

The Contours of Omission in South Sudan's Higher Education System

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Abstract: In this paper, I argue that there is clear evidence of neglect of higher education in post-independent South Sudan. The study, therefore, interrogates the scope of the higher education crisis in the country and assesses prospects for change from the standpoint of equity and quality using institutionalism as a theoretical framework. The study points out that the crisis of the system runs through the tapestry of South Sudan's history of state formation against which the variable of nation-building at the dawn of Independence in 2011 has failed to assign adequate value for higher education in the pursuit of the objectives of national transformation in particular, and modernisation in general. It remains to be seen if the political leadership and the academic community could define the payload of South Sudan's higher education system as the country transitions into a constitutional democracy capable of according greater autonomy and initiative to its universities; and revisiting the whole gamut of post-secondary education in order to render it more responsive to addressing the needs of society, particularly in non-academic streams of learning. Besides the historical and institutional challenges, the higher education system of South Sudan must expedite its internationalisation as its formative years wane out. The fundamental requirement is for its competent and dynamic scholars to lead a spirited dialogue and concerted action that should not be broken off by recurrent political violence. This is a must if South Sudan is to stand on the cusp of real transformation in its higher education landscape.

Keywords: higher education, neglect, reform, governance, equity, quality

INTRODUCTION

This paper argues that there is a clear outline of apathy toward, or neglect of, higher education in South Sudan following its Independence in July 2011. These contours of omission, so to speak, are "an unmitigated catastrophe" in the making [1] given the simple fact that the ability of universities in South Sudan to educate its future leaders has long been called into question. NORHED notes in its Programme Document (2014-2019) that:

"South Sudan is.....at the start of building a new state. There is a strong need for qualified workforce in every sector, including national and local governments. However, the level of education among South Sudanese citizens is in general low, and there are insufficient education systems at all levels. Higher education institutions are key providers of human resources essential to build the country [2]."

The paper, therefore, interrogates the scope of the higher education crisis in the country and "assesses

the prospects for successful reform" from the standpoint of equity and quality [3].

South Sudan's higher education institutions, both public and private, are expected to play a pivotal role in developing the critical mass of manpower required to assume responsibility for "public functions in government, commerce and industry, and social services" in the wake of the country's independence from Sudan [4]. These institutions are, therefore, the resource for expertise in South Sudan. Higher Education is taken here to mean all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities¹.

There is an acute dearth of both conceptual and empirical research on South Sudan's higher education system. Jok and Mosley [5] lament this state of affairs and point out that "grey literature" by international development organizations and aid agencies is instead the order of the day. That is understandable given South Sudan's dependency ties; but it is unacceptable at the same time to leave the research void unmaped. This

work, therefore, constitutes an original conceptual analysis of the system and offers an opportunity, though modest, for scholars at large to pick up lines of inquiry which have hitherto not been contemplated, leave alone attempted.

The study's layout comprises of introduction and methodology; contextual focus on the fortunes of South Sudan; and discussion of the country's higher education crisis from the perspective of its neglect as well as prospects for change.

STUDY METHODS

A theoretical framework of choice in this study is an approach to homogenising institutions of higher learning using the three labels of institutionalism (coercive, normative and mimetic forces) to analyze and critique the subject in question.

According to Engwall [6], attribution accorded to DiMaggio and Powell [7], coercive forces depict how universities, for instance, are put under the strain of laws, regulations and a whole lot of other formal rules in an attempt to realise uniformity.

While coercive forces are brought to bear from the outside, there are internal forces that govern norms which are created in the professional field of higher education itself or universities for that matter. These forces are normative and they also help explain the range of forces acting on institutions of higher learning. The third force is mimetic in the sense that players in higher education institutions tend to mimic the models of their most dominant and visible peers in the hope of achieving change with certainty. What mimetic forces do is to reinforce imitation; and this behaviour has implications for how universities operate as well [6].

