environment, delivery of the actual course content, cultural dimension.

1. Attitudes of South Sudan University authorities (UoJ & UoUN) are negative as one beneficiary remarked, “*South Sudan’s University do not have clear understanding of the programmes; the Universities authorities would like master’s programme that are subject oriented for instance masters in mathematics or History.* ” Another beneficiary remarked, “*One of the problems that have emerged is poor knowledge by government sectors including our national universities. They don’t understand the course as it is not based on the traditional subject/disciplines. Awareness needs to be made on the importance of the multicultural and international education as a discipline to them.* ”
2. Utilizing the knowledge acquired is difficult as freedom of speech and looking at things is controlled in South Sudan-i.e. insecurity. Furthermore, there are communities that are so sensitive and closed as one beneficiary remarked, “*The challenges in MFA/NCA scholarship in my life is that, it is normally not easy to talk about peace education in a community or communities where conflict exist, and difficult to talk of gender equalities and child rights in communities deeply rooted in their cultures.* ”

3. Supporting family back home while in Oslo because of no other source of income at household level resorting to dividing upkeep received from the scholarship and picking up part-time job.
4. Failure of some lecturer to relate theories of Human Rights to the local situation of South Sudan. Therefore contextualizing the course to be demand driven is key to improving the scholarship programme. Moreover, there were some lecturers whose teaching approach did not permit discussions making it difficult to follow and therefore learner participatory approach is recommended. Additionally some beneficiaries found difficult to understand Ethiopian/Hawasa lecturers and recommends involvement of more South Sudanese lecturers.
5. Challenges of cultural negative mind-set towards education that is likely to take time to undo. For instance many people attach less value to education, there is gender discrimination etc.
6. Gaps in education management, quantitative side of research methodology as one beneficiary remarked, *“Some specific areas of management in education are missing in the course. The course is broadening knowledge but not going detailed enough. Aspect of quantitative research methodology was not taught. This left essential area of research methodology out.”*
7. Limited lightening at night due to limited power at night made it a challenge as the course demands significant studying time.
8. Limited time for the 9 month residential period for the course.
9. The information reach-out for the scholarship programme should be expanded so that many can be made aware and apply. One of the beneficiary remarked, *“There are very many people who would like to join the courses but are limited because of information reach out.”*
10. Delays in transmitting the scholarship funds into the university account in some instances.

4.3 Lessons learned

The lessons learnt are presented below in bullet points below and addresses themes such as cost-effectiveness, sustainability, capacity building, co-existence, etc.

1. Change of environment as a result of being in foreign country makes one to be more focused on the study with less distractions and opened ways to make more friends for networking on professional and non-professional matters.
2. The courses should be run at local level by offering it at one of Universities in the country for capacity building and sustainability. In the long run it is likely to be cheaper and cost effective.
3. Graduates have become good managers and administrators in running institutions in the country after acquiring high levels of qualifications such as Masters' Degrees and PhD Degrees.
4. Theories of Multiculturalism brings better understanding on the cultural issues in South Sudan and better appreciation of the current status quo in South Sudan issues of human rights in connection life and development is not well understood in certain quarters where Tribalism and mis-education is encouraged. To some at personal level have remarked that *"Intercultural course has taught me to co-exist with diverse cultural communities of South Sudan with respect."*
5. Human rights, gender and comparative education widen someone's knowledge. For instance, the Cuban education system provided a mirror to have critical look at South Sudan Education in terms of the needs of the people and the country.
6. Students without academic and theoretical education background face difficulties in predominantly master's programme focusing on education.
7. Advocating for homosexuals under the disguise of human rights course did not go well with most of the beneficiaries that were taught by a particular lecturer who was pro-homosexuals as one interviewed beneficiary remarked, *"Human Rights Education cause a row with the lecturer when she advocated the rights of homosexuals. All students were against but the lecturer took it to extreme and so all students did not do well in the course. All failed her part of the module. "* This is key lesson for those assigned with responsibility of offering this course that scholars from certain parts of the world find awkward.
8. The course uplifts someone's credentials and makes him or her very competitive on the job market. It also empowers someone to mediate dialogue and resolve conflicts with fearless approach in upholding someone's human rights.
9. Technical research methodology was difficult to understand at theoretical level but after practical level of proposal writing, data collection, data analysis and finally report writing for the thesis, understanding is achieved and love for research is achieved.
10. Be prepared to lose or sacrifice sleep especially if you are an adult and a mother with children as one beneficiary stated, *"Being a mom and a student takes a lot of dedication. I*

can't recall how many times I was studying at 2 a.m. only to wake up 3 hours later when my children had to go to school. Often times, there was a book in one hand and a kid in the other. I juggled house cleaning, laundry, fetching water, collecting fire wood and cooking..... ”.

11. The intake is predominantly men as one beneficiary remarked, *“In my group, only 3 ladies to 7 men”*. Therefore affirmative measures are required to ensure more female are enrolled in the courses.
12. Poor internet connections negatively affect the access of the course materials such as e-book and may result in failure as one beneficiary stated, *“The internet modem were very weak and in most non-functional. As a result, I went to NRC for part-time teaching job in order to access internet. This made me almost to be terminated from the course but the authority came to understand it.”*

4.4 Recommendations for improvement of the scholarship programme

This section summarises the recommendations as presented by the interviewed beneficiaries. Besides, the recommendation depicts the potential and opportunity for extension and expansion of MFA/NCA Scholarship. In figure 7 below the most frequently mentioned words during the interview focusing on recommendations are displayed and is the basis for the summary presented in this section.

Figure 7: Frequently mentioned words on the collection of recommendations as presented by interviewed beneficiaries.



1. Localize the scholarship programme for capacity building and sustainability.
2. Improve communication system with Oslo.

