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CHAPTER Four

Emergency Education in Khartoum State

4.1 Background :-

Basic education for the displaced in Khartoum State, started as a by-product of food relief assistance in 1989. This assistance was launched by a plethora of national and international NGOs, which included among others, SCF (UK) Oxfam, Msf, Dawa as well UN organizations, including Unicef, WFP and so on. Even before the OLS initiative, it was discovered, during the process of food relief in Khartoum, that the future, of a whole generation of children, from the southern states was at risk. Hence, in June 1990, a proposed programme of assistance for primary education for the displaced communities, in and around Khartoum, has been added to the food programme. The three regional governments of Equatoria, Upper Nile and Bahr El Ghazal, were instrumental in the formulation of this agreement. SCF. UK signed an agreement to assist 9 primary schools with a total enrollment of 5129 pupils mainly from Southern Sudan, and a teaching force of 163 teachers at an estimated cost of LS 383,880, over a period of two years 1990-1992. This was the first phase of SCF (UK) education programme, which was followed by other phases.

Beside the SCF, many other organizations were similarly involved. Sudan Council of Churches, Dawa Islamic organization, Muafaq Islamic organization were equally involved in the area of basic education for displaced children. The role of each of these organizations will be briefly discussed below.

4.2 The Role of Unicef and NGO's :-

As a matter of policy Unicef intervention in the field of education takes place through a national counter part, which is the Federal Ministry of Education FMOE. At the Federal Ministerial level, the Department of Education Planning and the Federal Emergency Education Implementation and Steering Committee, (FEEISC) prepare in collaboration with Unicef's Department of Education, the general policy guidelines for education programmes. The next stage in the process of planning and implementation takes place, through consultation, between the Emergency Education Unit, within Unicef, and State Emergency Education Implementation and Steering Committees.

In the case of Khartoum state we have found that this consultation was not possible, for it seems that the (SEEIS) for Khartoum is not functioning. We have made more than five attempts to discuss the role of this committee, with its chairman, (the Director General of Education for Khartoum State) without any success. Despite his promises for a chance to hold such a meeting, that meeting proved impossible, for it seems, he is too busy with other obligations.

The former officer in charge of Emergency Education programme within Unicef, complained of the same difficulties. The lack of accountability and the inability, of this Committee to liquidate previous expenditures, in connection with this programme, have been cited as the major problem between Unicef and the Committee. Since we were not able meet the chairman of the committee, we are not sure whether the committee it-self exists in the first place.

In view of difficulties cited here, the Emergency Education unit within Unicef, found it expedient to by-pass this Committee and channel education resources, to displaced schools, either directly or indirectly through NGO's and other parties already operating in the field of education.

The number of schools where displaced children are enrolled, in Khartoum, is not precisely known. Many children are still enrolled in government schools. A larger number of children, however, go to private schools. The Catholic Church alone runs an estimated 80 basic schools, throughout Khartoum State. Some of the Catholic schools are in the centre of the city, while many are in the displaced camps. Other churches which are organized under the umbrella of the Sudan Council of Churches (SCC) run schools and kinder gartens in the displaced camps, similar to Islamic NGO's such as Dawa and Mawafaq. Among the list of organizations providing education for displaced children, SCF (U.K.) is prominent. The diversified background of organizations operating, in this field, makes the role of the Emergency Education Unit within Unicef very difficult. We noticed that individuals representing communities or schools visit Unicef officer and apply for support, from the Emergency Education officer. The officer visits the school and verify, whether the specific school is in need, for these materials or not. Upon approval the materials are directly supplied. Many schools are directly supported, through this approach. This approach, may leave out the most needy displaced children, who are either unaware or unable to reach Unicef. But Unicef officers in charge seem to have little options, a part from the channel of NGO's which, is not without its problems, such as the problem of religious competition to which reference has been made. Instead we suggest

the exploration of the medium of local councils as an avenue for reaching schools particularly, in Khartoum State.

While the exact number of Basic schools benefiting from the programme in Khartoum State is not known to us, the findings of our survey give the following picture.

Firstly : the displaced children can be grouped into many categories : a) Those who are living in the settlement camps, where officially recognized camps are mentioned above b) Those living in residential areas.

The term residential areas cover a wide spectrum of areas, ranging from squatter settlements within the first class quarters of the town. These squatters are mostly guards and construction workers. This category includes also displaced people, who live with relatives in the popular residential quarters, besides those who live in the fourth class residential quarters around Khartoum, such as Mayo, Dar El Salam etc. Although many of the earlier migrants from western and southern Sudan constituted the bulk of the population of the latter settlements, many of whom are employed in the formal and informal sectors, the status of these does not differ much from the more recent displaced who live in the camps. Thus Geographically, displaced children are scattered in many different locations, a factor which makes attempts at addressing their needs or reaching them, a very difficult task. Even when they are reached, it is difficult to make a clear distinction between displaced children and children who migrated a few years ago for reason of drought, insecurity or otherwise, driven away from homelands for purely economic reasons. One criteria of distinction, may be, by reference to the ethnic or tribal background, or any other cultural features that may distinguish or separate displaced people into residential areas and separate compounds in the camps or squatter settlements. But in our opinion this distinction, is not necessary and has no real value, in purely humanitarian or moral terms.

Secondly : The environment, within which, the Khartoum displaced Basic Education programme operates, is necessarily the environment of schools. There are many type of schools in Khartoum. There are government schools, community schools and private schools which are built by NGOs.

Some government schools operate second shift classes for displaced children. Other government schools admit displaced children and include them among their normal regular schooling programmes. During an interview with the inspectors of education for Abu Seid local council in Omdurman, we have been informed that, displaced children, constitute over sixty percent in certain schools, which are built and run by the state through the local councils. In fact

Khartoum State declared policy, is not favouring the existence of separate displaced schools from the main school system. A Ministerial order has been made to this effect, calling upon other states or NGOs not to operate separate schools from those of the Ministry. Thus, according to the inspector, displaced children are accepted, like any other children, in regular government schools. According to this source, displaced children even, constituted a majority of children in certain government schools, specifically the following schools in Omdurman :-

Percentage of Displaced Children in some Government Schools

1- Ali Abdul-latif	60%
2- El Nur El Mubien	70%
3- Fatima Bint El khatab	60%
4- El Ingath El Shigla	60%
5- El Huda El Shigla	80%

Source : Abu Seid, Local Council, Inspectors of Education

During visits to other governments schools in Khartoum such as Ahmed El Beshir, in El Salama and the National Unity complex of schools in Mayo, we noticed some children who have been identified by teachers as being admitted from neighbouring displaced settlements.

Thirdly :- community schools are not homogenous. We found some community schools particularly those supported by NGO's such as the SCF (UK) and the Catholic Church, much superior in terms of buildings, furniture, and other facilities than many government schools. Example of such schools are, St Peters church school in Dar Salam Omdurman and the Episcopal church school in Khartoum North (Hay EL Baraka) which was supported by SCF (UK). Some community schools by comparison are very poor. They are either built with temporary materials i.e. straw and mud and some not being built at all. We visited a certain school in Mayo El Mazaria, where we found no buildings, no teachers and we found only a group of children under 7 sitting with elders under a temporary shelter rakoba.

4.3 Survey Results :-

The results of the survey, which covered over 25 schools, within Khartoum state, are summarized in the following table (4) below. The table contained the results of only 16 schools. Some schools, which were originally covered by the survey, were not included in this table, for the information which is being obtained from them is either not complete or inconsistent. We visited some schools, during the evening and we did not find all the children to ask relevant questions. In the other schools we did not get the Headmaster, to give us complete information. We visited some schools, in a hurry, only to get general impressions about the surroundings and physical location of camps. Thus, this table show us only general indicators, about the nature of schools i.e. capacity, gender dimension, number of teachers, training of teachers, the gender composition of teachers, background of teachers and so on. Although the schools were randomly selected, since we had no previous knowledge of any of the schools we visited, there may be some problems of sample representation. Although the schools are geographically representative, we are not sure about the statistical representation, since we don't know the total number of schools, where displaced children are enrolled.

Table (4) Emergency Education Survey Results for Khartoum State, October to December 1995

School	Province	No. of Children			No. Of Teaches			Training		Volunteers	
		Male	Female	Total	Male	Female	Total	Trained	Untrained	Vol.	Type of supp
1- Shigla Janub	Khartoum North	20	30	50	1	4	3	-	4	4	SCC
2- Sudan Interior Mission	Khartoum North	37	23	60	2	2	4	4	-	4	SCC
3- Episcopal Church A	Khartoum North	561	396	951	11	2	13	12	1	13	SCC
4- Episcopal Church B	(Baraka) Khartoum North	370	330	700	14	5	19	15	4	5	SCF
5- Dar Elsalam	Omdurman Dar El Salam	120	50	170	3	1	4	4	-	4	Cath. Church
6- Sudan Christ Church	Omdurman Dar El Salam	193	250	343	4	2	6	6	-	6	SCC
7- St. Peters School	Omdurman	?	?	420	3	3	6	6	-	6	C. C
8- Bank El Iqari	Omdurman	290	210	500	14	6	20	20	-	2	Gos
9- Abu Seid El Shaabia	Omdurman	319	490	809	12	-	12	8	8	12	SCF
10- Unity School sector	Dar Elsalam	145	150	295	3	3	6	3	3	3	Dawa
11- Rahma School Yarmouk Sector	Dar Elsalam Omdurman	191	145	336	4	3	7	5	2	5	Dawa
12- Mayo Episcopal School	Khartoum	351	289	640	9	7	16	16	-	16	SCC
13- Mayo Equatoria Community	Khartoum	274	178	452	6	3	9	9	-	9	SCF
14- Rahma Mayo El Mazari	Khartoum	710	127	837	23	2	25	16	9	25	SCF
15- National Unity Complex	Mayo Khartoum	1000	440	1940	2	?	?	?	?	?	Gos
16- Ahmed El-Bashir	Salama Mayo	573	-	573	3	11	14	12	2	-	Gos
		5154	3508	9082	98	52	150	119	31	114	

Source : Survey Results, October to December 1995.