All the three forces of institutionalism point to "two governance mechanisms in social systems: entry

control and performance control" [6]. These two mechanisms will help shed light on how South Sudan's higher education system is run; and how the clash between mainly coercive and normative forces shape not only its performance (quality) but informs who can access (equity) it as such. It would be interesting to see how the State oscillates between being a "gatekeeper" and an "auditor" in making sure those entering its universities are capable of meeting certain standards and auditing their trail as such [6].

Wider Focus

The Republic of South Sudan is an East African country that is rebuilding its education system after disruption by what was the longest civil warⁱⁱ in Africa until 2005 when the Comprehensive Peace Agreement (CPA) ushered in an era of peace leading to the country's Independence from Sudan six years later in 2011.

South Sudan is the 42nd largest country in the world and has a population of about 8.3 million of which 33.1% is between the ages of 5 and 16; and its growth rate is set to hit 2.4% per year in a few years' time. At only 27%, the country has one of the lowest rates of adult literacy in the world today [8]. Its Human Development Index (HDI) value for 2015 stood at 0.418, ranking 181st out of 188 countries and territories. The HDI value had witnessed a sharp decrease of 2.5% from 0.429 in 2010 to 0.418 in 2015 [9]. According to the State Fragility Index (SFI) Report jointly released by the *Foreign Policy* magazine and the think-tank *Fund for Peace (FFP)*, South Sudan was ranked the most fragile nationⁱⁱⁱ on earth in 2014-2015 [10]. Moreover, it continues today to grapple with a civil conflict that has claimed thousands of lives and forced an upward of 2 million people into refugee camps in neighbouring countries.



Fig-1: Map of South Sudan

Source: BBC (<http://www.bbc.com/news/world-africa-14069082>)

The economy is over-dependent on oil which makes up 98% of total government revenue. "Oil revenue forecasts also show that oil production from existing fields has peaked and that revenues will decrease by approximately 50% over the next five years unless new sources are discovered" [11]. Furthermore, GNI per capita had gone down by approximately 36.4% between 2010 and 2015 [9].

Government of the Republic of South Sudan (GRSS) set up its own institutions in 2011, including a Ministry of Higher Education, Science & Technology. The Ministry's mandate is to create the nation's vision for higher education, devise its policies and strategies and execute its plans and programmes with full oversight of the budget. The Higher Education Act 2012 (HEA) governs conduct of higher education in the country and provides for 5% of national budget allocation to that end annually. The Act's prime plank is the establishment of National Council for Higher Education (NCHE) as a statutory body to outline future directions for Higher Education in South Sudan.

However, building an effective higher education system is proving a daunting task because the newly independent East African nation lacks basic infrastructure and robust institutional capacity to deliver educational services to its people. There are mixed results with regard to risks of state failure and return to conflict, resulting from little emphasis by the ruling class on tackling the structural causes of fragility as a post-conflict country.

System Focus

There are five public universities and one private university in South Sudan^{iv}. A few more private universities/colleges have been added to the roster but are yet to fully undergo their accreditation process. These are left out here as a matter of course. "The President of the Republic is the titular Chancellor for all the universities and each is headed by a Vice-Chancellor" [5]. University of Juba is the pioneer institution of higher learning in South Sudan and accounts for an upward of 60% of total enrolments in tertiary education. Enrolments in the country's higher education system grew by 7% per annum from 15,102 students in 2002 to about 24,000^v in 2009 [8].

Table-1: Average Growth in Student Enrolments by Level, 2000-2009

Level	Years			Average Annual Enrolment Growth (%)		
	2000	2005	2009	2000-2005	2005-2009	2000-2009
Primary Education	331,000	669,000	1,380,580	15	20	17
Secondary Education	7,740	17,465	44,027	18	26	21
Higher Education	15,102 (2002)	-	23,968	-	-	7
Vocational Training	724	-	2,760	-	-	16

World Bank [8]

South Sudanese know for one thing that education brings about development and social change; and that they will need skills and a formidable human capital to realise economic prosperity. It is no wonder, therefore, that calls for higher education in the country have been very much associated with "post-colonial discourses and modernisation theories on how best to modernise [society]" [12, 13].