3. Awareness needs to be made on the importance of the multicultural and international education as a discipline in local universities.
4. Increase duration of the course to 24 months instead of 18 months for Master Degree in Multicultural and International Education Programme
5. I recommend revival and continuation of the Women Scholarship Programme to support more female students like what it did for me for the betterment of South Sudan.
6. Introduce undertaking signing to work in the education sector for specific agreed period/years before going out for another job. This is to avoid loss of human resource the course is aimed to serve.
7. Narrow the programme intake to those working in the education sector and those with first degree in education through strict screening of certificates by following up the origins and genuineness.
8. Oral and written interview should be incorporated including biometric follow up of documents during selection for intake
9. Create an organisation for the Alumina to carry out sensitisation on multicultural and multi-ethnic understanding in all parts of the country.
10. Special budget should be made for research component to include feeding and accommodation. The amount currently being paid is too small.
11. Relocate the programme back to South Sudan and If the insecurity /conflict continues let it be in Uganda or Kenya which is cheaper and nearer than Ethiopia.
12. With the support of the Community, establish a College in South Sudan to carry out development of the invaluable human resources instead of attaching the programme to the existing Universities. This is very necessary for sustainably maintaining the original vision, aims and objectives and proper usage of fund and other resources.
13. Ensured the sustainability of the programme by establishing a separate sister College to Oslo Metropolitan University in South Sudan to forge ahead the vision of the programme. Attachment of the programme to other existing University in South Sudan cannot make

the vision and innovation required be fully implemented as already proved in Upper Nile and Juba Universities.

14. There is need for face to face supervision of students' Thesis and additional number of students for both Master and PhD with special consideration for minority groups and women who deserve qualifications for admission.
15. The scholarship programme needs to include courses such as: i) Education Planning, Project Design, Development and Management (with specific emphasis on Education Management), Situational Analysis in Education. ii) Human Rights and International Humanitarian Law (related to Education).
16. Budget for the research component should be outside the maintenance and food.
17. Finally, PhD scholarship should be offered to the programme beneficiaries

4.5 Qualitative Conclusion

This document has used qualitative analysis technique by employing textual data mining method as manifested in Word Map diagrams that have been presented. Its textual data mining method was an iterative process of generating Word Maps on a particular piece of dialogue that was undertaken with some of the beneficiaries of the scholarship programme during the interview.

The scholarship programme has resulted in both intended and unintended positive outcomes with goals either directly met or indirectly met depending on the various roles played by the graduates of various courses attended by the beneficiaries of the scholarship programme.

The analysis has shown impact of the courses at personal level, workplace, community and the country at large. It has also shown that challenges do exist some which can be addressed directly by the internal stakeholders of the scholarship programme. Other challenges need to be addressed by external stakeholders and may require time to be eventually addressed.

All in all the scholarship programme is beneficial to South Sudan and what remains is to take this research forward and measure the extent to which the qualitative results in report are prevalent in the population of these beneficiaries.

4.6 Sustainable Way Forward

The two Scholarship programmes definitely produced human resource of commendable quality and size (relative to the committed resources) for the people of South Sudan. The work the beneficiaries of the programmes are rendering to the people of South Sudan is appreciated despite of the political and conflict situation that minimises their efforts. As per emerging themes from the responses of the informants and general observations of the consultants the following are recommended:

1. Still a lot of South Sudanese young women do not have opportunities for empowerment through education. The Women Scholarship Programme was and still will be is a powerful development avenue. NCA should revive and ensure it benefits the most disadvantaged young Women of South Sudan.
2. Despite the Master in Multicultural and International Education initially had the objectives, context and content geared to Norwegian needs, the innovated context and content suits the needs of South Sudan people and Africa in general. Reviving, strengthening the programme and innovation of the course context and content to address the situation in South Sudan is a good support contributing to development of the people of South Sudan.
3. The establishment of a sister College for Oslo Metropolitan University with support of MFA/NCA and community involvement came up clearly from the beneficiaries of the two programmes evaluated. This call is authentic to enhance the dissemination of the context and content of Multicultural and International Education. This is a good idea for MFA/NCA together with Oslo-Met to carry out for impact education that will definitely be symbiotic in nature. The curriculum context and content should give a stronger emphasis on Democracy and Good Governance as part of the Multicultural and International Education.
4. Strong sustainable endeavour should be ensured by the programme through closely working with the grass root people / communities. For instance, incorporating strong elements of agriculture by the community providing enough land for the College.
5. Cost sharing by the communities and the programme scholarship beneficiaries without barring off the most vulnerable should be expedited.
6. Proper data keeping of Alumina of the programme. This may include annual reports and bi-annual conferences

7. Creation of Research Organisation for the Alumina as part of sustainable vehicle for the Sister College and continuous capacity building of the beneficiaries who are working at the various levels in the communities is recommended.

I would like to conclude by acknowledging that Humanitarian support programmes are humane. However, without authentic education as part and parcel of it to empower the most vulnerable members of the society, no bridging of the gap between the poor and the rich will occur. Thus, it is not an overstatement to equate such humanitarian programme devoid education to feeding chicken for slaughter. The irony is that, chickens are human food but human beings are not. Such programmes may amount to what Harrell-Bond B. E. (1986) terms as “Imposing Aid”. Authentic and relevant education is a vehicle to national and global peace and development.

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2. *Evaluation*, 5(9), 41-51.DAC/OECD. (2006). *Evaluating humanitarian action using the OECD-DAC criteria: An ALNAP guide for humanitarian agencies*. London, UK: ALNAP.

Annexes (Attachment)

1. ToR
2. Inception report
3. Interview Guides
4. Questionnaires
5. Sample of Coded data
6. List of scholarship beneficiaries