Despite the reservations which have been made about the limitations of our survey, the following points are drawn from the table :

- 1- Total number of children covered in this survey, for Khartoum State is 9082. The number of boys is 5154 and girls 3508. There is a clear gender gap with an approximate rate of 4 girls to 6 boys.
- 2- The total number of teachers included in the survey is 150. Of these 98 are males while 52 are females. Again there is a gender disparity, in favour of males, at an approximate ratio of 7 to 3.
- 3- As for the level of training, we found 119 out of 150 teachers, to have received some degree of training. However, there are many forms of training. Some teachers were trained in teacher training institutes for primary schools, other were trained in post secondary school training centres, while a large number have joined inservice training programmes prepared and executed by (ISSETI) in collaboration with State Ministries of Education, and Unicef.
- 4- Some teachers are employed by the state and receive salaries. The majority of teachers in displaced schools in Khartoum State, are volunteers, receiving and living on incentives, from NGO's or the communities. The level of dedication of many such teachers is remarkable. A teacher who teaches in Mayo Equatoria community school, lives in Khartoum North. In order to catch morning classes in Mayo he has to go through changing bus routes, over four times. The incentive he receives from the church is a round LS 10,000 ten thousand Sudanese Pounds. This is not enough to cover the cost of transport, let alone other costs of living, such as food and clothing. Many teachers are in fact in the same category. The level of teachers dedication is impressive indeed.
- 5- We asked questions about the ethnic composition of children in the schools. Answers varied from one school to other, but in the majority of cases we found that schools accommodate children from many ethnic origins. There are children from Equatoria tribes, upper Nile Groups, Bahr El Ghazal tribes and from Nuba and other ethnic groups. Some children, who came from the more regular settlements in Mayo walked two or three Kilometers, or sometimes more to join schools in displaced camps. This reinforced our impression, that some displaced schools, in Khartoum are better equipped than government schools. This is certainly true, about many Catholic

church schools in Khartoum, which in addition, demand little or no school fees from children. In one displaced school in Khartoum North, we found children from Omdurman. We have been told that this particular school, which is supported by Scf (U.K) acquired a very good reputation, to the extent that well to do parents, prefer to send their children, from distant neighbourhoods. However other factors operate, to draw children, to displaced schools particularly those supported by NGOs. School meals and school fees are important incentives. In many government schools, children from poor families can not afford to pay school fees and other financial obligations which are imposed upon children and their families, at an increasing rate. By the time we were writing up this report, it has been declared that, the principle of cost sharing will be extended to make children in government schools, pay fees for their education, at a rate of Ls 5000 per child compared to LS 1000 last year. This excludes costs of education materials and school meals. Schools where there are meals, and school where there are no fees attract more children.

- 6- In relation to the question about retention rates in these schools, the regular answer we received is that; there are constant changes in the composition of schools. Displaced families are characteristically unstable. Many families are in constant move. Some make attempts to move back to their original homelands, often in response to government propaganda, which give impressions that peace has returned, to areas previously disturbed by war. Several convoys have been organized by the government through the agency of the DOD. Even within the Southern States, this has been the case. People are made to believe that peace had been achieved. Many who headed the calls for returning homeland found themselves again tracking back seeking refuge. Thus many displaced families are in constant move in search of work, food and secure life. This situation will have a remarkable impact upon the stability and continuity of children in schools. To many of these points we shall return in the general conclusions of the report.

CHAPTER FIVE

The Kadugli Programme

5.1 Origins of the Programme :-

In 1994 the Royal Netherlands Embassy requested Unicef Country Office Khartoum, to prepare a proposal for Emergency Education, to address the special education needs of children in Kadugli. The Embassy seemed to have had information, about the difficult and hard realities of children and families in this town, which by 1992/93, had attracted many people from the surrounding rural areas, who left their villages seeking security. The civil war in the Nuba mountains, began in 1985/86 and by 1992/93, it has grown in intensity and scale. It has spread to many parts of the area, to claim massive loses in terms of human life and property. As a result Kadugli town had attracted many displaced families, from the rural areas, some of whom only used it as a further stepping point in a process of displacement. Existing schools and educational facilities were no longer sufficient, to meet the education needs of children, whose educational opportunities were affected by the following factors :-

- 1- Poor quality education, due to lack of teachers, many of whom were either declared missing or were forced out as migrants.
- 2- Lack of education materials and teaching aids
- 3- Lack of proper learning environment.

The Dutch Embassy pledged financial support, to enable Unicef to implement the following components of a broad programme for emergency education:-

- 1- construction and rehabilitation of class rooms
- 2- provision of education materials
- 3- supply of text - books and teachers guide books
- 4- preparation and implementation of teacher training and refresher courses and the development of effective training materials
- 5- school feeding to improve health and nutritional status of children
- 6- improving levels of access and retention for girls in schools.

These components are very similar in their general content to other emergency education programmes implemented in other states. As will be

shown below, at the level of implementation, each state stressed certain aspects of the programme, in accordance with its specific needs and priorities.

5.2 Characteristics of the Programme :-

Kadugli is the capital of south Kordofan state. The state is made of four provinces mainly Dilling, Kadougli, Rashad and Taloldi. Total population of the state is 646,000 people (1993 census). 14% of the state population live in Kadugli province, where 62137 of them live in the town, and 27,783 live in the rural areas. These figures must be taken within the context of current realities characterized by civil war. As a result of this war, which has spread from the southern states to the Nuba mountains, thousands of people have migrated to the northern riverain states. The demographic structure of the remaining population is very distorted. There are more women and children than adult men. Out of a total population of 89,920 in Kadugli province, about 27875 are children at the school age (6 - 14). In Kadugli town children aged 6 - 14 are 9750, out of which 6937 are enrolled in basic schools. Those who are out of school, make the percentage of 29%. In purely statistical terms this percentage is not particularly bad. The percentage of enrollment of children at school age for both boys and girls is 45% for southern Kordofan as a whole. This means that at the level of the state as a whole an estimated 55% of children are not enrolled in basic schools. A question which has been asked is why Kadugli and not the whole of southern Kordofan?

In an answer to this question we have been informed that, the different provinces of Southern Kordofan are not equally affected by the war. Kadugli and the surrounding rural areas seemed to have been greatly affected by displacement. As a result the Dutch government through Unicef, had donated funds to support the State Emergency Education programme, which covered all the four provinces, and allocated another special fund for emergency education activities, in Kadugli town. Kadugli province as a result has given up its share from the southern Kordofan emergency education support.

This means that, in practice there are two emergency education projects in the state, one for Kadugli and the other for the other provinces. However, the Kadugli programme is by far the most important. The amount of budget allocated for Kadugli is at the level of \$280,000 US dollars.

As in the other states, the state Emergency Education Implementation and Steering Committee (SEEISC) is the main body responsible for the implementation of the two emergency education programmes. Headed by the

State Director for Education, the committee is expected to collaborate with Unicef in drawing plans, to follow up the implementation of plans through budgeting, reporting and monitoring of programme activities. Other members of the committee are :-

- 1- State Director of Basic Education.
- 2- Local Council Inspector of Education.
- 3- Director of Planning in the State Ministry of Education.
- 4- Director of Training in the State Ministry of Education.
- 5- Executive Director of the Minister of Education Office.
- 6- Director of Training Institute.
- 7- Director of Financial and Administrative Affairs in the Ministry.
- 8- Director of Pre-school Education.
- 9- Representative of the Ministry of Finance in the State.
- 10- Representative of the Peace and Development Foundation.

5.3 Components of the Kadugli Programme :-

The Kadugli programme is very ambitious and comprehensive in its objectives. It was planned to implement the following activities :

- 1- Distribute education materials.
- 2- Maintenance and building of classes.
- 3- Training of teachers.
- 4- School gardening.
- 5- School feeding and nutrition improvement.
- 6- Research aiming at improving chances of female enrollment.

5.4 Programme Implementation :-

For the purpose of implementation the SEEISC has been divided into a number of sub-committees, including the engineering committee, which is responsible for the maintenance of school classes and the building of new ones. The need for building new classes, is brought about in response to the new system of basic education, which added grade 7 and grade 8, to the previously operating six grade primary education system.

The maintenance of existing buildings is justified on two grounds :- Firstly the state development budget for education no longer exists, and responsibility for education has been transferred to local councils, which under

the current conditions of war has no economic base for local revenues. The local tax base has been severely curtailed, not only in Kadugli, but also in all the other war affected states. Secondly the condition of schools is really very bad. The buildings of one school which we have visited were on the verge of collapse for lack of maintenance. We visited several other schools such as "Tabaldiya" where for safety reasons children are taking their classes under trees. The walls are deeply cracked and the roof can fall at any time. It seems that envoys from the Dutch Embassy, were moved by what they saw, and as a result reached the conclusion of adding the item of school maintenance among the Emergency Education programme for Kadugli.