This was historically the case in the years following the 1972 Addis Ababa Peace Agreement^{vi} during which popular demand from then southern Sudan grew for a university that would cater to their peculiar needs and reverse the "thin layer of educated elite" with an increased proportion of the population to take part in the affairs of their country in an "informed manner" [4]. It followed that the regime in Khartoum

granted this wish and so University of Juba was born in 1977 out of that struggle.

The system South Sudan inherited from Sudan was historically based on a publicly subsidized higher education catering to a handful of people in what was known as the Elite Model [14]. It was restricted to "universities" which were thought of as "true education" as opposed to non-academic endeavours such as vocational training which were left for "government programmes" to handle [12]. The elite model's bill was footed by the government singlehandedly [3].

The onset of the "crisis" experienced today in South Sudan was marked then by Sudan's attempt to transform the elite model into one of mass higher education in early 1990s. This happened against a

backdrop of the acute fiscal constraints^{vii} of the 1980s in countries like Sudan which could not “contain pressures for enrolment expansion^{viii}, given [their] relatively low enrolment ratios” in higher education [3]. Per student expenditure dropped from an average of \$6,300 in 1980 to a mere \$1,500 around 1988 in Sub-Saharan Africa [3]. Since then, Sudan and, by extension, South Sudan has been caught between the rock of mass enrolment and the hard surface of full public subsidization of higher education [14].

Today, the need to educate more of South Sudan’s young people can’t be overstated, given that “a degree is now a basic qualification for many skilled jobs” [15] and the need for liberal learning and being adaptive in the social and cultural transformation of the country [12]. Alas, the system of higher education is already under massive strain due to diminishing funding in the face of rising demands for access to public universities [15]. As matters stand, South Sudan’s public universities are “operating under adverse conditions: overcrowding, deteriorating physical facilities, and lack of resources for non-salary expenditures such as textbooks, educational materials, laboratory consumables and maintenance^{ix}” [3].

Faculty lack motivation basically but are also under-qualified and poorly compensated. Their students stand no better chance of being taught well due to the aforementioned as well as categorically outdated curricula [15]. Even “expenditure on books and periodicals for university libraries^x was cut to the bone and beyond”, as Gombrich [1] would have argued.

This “crisis” of South Sudan’s higher education system could be tweaked into four “challenges” for its political leadership if it has the requisite will to act. First, the economic woes of the 1980s had indirectly conditioned South Sudan’s inability to absorb a great many young people into its universities due to Sudan’s failure to invest in higher education when the two were one country. This is a historical challenge to address. Second, South Sudan’s political transformation into a constitutional democracy calls for changes in all spheres of public life including the universities which the political leadership should manage with greater “democracy” in their “planning and control functions” [4]. Third, the whole gamut of post-secondary education in South Sudan must be revisited in order to render it more responsive to addressing the needs of society, particularly in “non-academic” streams of learning. Fourth, the universities in South Sudan are perceived as incapable of churning out quality graduates who could competently resolve pressing national issues, given the enormity of the country’s formative years [4].

In sum, the contours of omission in South Sudan’s higher education system run through the tapestry of its history of state formation against which the variable of nation-building at the dawn of Independence in 2011 has categorically failed to assign adequate value for higher education in the pursuit of the objectives of national transformation in particular, and modernisation in general.

DISCUSSION

In this section, discussion derives from the three forces of institutionalism at work in the higher education system of South Sudan. The *coercive forces* consist in the regulatory framework established for higher education by the Higher Education Act 2012 (HEA). Three vital regulations of note spring from this piece of legislation under its statutory body the National Council for Higher Education (NCHE).