The nature of displacement in Kadugli supported the need for maintaining existing schools. Since 1989, when migration into the town, from the rural areas, began in a larger scale, displaced people joined their relatives in the town. As a result children were enrolled in existing schools. When their numbers increased, the education authorities in the town created, afternoon and evening shifts. Gradually these shifts developed into full scale schools with their independent staff, separate identities and names. Thus when we talk about El Naziheen Janub (South) basic school we are referring to an evening school held in the compounds of El Hamiya morning school, Two schools in the same compound. This is true for all the other displaced schools. It is therefore absolutely important to improve the capacity of existing buildings.

5.5 Construction and Maintenance :-

The maintenance and building programme started in the financial year 1993/1994, when 5 classes were built with local materials, throughout the state in Rashad, Dilling, and Kadugli. It was the opinion of the Engineering Committee that classes in Kadugli schools should be built and maintained with permanent materials. Unicef agreed with the suggestion, on the ground that the community would share any additional costs. Food for work arrangements were added in the cost.

According to our sources in Kadugli, a total number of 24 classes were to be maintained, during 1994/1995, and 8 classes were to be built. Unicef pledged to provide (2/3) Two thirds of the total cost. The community is expected to cover the other (1/3) third in terms of labour, building materials or any other form.

Classes planned to be built are in the following schools :-

- | | |
|------------------|-----------------|
| 1- Saraf El dhai | 2- Hajar El Nur |
| 3- El Manar | 4- Marsa Banat |
| 5- EL Hamiya | |

Similarly, planned classes to be maintained are in the following schools as in table below :

Table (5) : Schools Planned for Maintenance in Kadugli, 1994/95

School	Class	School	Class
1- El Samma School	1	2- Kalimo (boys)	2
3- El Ban (Boys)	1	4- Hajar El Nur	2
5- Hajar El Mak	1	6- Marta (boys)	1
7- Bardab	2	8- Kuaik	2
9- Saraf EL dhai	1	10- El Summa	1
11- Kalimo (girls)	1	12- Radif girls	1
13- El Bai (girls)	1	14- Hajar El Mack girls	4
Total number of classes to be maintained		28	

Source : State Director of Education, Kadugli, November 1995.

A third stage of the maintenance and building programme was planned to follow. A total number of 35 classes were to be maintained and built.

Unfortunately, the 1994/1995 programme was not implemented. We asked Unicef resident consultant in Kadugli about the reasons for this, but he had no conclusive answers. He added that Kadugli had no record of lack of liquidation which is the main reason for the delay of programme implementation in the other states, particularly Khartoum.

5.6 Education Materials :-

Due to the size of the State Emergency Education Committee and the difficulty of bringing all its members together, the Unicef consultant in Kadugli performed the job of distributing all school materials. After consultation with education inspectors, the Unicef representative discussed the needs of different schools and allocated these needs directly from Unicef stores. He developed a criteria for distribution, by which schools are classified into three classes. Class A, B and C. Class A included schools in which the majority of children,

he believed, are from merchant and state employee families. The parents of these children are in a better position to provide their children with all their needs. These schools are not entitled to benefit from Emergency Education materials.

Under Class B schools, children originated from poorer families. Although most of these families are not displaced themselves, however they have been deeply affected by the war, which destroyed the economy and created poverty. Children from this background, mainly in the suburbs, received partial support. Their families are expected to share the cost of educational materials. The third category are displaced children. These are concentrated in the second shift schools. Displaced children received all their needs from Unicef. The SEESIC is provided with all the records of distribution. Director of Education, who is the chairman of the committee, visits schools for inspection, monitoring and evaluation. In response to our question his deputy expressed satisfaction with this approach which he reckoned to be efficient and fair.

Given the relatively small size of Kadugli, and the limited number of displaced schools, in our judgment, this was an efficient way of distribution. The only thing that has to be included, is the necessity of a prior approval by the committee for any such measures, since the committee can not easily meet and perform the task of distribution as a collective body. However, Unicef must ensure accountability and participation as important objectives in themselves. The present system of resource allocation, and distribution efficient as it could be, may not always guarantee the attainment of these goals, unless the committee is made to be more active and innovative in performing its full responsibilities.

5.7 Teacher Training :-

The teacher training programme received higher priority, not only for Kadugli project, but also for the state programme. During the 1995 training programme, 95 teachers received training from Dilling, and 97 from Rashad and Talodi. Of these 85 teachers received training courses in the English language, 59 in the Arabic language, 57 in Mathematics and science subjects. The programme of training included special instruction in issues related to the needs of children traumatized by war. The training programme was

implemented under the supervision of ISSETI and was conducted by local trainers.

For the Kadugli project a total number of 227 teachers were trained. Of these trainees :-

- 25 received English language courses,
- 25 received Arabic language courses,
- 24 received Mathematics and Science,
- 23 general programme,
- 49 spine three III (English),
- 41 8th grade,
- 30 single grade programme,

All costs for the programme were paid by Unicef. Full Liquidation were made by the implementing authorities in the state, i.e SEEISC.

5.8 Other Components :-

These included school gardening, school feeding, food for work, school sanitation, home gardening for Kadugli. During our discussion in Kadugli, with school head-masters and from our visits to schools, we found little achievement in these areas. School feeding depended upon inputs, from WFP, which are yet to be delivered. School gardening depended upon water, protection of gardens and provision of tools. Some schools were provided with tools, but very few schools have water. We visited one school, where a hand pump well, is available, but the school fences are open from all directions. More effort is needed if these programmes were to succeed.

5.9 Survey Findings

During our visit to the Town we visited a total of 11 eleven schools. The results of our interviews are summarized in the following table.

Table (6) : Characteristics of Displaced Schools in Kadugli

School	No. of Children			No. of Teachers			Training		Type of Support
	Male	Fem.	Total	Male	Fem.	Total	Train	Untrain	
1- Safa girls		140	140		6	6	4	2	GOS
2-Elradief girls		500	500		13	13	8	5	GOS
3- Nazheen Janoub	371	306	677	6	8	14	13	1	GOS
4- Dawa girls		236	236	1	10	11	11	-	Dawa
5- Khandaq boys	205		205	3	6	9	8	1	GOS
6- Elshargya	818		818	6	17	23	18	5	GOS
7- Humeira girls		754	754	-	27	27	10	17	GOS
8- Murta	281	240	521	4	3	7	6	1	GOS
9- Hajar Elnur		360	360	-	12	12	4	8	GOS
	1675	2536	4211	20	102	122	82	40	

Source : Survey results - November, 1995

Figures summarized in the table, reflect, the gender factor for both children and teachers, the level of training of teachers and the role of government and non-government organizations, in education.

The following findings are remarkable :-

- 1- The majority of children in schools are girls
- 2- The majority of teachers are females
- 3- All schools in Kadugli with the exception of one school are government schools
- 4- The majority of teachers received some degree of training.

The gender factor is attributed to the migration of males to the north or their absorption in the war process, mainly as soldiers, popular defense forces or may be some youngsters were recruited among the ranks of rebels. In the process many adult males could have already lost their life. The implication of this is very grave indeed. Many families in Kadugli are single parents, with mothers left to look after many children, often without any source of income. Children under very difficult circumstances are many. Muafaq the Islamic NGO built an orphanage to cater for children who were abandoned or otherwise fled their home. Attempts were made by this NGO to reunite such children with the mothers. Following a visit to the hostel where these children are accommodated, we interviewed five such children, two of whom are brothers the mother of these two children lives in Kadugli, but she is too poor to look after them. Their father has died in the war. While still looking after the two children, and the others, providing them with education, food, clothing etc Muafaq united them with their mothers who visit them from time to another. The story of the other three children are similar. Fathers either disappeared or have migrated to the north, but apparently too poor, or too frightened to return home.

We have known that Unicef is collaborating with Muafaq in the running of the orphanage and in supporting the education needs of these children who fall under the category of children under specially difficult circumstance (CUSDC).

In an answer to a question, of whether children continue their education or drop out from schools, we have been informed that the rate of drop out and absence are relatively high both for girls and boys. Girls work during the morning hours to help their parents and get married as soon as possible. Younger soldiers in the town military garrison are the main candidates for marriage partnership with such school girls. Boys on the other hand leave school, to work in order to help families. Many join the army, while quite an

important number of them migrate to the riverain urban centres and irrigation schemes, to work as agricultural labourers, shoe shining boys or disappear in the complex realities of the informal, marginal and often illegal sector of the urban economy.

CHAPTER SIX

Greater Bahr EL Ghazal Programme

6.1 General Background :-

The security and Military situation in the southern states is characterized by a very delicate balance of power between the rebel movement and the central government in Khartoum. At any point of time the balance is in a constant shift. This reality has an immense impact, upon the nature and scale of emergency intervention, including emergency education.

By the time we have visited Bahr EL Ghazal state, mainly Wau, Greater Bahr El Ghazal was portioned, administratively, into four states i.e. Western Bahr El Ghazal with administrative headquarters in Wau, Northern Bahr EL Ghazal, which is administrated from Awil, Warab which is administered from Warab, and Buhairat State with administrative headquarters in Rumbeik. For practical purposes, Wau still remains the main urban administrative centre, for the whole Bahr EL Ghazal region. Administrative offices for many of the new states are still in Wau.

On the light of the rebel military advances before 1989/90, when most of the region was practically under rebel control, many government schools were shut down, many people have either fled to the north or to Wau. Wau became the main centre of education activities for the whole of Bahr EL Ghazal. When the government forces started to regain some grounds, previously held by rebels, after 1992, few schools were opened in these recaptured towns. As a result Basic schools in Greater Bahr EL Ghazal state are still distributed in the following order :

Table (7) : Basic Schools in Western Bahr El Ghazal, Warab, Buhairat and N. Bahr El Ghazal

State	W.B		N.B		Warab		Buhairat		
Province	Jur	a	il	t	al	Tunj	ik	ol	l
No. School	52	18	6	2	1	2	-	1	82

Source : Director of Education, Wau October 1995.

It is clear, from this table that the number of schools are in Western Bahr El Ghazal and in the Jur province in particular. Wau is both the head quarters for the latter province and for Western Bahr El Ghazal State. As it is known it is Unicef policy to consider basic education, in all the southern states, as part of, and target for emergency education activities. Like in the other states, Emergency Education in Bahr EL Ghazal, is a joint venture between Unicef and Sudan government as the main counter part. The State Ministry of Education is the main body responsible for the implementation of the programme. The state Emergency Education Steering and Implementation Committee (SEESIC) is the main structure through which planning, management and monitoring process are undertaken. After the partition of Greater Bahr EL Ghazal, into Four states, is formally proclaimed, the original SEESIC remained unchanged. To accommodate the new political realities, the Directors for Education in the new states, were added as members of the SEESIC. State Director of Education for Western Bahr El Ghazal, remained the chairman for the committee. There are good reasons for this arrangement :

- 1- Most schools from the other states are displaced, and are accommodated in western Bahr EL Ghazal, particularly in Wau.
- 2- Wau is the most secure town in the region, still connected with Khartoum, by air and rail, and has a government structure in full operation. Governments of the new states are still partially operating, from Wau with very limited administrative structures in their new head quarters.

On ground of these facts emergency education supplies to Bahr El Ghazal for the year 1994/95 are distributed on the following orders :-

- 60% for western Bahr EL Ghazal state
- 15% for northern Bahr El Ghazal state
- 13% for Warab state
- 12% for Buhairat state

These materials are distributed through the State Emergency Committee, which according to its chairman, regularly receives reports from the states through their representative in the committee i.e. State Directors of Education, who distribute education materials to their respective schools. However since the majority of schools are still in western Bahr EL Ghazal, the main task of management for the programme still rests within Wau.

The Western Bahr EL Ghazal SEESIC supervises the distribution of materials to schools, implement teacher training programmes, and follow up

programmes of class-room maintenance and the building of new classes etc., within the frameworks of the Emergency Education Programme. The following are brief observations on the functioning of each of the main components of Emergency Education in the State :-

6.2 Education Materials

By the time we visited Wau, early October 1995, school materials for the basic schools of Bahr El Ghazal States, have been received and distributed. Western Bahr El Ghazal State was able to cover the needs of all schools in Jur province, while the share of Raja province is still a waiting transport. October is the beginning of the dry season. Months before October are too wet and with the additional problem of security, movement between Wau and Raja is not frequent. The problem of transport between Wau and the other states of greater Bahr El Ghazal are even more difficult. We understood that education materials for Buhairat, Warab and Northern Bahr El Ghazal were still in the custody of Unicef office in Wau which relies heavily on air transport. These materials are ready to be transported to their destinations whenever possible.

The following table shows the amount of materials which are already distributed to Western Bah El Ghazal State and the other Greater B. G. States

Table (8) : Education Materials Distributed to B. G. S

No.	Description of Items	Total Items for Greater Bahr El Gazal	Items for W.B. Received	Raga Province	Jur River Province
1	Football Proof Model	62	62	12	25
2	Whistles Referees	72	43	15	28
3	Inflating Kits	23	14	4	10
4	Pad Writing Blue	500	300	105	195
5	Volley Ball Prof. M.	72	43	15	28
6	Water Skating Pads	358	215	75	145
7	Scissors Sch. Long Sh.	500	300	105	195
8	Paper Type writer	40	24	8	16
9	World Physical Maps	17	10	3	7
10	Colour Pencils (met. Boxes)	330	198	53	145
11	Exercise Books Line	625,000	37,500	13,125	23,375
12	Exercise Books Squares	66,667	40,000	14,000	26,000
13	Pen Ball Point Blue	16,000	9,600	3,350	6,250
14	Pen Ball Point Black	16,500	9,900	3,465	6,435
15	Pen Ball Point Red	16,500	9,900	3,465	6,435
16	Pencils Sharpeners	11,000	6,600	2,210	4,390
17	Pencils H.B. W/Erasers	66,667	40,000	14,000	26,000
18	Tarpaulin Polythen	5	3	1	2
19	Chalk Colour	133	68	23	45
20	Teachers Books	105	63	22	41
21	Chalk Board D/Size	7,040	4,224	1,478	2,746
22	Erasers Students Soft	25,000	15,000	5,250	9,750
23	Rulers Set 300 mm	750	450	157	295
24	Drawing Sets Geom.	2,860	1,716	684	1,032

Source : State Ministry of Education and Guidance,
Western Bahr El Ghazal, Wau, October, 1995

Unicef school materials are distributed on the basis of number of schools in each province. Accordingly Raga province received 35% of the materials while Jur province was allocated 65% from the share of W. B. The share of Warab, Buhairat and Northern Bahr EL Ghazal States can be calculated with reference to percentages referred to above as 60% for W. B., 15% for N. B, 13% for Warab and 12% Buhairat States.

6.3 Classroom Building/Rehabilitation :-

During the academic year 1994/95, the construction of two additional classrooms in the following schools, in Western Bahr El Ghazal had been planned to be undertaken with permanent materials:-

- | | |
|---------------|----------------|
| 1- Hay Bafara | 2- Sika Hadid |
| 3- Alel Check | 4- Hila Jadida |

However due to the rising cost of materials, and with the same amount of money being received from Unicef in March 1995, it was only possible to complete the building of four classrooms in Hay Bafara school, while two other classrooms were actually started in Sika Hadid. This means that the original plan for the building and rehabilitation of eight class rooms has been changed. Inflation was the main factor behind the change of plans. The cost of local materials of for example, a bundle of grass has changed from LS 500 to LS 1000. Generally, inflation caused the rocketing of prices for other inputs and thereby, more than doubled the cost of reconstruction and maintenance.

Beside the building of new classes, the authorities have erected temporary buildings Rakubas using teak poles, bamboos and Tarpaulin sheets in the following basic schools :-

- | | |
|---------------|----------------|
| 1- Nazareth | 2- Jabel Kheir |
| 3- Hay Bafara | 4- Sika Hadid |
| 5- Alel Chek | 6- Mukhtah |

Wau seems to be prompt in liquidating all of its financial expenditures and obligations to Unicef. When we asked why the price of local materials are so expensive, it became clear to us that, Wau is by all standards is a besieged town. People could venture to go outside the Town, say within a diameter of 10 kilometers, only at very great risks. The security factor is also the main cause for the shortage of food. For years people cultivate the same plots of land, a round the town, without any application of fertilizer.

6.4 Teacher Training :-

According to information we were able to collect from field visits and from interviews with education authorities, the total number of teachers in Western Bahr El Ghazal, were 585 of whom 379 are males and 207 are females. Out of the total number of 207, the number of female teachers who received some form of training, mainly through Unicef assistance, is 166. This means that only 41 female teachers are yet to be enrolled in the training programme. Similarly out of the 370 male teachers, 299 have received training. This means only 79 male teachers are yet to get an opportunity to join the training sessions, organized by ISSETI and financed by Unicef.

The Director of Education in Wau has informed us that, he had already received a draft cheque from Unicef with a sum of LS 1,874,000 for teacher training. His plan is to conduct specialized training courses in English, mathematics/sciences and Arabic. These are considered by children as the most important and most difficult subjects. This was in a reply to a question asked in many schools which we have visited while in Wau.

The plan of training was outlined as follows :

- | | |
|---------------------|--------------|
| 1- English language | 200 teachers |
| 2- Arabic language | 200 teachers |
| 3- Math/Science | 100 teachers |

The materials for these courses were not yet received in Wau, by the time we were visiting. From our general discussions we have come to the conclusion that, Air-transport, the only commonly available means, is one of the major constraints. While Unicef contracts with local air liners, these airliners prefer direct cash from traders in El Obeid. As a result of lack of follow-up, many materials intended for Wau, by Unicef are stockpiled at El Obeid Air port. This creates many administrative inconvenience for Unicef in Khartoum and for the implementing authorities in Wau.

6.5 Distant Education :-

As we have mentioned at an earlier stage, the university of Bahr El Ghazal (UBG) started a fresh experiment in teacher training. In collaboration with Sudan Open Learning Unit (SOLU), Unicef, and the Ministry of Education, UBG enrolled a total of 60 un-trained teachers, in its programme of distant learning where teachers, were instructed in certain courses, while they

are still in service. They teach during the day and go to evening classes. Following this programme, to its full conclusion teachers will be given a "baccalaureate" degree. This system which is replicated at Malakal University will help, in the solution of the problem of teacher training, for the southern states in the near future.

6.6 Other Components :-

6.6.1 School Sanitation :-

Other components of the programme include pit latrines, hand pump wells and food security schemes i.e food gardening, school feeding, etc. Unicef coordinates the input of other sister UN organizations and NGO's. Authorities concerned with education in Wau have stressed the need, for improved public hygiene, in and around schools. As a result, pit latrines were constructed in some schools but many are still without such vital hygiene services.