The first is the *Admission to Higher Education Institutions Regulations, 2012*, which in essence propose policies for admission to higher education institutions (HEIs); enact and endorse admission results; and document admissions trends. The second is the *Private and Foreign Institutions of Higher Education Regulations, 2012*, functioning as the clearing-house for private and foreign providers of higher education in South Sudan. The third is the *Regulations for Evaluation and Accreditation of Foreign Higher Education Qualifications, 2012*, governing evaluation and equation of academic qualifications attained in foreign institutions of higher learning.

Together, these regulations and their overarching Act shape the structure of higher education in South Sudan by providing incentives and disincentives to the formal recognition of universities or colleges. The government is particular about this institutional framework which, it hopes, will guarantee provision of specialised training and transformative education in “shifts of consciousness” [12]. It, therefore, seeks to safeguard the role of universities as such through the law.

“The institutional challenge is the challenge of rigour and realism...in the evaluation of what is being done in the university, in the definition of objectives, in the recognition of the responsibilities of the major players in teaching and research activities” [4].

There is a historical background to how South Sudan’s government has partaken of its share in regulating its higher education institutions. In Accra, Ghana, the Association of African Universities (AAU) in 1972 accorded African governments the right to decide the direction and priorities of the universities

from the standpoint of the critical role universities play and the fact that they exist on “the initiative and at the expense of the government^{xiv}” [4].

But the modern-day university needs autonomy and initiative of its own. The Higher Education Act 2012 recognizes this need for reform and calls for a system that will “modernize Higher Education that includes supporting its capacity and better utilization of its resources, developing its methodologies and technologies and ensuring that Higher Education can play its role effectively” [16]. So, it is not all “coercive”.

As is the case with any public good, the Act has to determine the coverage of South Sudan’s public universities as well as the degree to which the State is prepared to pay for higher education [14].

Section No. 21 of the Act pronounces it a law for the State to set aside at least 5% of the Total National Annual Budget to service the country’s higher education system [16]. In practice, the budget allocation for higher education has not crossed even the threshold of 1%, fluctuating mainly between 0.4% and 0.8% respectively since 2011. To date, public universities in the country receive money mainly for overhead costs but little by way of block grants with which they could exercise discretion in terms of how and where to spend [1]. This curtails their autonomy and makes it so hard for the universities to run on “low gas” at a time when the clamour for their role is being felt across the country.

Perhaps, the last point in the above paragraph is a better way to introduce the *normative forces* at work in the universities. Henard & Leprince-Ringuet [17] recount a joke on universities and change as follows: “To change a university is like moving a grave-yard; you do not get much support from the inside!” Well, this is a thinly veiled criticism of, indeed an attack against, the age-old norms cherished by professionals of higher education.

South Sudan’s higher education system has this formidable challenge to address, the challenge of contempt for norms created in the professional field by scholars and company. Universities should guard their “autonomy of decision and control” with added jealousy. This is the challenge to systems that the country must address appropriately [4]. The justification for this is given by Gombrich [1]:

“Institutions work best if they have clear goals and are designed to achieve those goals. Hospitals are for care of the sick, orchestras for playing music, and they should be used for

those goals, entrusted to the professionals who understand them, and only judged by how well they fulfil them. Universities are for truth: to promote its pursuit (curiosity) and encourage its use under all circumstances.”

Section No. 19 of the Higher Education Act 2012 accords freedom of thought and scientific research to South Sudan’s higher education enterprise. It explicitly states that “institutions of Higher Education shall enjoy freedom of thought and scientific research to realize their objectives as specified in the Act, and to contribute effectively towards deepening human knowledge and skills” [16].

However, with little resources at their disposal and absence of discretionary use of the same, this greater emphasis on autonomy risks becoming a metaphor in the country’s higher education system. It is one thing to have a legal provision for academic autonomy and another to reorient the structure, governance, financing and programmes of the whole system to take stock of the provision.

Besides the institutional challenge and the challenge to the systems so far discussed above, the higher education system of South Sudan has another challenge: internationalisation. Universities in the country must strive to close the yawning gap between them and their peers in the most privileged countries [4]. This leads us to *mimetic forces* as the third label of institutionalism at work here.

South Sudan has a great deal to “mimic” as it goes about addressing massification of demand for higher education; and since it is in the country’s interest to build up its national edge through domestic human resources as it vies for an international profile in the higher education arena [18]. By internationalization, hence, is meant the “process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”, according to Jane Knight [18]. In the particular context of South Sudan, internationalization should entail:

“...student and faculty exchange programs, and the enrichment of curriculum with foreign languages and subject-matter through international and area studies programs.....increased mobility of students and faculty, integration of international content in the curriculum and scholarship; development of inter-institutional collaborations and partnerships; and the provision of trans-border educational services that range from twinning to joint degree or

double degree programs; franchised and validated programs; to the establishment of branch campuses and distance and online learning" [18].

Barrows *et al.* [19] noted that a country like South Sudan would have to remove three main barriers in the process of internationalizing its higher education. These are related to *knowledge* (appreciating new modes of knowledge production); *change and reform* (university structures and planning mechanisms taking stock of how to prepare students to cope with change); and *educational leadership* (replacing vertical and hierarchical structures which do not match with the manner in which global knowledge is being organized) [19].

The higher education system of South Sudan has to demonstrate keenness to attain "the major currents of scientific development" globally. It needs to field a new generation of competent and dynamic scholars to achieve this goal [4]. Tremblay *et al.* [13] contend that university students of these days walk into the lecture hall less with their supposedly inevitable pens and notebooks and more visibly with an arsenal of smart phones and laptops^{xii}. This new world of speed and mobility also is being taken over by corporations which are competing with campus research facilities in innovations.

Distance education holds huge promise as well but is nowhere close to seeing the light in the current set-up of the universities in South Sudan. If pursued whole-heartedly, distance education could "reach many more [South Sudanese] around the [country] (The Economist, 2008: 4). Massive infrastructure deficits and poor administrative and technical capacity stand in the way of establishing distance education in South Sudan.

A number of friendly countries such as Norway, Sudan, Ethiopia, Cuba, Morocco, Egypt, China, Zimbabwe, Britain and India have been providing university-level scholarships for South Sudanese to study abroad. There are a few instances of academic exchange programmes with foreign universities. Notable examples include Oslo University (Norway), Indiana University (USA) and University of Makerere (Uganda). But these scholarships and exchanges are embryonic, when all is said and done.

South Sudan's public universities are doing little to revamp their marketing and branding strategies. Almost none maintains a robust online presence, leave alone growing their brands [20]. They are literally "missing in action", so to speak. In fact, the *mimetic forces* at work in the system suggest that University of Juba is the dominant among its peers in the public arena

of the country. The other four public universities look up to one university for leadership. It stands to reason, going by University of Juba's "full academic curriculum that covers all major areas of scientific research in natural resources, environment, technology, medicine, ICT, law, social sciences and humanities". Furthermore, it is the only university in South Sudan "accredited to issue post-graduate degrees, up to doctoral level" [5]. However, it is in this shuffle that the element of internationalisation is lost as well.

Equity and Quality

In the above sub-section, we have seen how a nascent higher education system is vital and yet complex in its beginnings. South Sudan grapples with both internal and external constraints in this regard. On the one hand, it has to internally have the right mix of good organisation and governance for its institutions of higher learning to run smoothly. On the other hand, it has to externally play catch-up with the highly advanced global landscape where the most privileged nations thrive on "knowledge-based economies and specialised workforces" [12].

On this note, enter entry control and performance control in governing higher education systems. Reforms that South Sudan seeks to undertake in its system include differentiating its institutions, underscoring institutional autonomy and placing "an emphasis on the importance of policies explicitly designed to give priority to quality and equity objectives" [3].