The Director General of Education Bahr El Gazal State has given us a list of schools where pit latrines were planned :-

- 1- Jable Kheir basic school
- 2- Hay El Jow " "
- 3- Hay El Bafara " "
- 4- Mukhtah " "
- 5- Buluk " "
- 6- Dier Akek " "
- 7- Sika Hadid " "

With pit latrines a programme of clean water was envisaged. Accordingly, some schools were already provided with hand pump wells. The schools which have no such facilities are included in the plan. These schools are the following:-

- 1- Sika Hadid basic school
- 2- Elingaz basic school
- 3- El Ganain basic school

6.6.2 School Food Security :-

The problem of food security is another most pressing problem facing state authorities, Unicef and educationalists. In order to address the problem of food, the state authorities have demarcated three locations, for the displaced and allotted them with farming plots covering a total area of 2165 feddans.

Displaced people who moved to Wau, from the rural areas, were settled in "peace villages". The state government is particularly sensitive about the term Nazih or displaced. These "peace villages" are located at Merial Keith, Momoy and the Eastern Bank. From the report of the Minister of Agriculture it seems that the displaced camp dwellers are doing relatively well. However the main problem seems to be the low productivity of land around the Town.

Along the same line Unicef had encouraged school and home gardening in order to make people rely more on themselves. In principle both projects worth encouragement, however, without the removal of the main problem which is afflicting the Southern states, that is the problem of war, food will remain among the major problems to be dealt with. The impact of food upon education will be further discussed, during the discussion of the conclusions. Here it is important to stress the significance of breakfast meals, not only for school children, but also for teachers, who remain without salaries, often for months. Teachers stressed the importance of breakfast meals, for children's enrollment, retention, and learning achievement.

CHAPTER SEVEN

The Greater Upper Nile Programme

7.1 Background :-

As in the other southern states, the management of Emergency Education projects is conducted through SEESIC, with the State Director of Education as Chairman. In 1994, Greater Upper Nile was partitioned, into the three states, of Upper Nile State with headquarters in Malakal, Jongolei State with headquarters in Bor and Unity State with headquarters in Bentiu. These divisions were undertaken, within the general policy of administrative decentralization and federalism, which has been adopted by the ruling National Salvation regime. Despite these major changes in the structure of government administration, Malakal remained the main centre, through which activities related, to Emergency Education are conducted. Directors of education in the new state are incorporated into the original SEESIC, in Malakal, and through them Emergency Education activities are channeled to their states. These Directors and their ministries are made accountable for all management and implementation activities in the new states, mainly through the mediation of Malakal.

As we have stated, earlier, Unicef targeted children in all basic education schools, in the southern states as main beneficiaries from Emergency Education. Like the situation in the rest of the states in the southern Sudan, education and other social services are severely disrupted by the ongoing civil war. As a result of war, many schools were destroyed, many are closed down due to the migration of people. The lack of maintenance and rehabilitation of public buildings, including schools, is very remarkable in Malakal. Our first impression, when we visited Malakal, in connection with this study, is that the town has been air raided or bombarded. The very bad shape of public buildings including schools, we were told, is simply the result of neglect and lack of maintenance. Our first impression, which has been later supported is that, the problem of classroom buildings and classroom maintenance should be among the top priorities for the proper functioning of basic education. During our visit, we conducted several meetings with the following authorities and organizations whose work is closely related to Emergency Education in the Upper Nile States :-

- 1- Unicef Assistant Resident Programme Officer
- 2- Director and State Minister of Education and Director of Basic School

Education in the Ministry

- 3- Regional Director of Dawa and his staff
- 4- Regional Director of Muafaq and his assistant staff
- 5- We visited the Opel and Canal camps.

From field visits and interviews, with the different authorities related to Emergency Education, the following outstanding points emerged :-

- 1- In Malakal and Upper Nile, in general the Islamic NGO's are very active in the field of basic education.

2- In addition to regular schools, mainly in Upper Nile, the high scale of devastation and displacement has created special problems, related to the displaced people within the states. The nature of war in Upper Nile is characterized by a high level of intensity. There are different lines of confrontation i.e lines between different rebel factions and the government and lines of confrontation within the rebel movement. The later often assumed communal dimensions, where whole tribes move to attack other tribes, in raids and counter raids, with cattle rustling as a major objective, for the tribesmen.

The result of all this anarchic situation, particularly in the areas of Upper Sobat, Wat, Aiod, Bor and Surrounding regions, is devastation and human suffering, beyond any possible imagination. Many people displaced from these areas are accommodated in displaced camps which are scattered in many locations, particularly, in the Opels, the Canal, Doleib Hill, Nagdiar and other places. Many displaced people particularly from Shuluk areas are accommodated within Malakal itself, mostly with relatives.

- 4- On view of the above points, the Emergency Education programme, in Upper Nile, has many competing demands that need careful planning and prioritization.

According to Director of Education Upper Nile, the priorities and objectives of Emergency Education are put in the following order :-

- 1- Secure educational opportunities for the displaced children
- 2- Re-innovate schools and building classrooms.
- 3- Teacher training
- 4- Addressing gender disparity
- 5- Encouragement of female participation
- 6- Provision of Education materials for pupils and text books.

In the following paragraphs each of these items will be discussed in detail.

7.2 Education Opportunities :

According to the Ministry of Education sources in Malakal, a total number of 45,630 children, have benefited from emergency education in Greater Upper Nile. Of these children 29,145 are males and 16,485 are females. The following table presents the number of schools and children by gender and state.

Table (9) : Basic Education Opportunities in Greater Upper Nile

No.		No. Of School	No. Of children	male	female
	Upper Nile	118	35,545	22,608	12,936
	Jonglei	15	4150	1,374	1,374
	Unity	9	5935	3,761	2,174
	Total	142	45630	29145	16485

Sources:- state Ministry of Education Malakal , October, December 1995.

These figures summarise the following points:-

- 1- Upper Nile State has the largest number of functioning schools. The main factor behind this is the fact that Malakal town and the whole area to the north of Malakal up to Runk, is less affected by war. Schools are not destroyed and the cash economy around Runk Geigar, Kaka and other settlements is still functioning. In fact northern Upper Nile region is the only area which contributes with revenues to the state in Malakal.
- 2- Figures in this table, indicate that the Unity and Jongolei States, are more affected by the war. The war reduced the number of schools which are still in services. Schools in these states are really in a very bad shape and as a rule are built with temporary materials. Access to these areas is still very difficult, due to transport and security problems.
- 3- The number of boys, attending schools is greater than girls. There are many reason that may explain the gender gap. These will be dealt with below, but one such reason for Upper Nile is the factor of instability. As families move from one place to the other they could afford to leave behind boys, in boarding schools or with relatives than they could do so with girls. From our discussion with Muafaq and Dawa NGO's, which provided boarding facilities for boys in Nacgdjar, we reached this conclusion.

Other problems related to female education are common to all states, and thus they will be discussed at a later stage.

7.3 Construction of Classrooms and School Maintenance

We have already stated that the lines of confrontation between the warring forces is in constant move . Should the earlier government victories being sustained, the consequent administrative stability that might have followed, would have created conditions and demands for the opening of new schools, in government held areas. So far new schools, for displaced people were opened in Opel, Nagdiar, Fanjak, Bor, Mayoum and Bantiu. Construction of low cost temporary shelters had been already made, in these places through the assistance of Unicef funding :-

1- Opel (3 Displaced Camps)	4 Classrooms
2- Canal Site (one Basic School)	2 Classrooms
3- Doleib Hill West	3 Classrooms
4- Nagdiar Basic School	2 Classrooms
Total	11 Classrooms

In the same manner a total of 5 classrooms were built in the Jonglei State, two in Fanjak, and three in Bor town. In Unity State, six other classes were built where, three classes are built in Bantiu and three classes in Mayoum. The total cost for class building was LS 8,250,000 a total sum which have been paid by Unicef and liquidated by Upper Nile SEESIC in Malakal.

Community participation played an important role in classroom buildings. In the three states a total number of 19 classrooms were built through community participation, 11 of them in the displaced camps of Upper Nile; Two in the camps of Jongolei State and six in the camps of Unity State.

As these classrooms are built, with purely local materials, we expected that the local community could have played a greater role in the building process. We were informed by Muafaq and Dawa staff, who had a long experience with the displaced communities, around these areas, that the people are too exhausted to contribute with their labour in the building of classrooms. Whatever energy that they may have, is spent in food gathering, whether in fishing or in activities related to the collection of wild fruit. Thus more patience is needed, with people, until more stability creates better opportunities, for them to play more creative roles.

In Upper Nile, as a whole permanent materials for buildings are generally in dearth supply. Red bricks can not be produced in all areas, stones are not available, for the geological formation of the area does not allow the making of bricks or the extraction of building stones. The soils are generally composed of thick cracking clay, which turns into sticky intractable mud during the rainy season. Under such circumstance tarpaulin sheets proved to be of very high value, especially under the heavy rains of the southern Sudan.

Unicef contributed to the building of temporary classrooms with tarpaulin sheets which were distributed through SEESIC channels. The pattern of distribution is according to the following :

Table (10) : Tarpaulin sheets distribution for classroom and shelter construction in Upper Nile State

State	Camp	No. Of Rolls	Camp	No. Of Rolls
1- Upper Nile	Opel camps	3	Kodok	1
	Canal site	1	Akoka	1
	Doleib Hill	1	Mahad El Ilmi Malakal	1
	Doleib Hill East	1	Reserves	2
	Nagdiar	1		
2- Jonglei	Bor	2	Fanjak	2
3- Unity	Bentiu	2	Mayoum	2
Total Tarpaulin Rolls				20

Source : State of Ministry of Education, Malakal, December, 1995.