In terms of entry control, candidates are admitted to universities or colleges exclusively based on their results in the South Sudan Certificate of Secondary Examination (SSCSE), a nation-wide, annual examination run by the Ministry of General Education & Instruction^{xiii}. Candidates' admission grades are based on their examination scores as such [21].

Access is the technicality for an education policy that ensures "the social composition of the student body more closely reflects that of the population at large [1]. But *equity* is about making sure women, ethnic minorities, mature students and the working class, among others, have access to higher education institutions.

There is anecdotal evidence that entry control in South Sudan's higher education system will increasingly come under great strain because of equity-driven considerations as enrolments expand. The pressure will, therefore, be huge to "ensure that educational potential at tertiary level is not the result of personal and social circumstances, including factors

such as socio-economic status, gender, ethnic origin,...place of residence, age or disability” [22].

Trends in enrolment are suggestive of the fact that disadvantaged groups, literally a large section of the population because of the effects of conflict, will experience increased money woes in paying for education at college given the ever-rising tuition fees.

This is further compounded by the demographic ascent into university life of more first-generation candidates from poor backgrounds; in addition to non-traditional students, aged 25 and above. These trends suggest that groups like the above could

well be under-prepared for university or might not altogether be able to complete their degrees [20].

In order to guarantee not just their *entrance* but *performance* as well, the State will have to explicitly introduce an affirmative action ^{xiv} that will preemptively address the circumstances under which young people prepare for higher education in South Sudan, thereby improving their chances of making it past college education. “Access to higher education depends greatly on the circumstances of a young person’s basic education years, family income, educational and ethnic background, and disparities in quality between the public and private systems of basic education” [21].