7.4 Education Materials :-

Education materials, as an item in Emergency Education programme, is a permanent and most effective factor in enhancing the opportunities for displaced children in education. Education authorities, in all of the southern states and in southern Kordofan have genuinely acknowledged the importance of these materials. Without Unicef contribution, with supplies of materials, many doubts were expressed, whether it will be at all possible for schools to continue functioning under the present circumstances.

The Director of Education for Upper Nile State, who like many of the other leaders whom we met, stressed the significance of these materials and

gave us a list of essential education materials which were delivered to his state and being distributed to the schools.

Table (11A) : Education materials remnant from 1992-1994

Item	amount
White chalk	15,000 boxes
Coloured chalk	13,000 boxes
Exercise books lined	62,000 boxes
Exercise book square	66,600
Chalk board panels	32
Pens (Red black and blue)	48,000
Ruled sets	750
Erasers	25,000
Pencils	66,660

Source : Ministry of Education, Malakal Dec. 1995

Table (11B) Education 1994-1995

Item	amount
White chalk	2,000
Exercise books lined	80,500
Exercise books squares	50,000
Pencils with erasers	50,000
Drawing sets	3,525

Source : Ministry of Education, Ibid

Table (11C) Other Educational Materials 1994/95

Item	amount
Coloured chalk	500 boxes
Coloured pencils	1,125 metal boxes
Football	182
Volley ball	224
Whistles	203
Inflating kits	94
Sketching paper	1,125 pads

Source : Ministry of Education, Ibid

Table (11D) Teachers Education Materials

Item	amount
Pens (Red, Black, Blue)	1,500
Coloured pencils (metal box)	500
Sketching pads.	1,000
Writing pads lined	500
Paper type writer	40
Scissors School	500
Wall world map	20
Text books and guide	12,000 copies

Source : Malakal State Ministry of Education, Ibid

A rapid glance at these tables, will indicate the extent and significance of the Emergency Education programme, to the provision of education opportunities to children in areas affected by war. One of the education leaders whom we have interviewed had said, education activities, in his state would have immediately ceased to operate, without the support provided through the emergency education programme. This is not an exaggeration. The southern states, under the present policy of self reliance, to be further highlighted below, had no chance what so ever to meet the running costs of education from state budgets. Given the very low profile of the local economy, there is no possibility for self-help which is a nice phrase for increased local taxation. Unicef contribution to Emergency Education efforts goes further to cover

teachers training. Without qualified and trained teachers there is no chance to develop a useful and effective education system.

7-5 Teachers Training in Upper Nile

Teachers training, in the words of State Director of Education in Malakal, aims at :- "inspiring examples in behaviour, knowledge and conduct. It is therefore high opportunity to qualify teachers and to enable them to take leadership roles in educational planning, technical orientation, educational administration and teaching"

With this understanding, upper Nile SEESIC, has planned and implemented a training programme of inservice training course for a total of 550 teachers who were grouped into the following specializations :-

- | | |
|-------------------------------|------------------|
| a) Arabic language | 200 participants |
| b) English language | 100 participants |
| c) Maths/science | 200 participants |
| d) class management + control | 50 participants |

This programmes was actually executed and covered a period of two weeks between 6th of June and 8th of July 1995.

During the application of the training programme, by qualified staff, from the Teachers Training Institute, in collaboration with the Universities of Upper Nile, trainees were exposed to many other relevant ideas. The psycho-social development problems of children affected by war were addressed. Facts for life issues were raised, and teachers were made a ware of classroom management technique, particularly, techniques of management of juveniles under stressful conditions.

The rate of course attendance was very good, considering the conditions of teachers to which reference will be made. Out of the planned 550 teachers who were expected to attend the course, 414 had actually attended. Out of the attendants 299 are males and 115 are females. Furthermore, 136 out of the 414 attendants, have joined the Arabic programme, while 128 were reported to have joined the math/science programme and 100 the English language programme. Attendants by state background as follows :- In the Arabic programme 111 teachers out of the planned total, of 200, were from Upper Nile, whereas 25 were from Jongolei. Out of the planned total, in this programme, 64 from Jongolei were absent while non from Unity State had attended. As for the math/science programme 91 attendants, out of the planned 200, were from the

Upper Nile State, 34 from Jonglei and 4 from Unity State, while 72 were absent. As for the English programme 76 teachers, out of a planned number of 100, were from the Upper Nile State. Those from Jonglei were 20 and 4 from Unity State. All in all the majority of teachers who received training were from the Upper Nile State. This is very consistent with earlier discussions, at the beginning of this section. The fact of the matter, is that the bulk of basic education activities are concentrated in the Upper Nile State. Many teachers from the other states of Greater Upper Nile States, had either fled to the north, joined the rebel movements, taken refuge in the neighbouring countries or are concentrated in Malakal.

Like the case in Bahr EL Ghazal, the new University of Upper Nile is running a distant learning programme for teachers training. In addition to this university, we have visited the Faculty of Education, a branch of the Quran University. The two faculties of education in the two Universities are predicted to graduate a large number of teacher beyond the immediate needs of Upper Nile. By then, teacher's training programmes should be ready to address aspects of quality.

7.6 Other Issues :-

During the implementation process of Emergency Education Programme, many other issues have been brought to the surface. Although many of these issues, will be highlighted in the following section of the report, here it is important to discuss, in very brief terms, the following subjects which we have encountered in Malakal during our discussions :-

- 1- School furniture
- 2- School feeding
- 3- Self-help and popular participation
- 4- NGO's involvement
- 5- Sustainability.

7.6.1 School Furniture :-

The first among these issues are the problems of school furniture and school crowding. These seem to be nation wide problems. Throughout our tours across the states we have seen, children either sitting, on the floor or on stones. This is true even for main stream regular schools in Khartoum State, where children from well to do backgrounds, bring chairs from home. For the

greatest majority of children in the Sudan, including these from the Upper Nile States, bringing chairs from home is a luxury, which many children can not afford.

Unicef and other NGO's, working in the field of education, had been well aware of this problem. NGOs in Khartoum for example, SCF, UK the Catholic Church etc., had included school furniture among their programmes. Unicef in the Upper Nile has dealt with the roots of the problem. It did so, by enabling the State Ministry of Education to possess wood workshop machinery. These machinery were donated in 1991. The machines were not put into action, due to some missing spare parts, which the state is too poor to purchase. Unicef again provided these spare parts which included among others :- 1) 3 phase switch board 2) a generator. By the time we visited Malakal the workshop is in operation. It even generated some revenues to the Ministry through sawing wood on commercial grounds. Thus the Ministry of Education in Malakal, is determined to address the problem of school furniture. By the end of 1995/96, according to the Ministry's plans, the following targets are to be met :-

- 5288 Benches and forms
- 640 Teachers chairs
- 640 Teachers tables
- 500 Mobile blackboards
- 160 Cupboards

Two constraints remain to be solved, in order to make this plan possible. The first is related to the difficulty of obtaining wood. Malakal is like many other towns in the south is surrounded by a very insecure environment. People can not venture to go far away from town to collect wood. The second problem is the problem of funds to purchase other inputs such as iron nails, iron bars, etc. Despite the financial problems of the State Ministry of Education, it should be able to overcome these constraints.

7.6.2 School Feeding :-

The problem of school feeding, which is raised above is one of the major problems affecting basic education in all regions of Emergency Education. Various reports commissioned by Unicef, had stressed the importance of breakfast meals. WFP had been the main organization, with the mandate, to deal with the problem. Unfortunately we have been informed that WFP stopped and suspended all direct operations related to school feeding

programmes in the southern and other states. In the absence of school meals, the rate of children drop-outs in Malakal has increased, for children leave classrooms and roam around the town in search of food.

In connection with food and nutrition related issues of relevance to education, we were told that, it is a Unicef policy to encourage self-reliance and promote popular participation. Along this policy line a household security project for Upper Nile and for the others states, has been setup. Unicef provided seeds and tools as well as fishing nets and canoes. The objective of the project is to empower the displaced people and make them capable of producing their own food. These commendable measures are not sufficient to solve the problem of hunger. The problem, of food in these regions is too big, to be ignored. Until peace returns and people are free again, to move without constraints, for production and for trade, we recommend the continuation of some forms of selected food intervention. School feeding programmes should be continued in order to help the success of the emergency education programme.

7.7 The Role of NGO's :-

In the past, ever since the war has started NGOs, particularly, Islamic NGO's were very active in the field of education. Although their role is looked upon, with curious eyes by many people, who feared and suspected hidden agendas that are alleged to be disguised behind food and education, in our judgment these organizations and their field staff, have played a vital role in the education of displaced people, particularly, in the Upper Nile. For example Dawa Islamic organization is running a total number of 8 Basic schools in Upper Nile and Muafaq is running a similar number. Both organizations have struggled very hard to provide school uniforms, school meals and accommodation to children under especially difficult circumstances. The following table summarizes the scale of Dawa activities in the field of education, in the Upper Nile.

Table (12) Statistics for Dawa Educational Effort in Upper Nile

School	Forms	Grade	Children		Teachers	
			Boys	Girls	Male	Female
El Faroug basic	1	4	100	43	3	-
El Saluma basic	1	5	154	148	5	3
Baleit basic	1	4	128	32	2	-
Wau shuluk	1	2	75	25	2	-
Shuhada Elsalam	1	3	70	5	3	-
Opel (2) basic	1	3	102	8	3	-
Massir basic	1	2	50	25	1	-
Total	7	-	685	286	19	3

Source : Dawa Education Mission, Malakal, Dec. 1995.