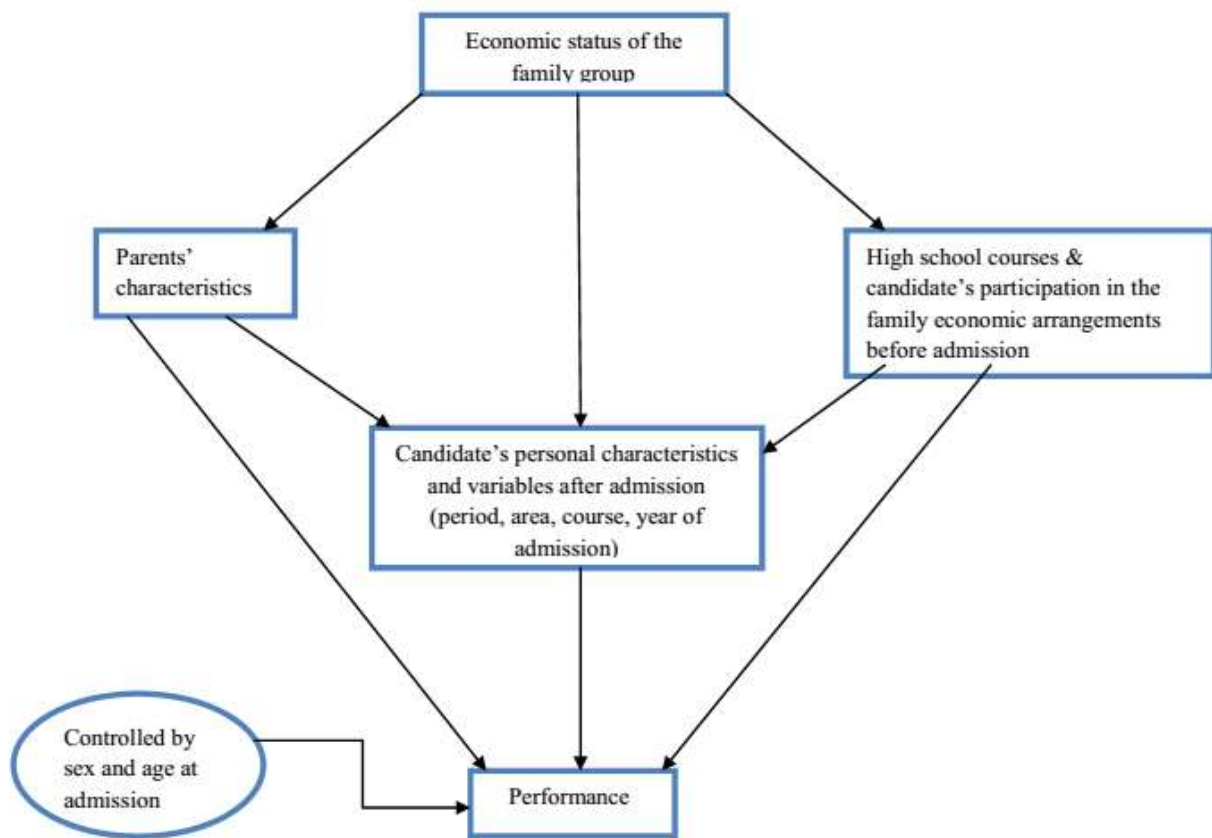


Fig-2: Hierarchical Model of Determinants of Performance(Pedrosa et al. (2007:76)

A pre-college socio-cultural questionnaire should be filled in, detailing family composite index that will inform options available for affirmative action [21]. This could make smooth the transition from entrance to performance.

Performance control is a commitment towards quality^{xv} of study and degree completion with an eye on maintaining academic values [12]. According to Henard

and Leprince-Ringuet [17], academic quality is a core identity of every university. They suggest a tabulation of “quality culture ^{xvi}”, courtesy of Harvey and Stensaker [23], which should inform choices to do with performance control in universities. It balances the traditional elitist model with the emergent democratic model which is ideal for a context like that of South Sudan, particularly in light of the quest for equity-driven control^{xvii}.

Table-2: Intersection of Quality Definitions and Elite & Democratic Concepts of Culture

Quality	Culture	
	Elitist	Democratic
Excellence	Creating an environment in which the best prosper irrespective of others	Developing a set of shared, lived understandings of how to project, support, and aspire to excellence
Consistency	Making sure that areas of high reputation perform consistently	Everyone takes responsibility for ensuring their work meets expectations and specifications
Fitness for Purpose	Specifying an elitist purpose and making sure everything conforms to it	A common understanding of purpose and how to achieve it
Value for Money	Using reputational leverage to attract money from high profile resources and ensuring it is spent effectively, or at least to the satisfaction of donors	Developing an internalised set of values that ensures resources are used efficiently and effectively
Transformational	Ensuring that top-grade students are prepared for significant jobs and that top researchers are fully supported and enabled to attract and deliver major research projects	A stakeholder-centred approach that endeavours to enhance and empower students and researchers: prioritising the development of participants in the learning and knowledge development process

Henard & Leprince-Ringuet [23]

Doing performance control in this manner will align the focus with South Sudan's needs "rather than on comparisons with programmes which are intended to serve other needs elsewhere" [4].

This point will bear repetition because Africa's initial quest for quality in higher education systems was to attain "equivalence" with European qualifications, instead of seeking "relevance" to African contexts [4]. That is how the concept of "quality control" came about in the African discourse of academic performance. The problem with quality control is that its Eurocentric notion is built on another Eurocentric concept, "value added/value addition", which is purportedly in favour of controlling outcomes. But it actually simply reduces the scope of academics for professional exercise of their judgement and acumen in teaching and research because the resultant university model from the insistence on Eurocentric "quality control" is the "factory model^{xviii}" [1].

South Sudan's approach to quality must take stock of equity in equal measures. Martin [22] advocates that "when the main mechanism for a quality audit is accreditation, standards need to make a clear reference to equity". The country cannot afford educational failure on any scale of significance because that will come with high costs: "poorly educated people limit economies' capacity to produce, grow and innovate. School failure damages social cohesion and mobility" [24].

All the above points on coercive, normative and mimetic forces point to the need for an informed debate in South Sudan on how best to improve standards and governance for institutions of higher learning. Given the heightened public interest, the debate must be historical, comparative and forward-looking [15].

CONCLUSION

In sum, we have discussed at length South Sudan's higher education system and its long-standing problems which it needs to quickly reconcile with the new realities of a nation-state. This is "a constantly moving target" [25] that makes it imperative for the political leadership and academic community of the country to agree on what it is South Sudan "can realistically expect its higher education system to deliver" [15]. It is not an over-statement to say that the challenge for South Sudan is a race between education and catastrophe; between a resource for expertise and a fewer life prospects for its young people who make up over 70% of the population. The basic requirement is a meaningful dialogue that should not be "broken off....by radical political changes, in brief, by all those circumstances which are contrary to a sustained, stable and concerted action" [4]. This is a must if South Sudan is to stand on the cusp of real transformation in its higher education landscape.

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- ⁱ This definition was adopted by the World Conference on Higher Education in its 1998 World Declaration on Higher Education, held in Paris, France.
- ⁱⁱ It claimed over 2.5 million lives and displaced about 4 million others (UNESCO, 2014).
- ⁱⁱⁱ Fragility in this respect refers to the "diminished capacity of the state to deliver or regulate services, with sometimes massive lack of capacity at all levels" (Commins, 2009:7).
- ^{iv} University of Juba, University of Bahr el Ghazal, University of Upper Nile, University of Rumbek, and Dr. John Garang Memorial University of Science & Technology, in addition to the Catholic University of South Sudan (Jok & Mosley, 2016:4).
- ^v This figure, however, includes students who enrolled in private universities that were later closed down by the government around 2011/2012 on grounds of ineligibility.

^{vi} A vital peace deal that put an end in 1972 to a 17-year old civil war pitting Khartoum Regime under President Jaafar Nimeiri against Southern Rebels (Anyanya) led by General Joseph Lagu.

^{vii} These were induced by the regime of the Structural Adjustment Programmes (SAP).

^{viii} “The result has been a dramatic compression of per student expenditure since the late 1970s—for example, in Sub-Saharan Africa from an average of \$6,300 in 1980 \$1,500 in 1988” (World Bank, 1994: 2).

^{ix} “Too many of our university laboratories are full of equipment that belong in museums of industrial archaeology” (Gombrich, 2000:14).

^x “What laboratories are to science, libraries are to the humanities.....” (Gombrich, 2000: 15).

^{xi} “But the relationship should itself endeavour, through research and other means, to identify and anticipate national needs, and bring its influence to bear on government in setting goals and priorities” (UNESCO, 1991:78).

^{xii} The disruptive and expensive role of technological innovations should be explored and harnessed.

^{xiii} A sister Ministry that deals exclusively with “General Education” in South Sudan, as opposed to Higher Education.

^{xiv} “Affirmative action occurs when people go out of their way (take positive action) to increase the likelihood of true equality for individuals of different categories” (Pedrosa et al., 2007: 70).

^{xv} The traditional notion of quality is that of good standards and results. In other words, it is based on reputation. But as a practice, academic quality could beyond graduation rates to include acquisition of jobs after college (Thomson, 2008).

^{xvi} “It is a set of shared values, beliefs, expectations and commitment towards quality” (Henard & Leprince-Ringuet, 2011:14).

^{xvii} This is imperative as long as many groups “are still underrepresented when compared to the share that they form in the overall population of the country” (Martin, 2010:25).

^{xviii} “The factory mass-produces qualified students, thus adding value to the raw material. The academics, the workers on the shop floor, are there merely to operate the mechanical procedures which have been approved by the management and checked by the inspectorate” (Gombrich, 2000:28).