This table demonstrates a significant role in educational activities by the Dawa Islamic Organization in Upper Nile. The total number of children benefiting from education opportunities provided by Dawa, in this state is 971 children, of whom 685 are boys, and 286 girls. Similarly the number of teachers is 21 of whom 19 males and only 3 are females. Although there is a clear gender bias in favour of males, the overall role of this organization in education is generally positive.

Besides Muafaq and Dawa, there are other NGO's, in Malakal, whose work, though related to emergency activities in General, they are less interested in emergency education. By the time we were in Malakal, many such NGO's had already moved from Malakal and some had left the country altogether. A few number of NGOs are still in the region, such as IIRO International Islamic Relief Organization, IARA Islamic African Relief Association, SRC and church organizations which are domestic organizations, in the Upper Nile.

Muafaq, like Dawa, is still running 12 schools in Upper Nile, within which a total number of 1607 school children are enrolled. Of these 538 are girls and 1068 are boys. Muafaq is providing 164 children from among the above, boarding facilities, where children are served with three meals per day and given school uniforms. Children provided with boarding services are drawn from among those who fall under the category of children under most difficult circumstance CUMDC. Both Dawa and Muafaq are making great efforts to provide school uniforms to children in the State. Although both

Chapter Eight

General Observations and Conclusions

This section of the report addresses and highlights general conclusions and observations drawn from field visits, literature and other relevant sources. On the basis of terms of references, we intend to highlight the most important issues that have been addressed.

8.1 Contextual Frameworks

Emergency intervention, in the field of education, is made necessary by the tragedy of war in the Sudan, which victimized millions of people. From the perspectives of Unicef, children in the war affected areas, in the transitional zones and in the displaced camps, deserved special attention. Emergency education has been designed to meet this humanitarian interest.

This long and persistent war, did not stop simply at the level of displacing millions of people, from their home lands. In addition, it contributed to the deterioration of the national economy, which was already suffering, from many problems including, problems of debt services, budget deficits and huge balance of payment problems. Underlining this, was a crude economic foundation, which depended on the export of primary agricultural commodities. The Sudan economy is vulnerable to nature, as the famine episode of the mid 1980s underscored. The famine, produced a large number of displaced people mainly, from western Sudan. These swelled the ranks of shanty town dwellers, even before the war in the south has been started.

The displaced people, from the Southern Sudan, are only an additional layer to a mass of poor, destitute and marginalized people, already in place.

Furthermore, the world political and economic order, is no longer in favour of one party governments or military rule. To make things worse the Sudan government has either, willingly chosen, or has been forced to implement a programme of structural adjustment, in which, social services received the lowest share, from public expenditure. The budgetary allocation to education declined from 15 percent in 1985/86 to 1.7 percent in 1991/92, and this percentage had further declined to 1.3 percent 1992/93. This trend clearly reflects the nature of state policy with regard to education.

The place of education, in the list of priorities, has been reflected, in and accompanied by, a policy of decentralization whereby, responsibility for education service delivery has been transferred to the lower tiers of the new

"federal" structure. Under this administrative system, the Federal Ministry of Education is responsible, for educational planning, curriculum development, text book production, coordination of external aid, overseeing standards of teacher training, higher education evaluation and monitoring. State governments, on the other hand, are responsible for the recruitment and training of teachers, administration and supervision, and for meeting the financial costs for secondary education. Local councils on the other hand are expected to bear the establishment or construction of schools, at the basic level, as well as paying all the other expenses of running schools at this level.

As a matter of fact, responsibility for basic education has fallen upon the community, and given the rudimentary foundation of local economies, in most parts of the Sudan, and in the absence of a wider tax base in these local economies, sugar which in the Sudan, is an strategic commodity monopolized by the state, became the most important source for local government finance. Communities often sell their share of sugar in the black market, in order to meet whatever financial needs, that may be demanded by parent committees. Local councils in the southern states and displaced communities in the northern towns, particularly in Khartoum, lacked both the institutional structures and economic resources to finance basic education in this manner.

In many occasions we have stressed and urged the question of whether local communities in the southern states and communities in displaced camps had access to sugar. The share of the southern states in sugar is difficult to transport to the south and due to the lack of credit and finance, most of this share is never claimed from the state sugar corporation. In short the situation in the southern states is not comparable to the north. The sugar quota for the displaced camps, on the other hand, is too small, and whatever amount that is allocated to the camps, is alleged to be appropriated and sold in the black market for the benefit of leaders, who often support very large families. Whatever the validity of such allegations, the conclusion is that, displaced communities are too poor, to spare any surplus resources, beyond their immediate subsistence. Little is expected of them in terms of cost sharing.

The above contextual background, in our opinion is very significant to the over-all understanding of planning, management and implementation of Emergency Education, in the southern states and in the displaced camps. Without financial resources, the State Ministries, SEESIC bodies and local communities can not practically and effectively shape their own plans.

Thus Unicef and the Federal Ministry of Education as the main counterpart, will remain the most important parties in the process of planning. Local

communities, local councils and SEESIC bodies can at best be consulted, through annual or periodic annual meetings which are jointly held by Unicef and FMOE. We had an opportunity to attend one of such periodic meetings in which, popular and official groups expressed their views, presented their future targets and provided a wealth of information and feed back about processes of implementation. In this way they have participated in the setting of targets and contributed in the evaluation of the over-all direction of the programme. This in itself is an important stage in the process of participatory planning. An important lesson in this is that planning is a function of a judicious allocation of resources. One of course, can not allocate such resources without having full control over them.

8.2 Management, Planning and Implementation Problems

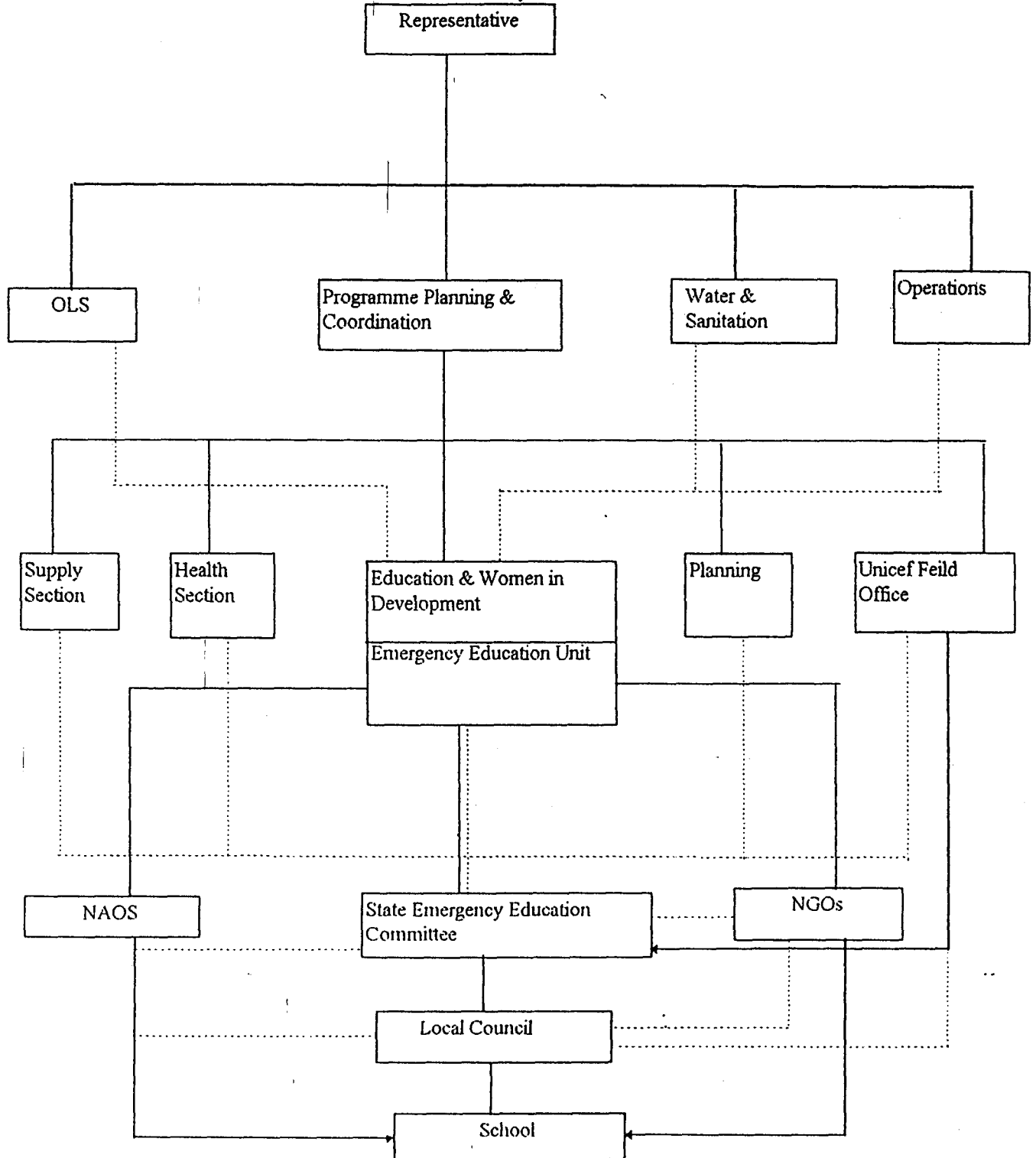
The structure of management for Emergency Education has been examined. Being a joint project between the government of the Sudan and Unicef, which acts on behalf of donors, this structure reflected the political and administrative realities in the country, on the one hand, and the internal institutional complexities within Unicef. For practical and objective reasons this structure is too complicated. There are many horizontal and vertical lines of communication within Unicef. We could not examine these structures, for to do so one needs to be familiar and knowing more, about UN internal management mechanisms and this is beyond our terms of reference. For instance we did not investigate the role of the planning section within Unicef and its links with Emergency Education. Similarly we also know little, about the link between OLS within Unicef and Emergency Education. Although the latter is attached to the Education section and operates within its umbrella, one does not know the exact nature of relationship between Emergency Education and the Section. However, there are many questions to be answered internally within Unicef. 1- Assuming that, the scale of emergency needs have widened will this unit be expanded and incorporated directly under OLS, or will it be promoted into an autonomous unit, directly attached to the office, of Unicef Resident Representative? There are many other questions which are internal to Unicef and these has to be discussed and settled within the organization's Country Office.

As for the management structures at the state levels, the current arrangements seem to be satisfactory, except for Khartoum State. The lack of cooperation on the part of the State Director of Education and his Committee

posed a practical dilemma for the Emergency Unit. In real terms, the local councils are the most important official institutions, with close contacts and links with grassroots communities and basic schools. Some mechanism therefore has to be created in order to involve them, in both the planning and implementation activities. This is particularly important for Khartoum State. Instead of dealing directly with communities, as is the current practice in Khartoum State, local councils and their technical staff should be incorporated in all emergency education activities. This is more likely to facilitate and increase prospects for community participation, increase opportunities of cost sharing and create more optimum opportunities for coordination between NGO's, government counter parts and local communities. Unicef needs to examine and test whether local councils, or provinces, are best for the promotion of this idea, particularly, for Khartoum State. On view of this perception we recommend the restructuring of the management diagram in such a way as to give room for local councils or provinces, and make them main centres for decision making. The attached diagram is adapted, from the original diagram in chapter three, page 30. The local council level, or the level of provinces, as may be found appropriate, is recommended to be used as the centre for horizontal and vertical coordination. This level may allow an opportunity optimum for cost-sharing, for monitoring and for popular participation. The objective here is to make efficient use of resources and produce more efficient results. Before the application of this suggestion, it could be experimented first to see results and then move on gradually to apply the relevant conclusions to all states.

Diagram No. 2: Recommended Management Structure for Emergency
Education Programme (Role of Local Councils)

Unicef Sudan Country Office



———— Direct line of communication

..... Cooperation and coordination

Presently and within the existing contextual realities, the state steering and implementation committees in the other states, excluding Khartoum are performing satisfactory roles, in planning, implementation and monitoring. As for the southern Kordofan project, it may be desirable to incorporate the provinces or local councils as may be feasible. The point of departure is whether the management structure is closer to the grassroots or not.

In the southern states, the local councils are financially too weak and institutionally fragile, to be entrusted with planning or implementation tasks. The state steering committees in these states seem to be the most effective mechanisms, for reaching the target population of children affected by war, at least for the time being. From our data analysis, there are many modalities and practices of management and monitoring, ranging from direct management in Khartoum to indirect in the southern states, where SEESC, are acting autonomously. This is a sign of flexibility, which should be encouraged. Emphasis should be on objectives and outcomes rather than on procedures and rules.

8.3 Interface with Basic Education

To begin with, Emergency Education is essentially a programme of strengthening and promoting basic education, especially in the disaster and crisis ridden areas of the country. With the removal of the main causes of disaster, emergency education projects will automatically be integrated into the main stream institutional structures, through which basic education is delivered. This is an additional reason for urging the need for bringing the local councils into the current activities of Emergency Education.

The current practice, in the southern states and Kadugli Emergency Education programmes, are directed towards the maintenance and protection of basic education and to that extent there is no real distinction between Emergency Education sponsored by Unicef and formal basic education provided by the state, and also supported by Unicef's Country Office Programme. The two counter parts work together for the same objective.

8.4 Children's Reactions and Perceptions

As we have already explained, emergency education made a lot of difference to those children, who are lucky enough to be reached. Hundreds of children, to whom we talked, expressed their gratitude for the help from Unicef

and the NGOs. Without this help they may not have a chance to go to school. Many children appreciated the breakfast meals, which to many were the main initial incentive, for joining the school in the first place. Once they are in school, they gradually gained confidence and acquired a sense of dignity and discipline. In due course, many have realized that, without this chance of enrollment in schools, they could have ended up as street children or shamasha.

Many children have acquired a higher sense of self-esteem. This has been expressed in the realization of role models, where some children looked for a future of being doctors, engineers teachers and so on. This in itself is a sign of a growing normalcy. Although girls, in particular, are very shy, one doesn't know, whether this is a culturally derived attitude, or a psychological behaviour produced by war trauma. It could be a product of both factors. One major problem, that affects the chances of education, for these children including boys and girls, is the problem of poverty. Poverty induces children, to leave school at a very early age. Single parent families, in particular, can not afford to keep children in schools for longer years. Boys, especially senior boys in the families, are expected to join the labour market and help in generating income and look after their younger brothers and sisters. Girls from a very early age are expected to participate in domestic work and be married, as soon as possible. In certain cultures, early female marriage, is a function of economic reciprocity, but in many other cultures, girls are married in order to preserve the honour of the family. For not to do so, the family risks culturally and socially unacceptable consequences. These are common factors which limit the prospects of further education for children and reduces their retention in schools, in nearly all of the states which we have visited.

Unfortunately, the short terms prospects of poverty elimination among this strata of Sudanese community is not in the horizon. This study has emphasized the global, macro and contextual problems which in the first place created the need for emergency intervention. Without being unduly pessimistic, the political economy of the Sudan does not give short term promises for peace, accommodation and or stability. Our impression is that, what has started as an emergency short term programme, may drag on, and turn into a longer term brutal nightmare. Both Unicef and the main donors, should live with such prospects and operate on the basis of a sustained or perhaps an enlarged emergency. Whenever peace arrives, at any rate, emergency interventions may provide a framework for a wider programme for development and rehabilitation. Sudan will certainly need the help of others, to rebuild its

infrastructure and remove the physical economic and socio-psychological impacts of war.

8.5 War Trauma Treatment

War trauma received adequate attention from Unicef, at least from a theoretical and also from practical perspectives. The war trauma centre in Juba stands as an example for the level of attention which Unicef assigns to the problem. In the Sudan few people realize the importance of the psychological effects of war upon the health and development of society. War trauma affects the behaviour of the adults of today but more seriously, it damages the psychological capacities of future generations. In the absence of adequate attention to this problem, the whole society risks the reproduction of violence, aggression and psychopathic behaviour, and thus the danger of instability, disorder and perhaps the resurgence of war.

Children, generally are more responsive to psychological treatment. The school teachers are playing very useful roles in this process. The creation of a sense of community, among children, and the encouragement of healthier social relations between them, all help to reduce the impact of war trauma. We have seen both in Kadugli and Malakal, teachers working very hard, to encourage children to participate in volley ball and other sport competitions. In Malakal school Theatre and music have been part of school activities. We suggest the encouragement of these extra curriculum activities in order to address the problem of psycho-social trauma. Sporting materials and music instruments together with training programmes of teachers in these activities should be carefully examined.

Recommendations

- 1- During visit to schools in the Southern States, Kadugli and Khartoum, we found different priorities. The process of planning, implementation and monitoring should be flexible in order to address the specific needs of each state.
- 2- Local councils should be incorporated in the process of planning and in implementation in order to guarantee sustainability.
- 3- Local councils provide optimum opportunities for popular participation, coordination and cost-sharing.
- 4- The level of crowding in schools, particularly in Khartoum and also in the other states, reduces the chances of educational achievement. Additional classes should be built in order to reduce over-crowding. Classrooms rehabilitation and construction constitute an important chapter in the link between EE and normal country programme.
- 5- School meals are found to be the most important incentive for retention and enrollment in schools. Unicef in collaboration with Sudan government and other partners should seek resources for the provision of such meals.
- 6- With the exception of Kadugli, our findings showed a wide gender gap in schools. There are cultural economic and social constraints in the face of girls education. In Bahr ElGhazal State, girls are bartered for cattle. Such cultural constraints need more time to change. However in the short term, the age of girls admission should be reduced in order to allow greater levels of girls enrollment. Mass media programmes should be used to raise consciousness of parents.
- 7- School furniture deserve greater attention. The example of the workshop in Malakal needs to be repeated elsewhere. There is a possibility of producing these furniture locally and from local materials.
- 8- Teacher Training, as a component of the programme, seems to be the most successful component at least quantitatively. The programme should be maintained and improved qualitatively. University graduates will, within a few years, fill a big gap in the number of qualified teachers. ISSETI needs to prepare itself for higher quality training.
- 9- Teachers conditions of service is an important pre-condition for the sustainability of basic education including Emergency Education.

- 10- NGOs, both Islamic and Christian, are playing a useful role in programme implementation. As Unicef's stand is neutral, the government of Sudan too, is urged to be neutral in dealing with the local religious NGO's. It is preferable if the government could adopt a more secular approach, to education and put itself at some distance, from any theological controversy, between competing religious denominations.
- 11- On view of the reality of cultural diversity in the Sudan, vernacular programmes of education should be given serious thought.
- 12- Members of SEESIC should be given incentives, preferably by their state ministries in order to motivate their participation.
- 13- Parents should be encouraged to participate in the implementation of relevant programmes, through theatre and food for work programme.
- 14- Music and sporting activities need to be encouraged and integrated into the trauma elimination efforts.
- 15- The sub-programme of classroom construction and rehabilitation in Kadugli and Malakal are important components of EE and therefore they should be supported.