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CF-RAI-USAA-DB01-EV-2003-01169

Full Item Register Number [Auto] **CF-RAI-USAA-DB01-EV-2003-01169**

Ext Ref: Doc Series / Year / Number **EVL/03.08.11/ SUD 98/09**

Record Title

An Evaluation of the Basic Schools Teacher Education and Training Support Programmes and Their Impact on the Learning Environment

Date Created - on item
12/1/2003

Date Registered in RAMP-TRIM
12/1/2003

Date Closed

Primary Contact
Owner Location
Home Location
Current Location

Evaluation Office, UNICEF NY-HQ = 5128
Evaluation Office, UNICEF NY-HQ = 5128
CF-RAF-USAA-DB01-2003-63570 > Evaluation Office, U

1: In, Out, Internal, Rec or Conv Copy
Fd2: Sender or Cross Reference
Fd3: Doc Type of Format

Container Record [Folder] **CF-RAF-USAA-DB01-2003-63570**
Container Box Record (Title) **An Evaluation of the Basic Schools Teacher Education and Training Sup**

Nu1: Number of pages
0

Nu2: Doc Year
0

Nu3: Doc Number
0

Full GCG File Plan Code

Da1: Date Published

Da2: Date Received

Da3: Date Distributed

Priority

If Doc Series?:

Record Type **A01ev Item Eval Office - CF-RAI-USAA-DB01-EV**

Electronic Details

No Document

Electric [wasDOS] File Name

Alt Bar code = RAMP-TRIM Record Numb : **CF-RAI-USAA-DB01-EV-2003-01169**

Notes

Print Name of Person Submit Images

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without cover

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53

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Sudan 98/9

UNITED NATIONS CHILDREN FUND

(UNICEF)

KHARTOUM

AN EVALUATION OF THE BASIC SCHOOLS TEACHER EDUCATION AND TRAINING
SUPPORT PROGRAMMES
AND THEIR IMPACT ON THE LEARNING ENVIRONMENT

FEBRUARY 1999

Peter
Look for
Impact?
Jim

Who did the
evaluation?

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ACKNOWLEDGMENTS

A word of thanks is due to all those who assisted the team in this study. In particular, we must thank the Under Secretary of the FMOE in Khartoum and all the director Generals of education in the states visited by the team, and staff of basic education and training administration in the mohafazat and mahaliat whose generosity was enormous.

We must thank the two research assistants who endured all the difficulties of going around and were part of the team work in all the states visited. Their cooperation and patience was outstanding, especially during the difficult month of Ramadan.

Last but not least we thank the staff of UNICEF in El Obeid and Malakal whose cooperation facilitated the successful completion of the field work in North Kordofan and Malakal. UNICEF support in Khartoum was excellent and we are very grateful for all the comments provided by the staff of the Education and Monitoring and Evaluation departments.

1. EXECUTIVE SUMMARY

- 1.1 The objective of the study was to evaluate the various UNICEF support to teacher training programmes and to find out and assess whether these training programmes have achieved their objectives. The team visited schools in 7 States of the Sudan where 266 teachers in basic schools were interviewed using a questionnaire, discussions and talking to children. In addition, the state and mahalliat education authorities and directors of training and of the schools visited, were interviewed. Case histories of selected teachers were take in each of the states. The field visits started on 7/11/1998 and ended on 26/01/1999. A report is now under preparation.**
- 1.2 All the teacher training institutes which produced trained teachers have been turned to Faculties of Education in Universities. Teachers with senior secondary education are supposed to be trained as teachers in these institutions to a level of B.Ed. which is four year course**
- 1.3 It was clear from the education authorities in the state that the cost of a university education, coupled with family obligations of most teachers is rendering this policy to trained teachers to a B.Ed level difficult to apply. Teacher drop-out rate is very high both from the teaching profession and from faculties of education. In addition, most school authorities expressed doubt as to whether teachers with a B.Ed. would return to teach in basic schools where term of service is unlikely to change under the present financial situation of the mahalliat.**
- 1.4 The majority of the teachers in all the states visited in northern Sudan were females; in most of these states females made up over 70% of the teachers. This applied to both schools for female and male pupils. This was not the case in Upper Nile where male teachers were the majority in all schools.**
- 1.5 Most of the urban schools have no shortage of teachers compared to rural schools. Many of the rural schools often have fewer teachers than the number of classes.**
- 1.6 Over 68% of the teachers had no pre-service training; they were recruited from senior secondary schools, and had not pre-service teacher training. Only 11% of the teachers received pre-service training usually lasting between one and three months. The majority of the teachers, however, had long teaching experience; over 50% have more than 14 years of teaching.**
- 1.7 Most of the teacher training is in-service programmes made up of short courses lasting between two weeks to nine months. Support by mahalliat to in-service training is generally very poor. UNICEF support through the FMOE is currently the most important of funding. However, it appears that there is no clear system of allocating in-service training opportunities to mahalliat and within mahalliat. Teachers in Mahalliat with very limited financial resources generally receive less training opportunities than those with good finances. Mahalliat with poor financial resources are often not able to pay the teacher transport and living expenses during training.**
- 1.8. There is a considerable variation among states in the training background of teachers in general. This variation is even greater in in-service training, in particular. While only 16% did not receive any in-service training, 60% of the teachers received one or two training courses usually lasting between one and two weeks duration. The MOE and SOLO are the most important institutions providing in-service training through UNICEF financial support.**

Affluent state like Khartoum generally have better training opportunities than the poor states. Within the states themselves, poor mahalliat generally have poorer opportunities for teacher training than the affluent ones.

- 1.9 The majority of the teachers agree that training helps in the understanding of what is new in the educational field. There was a general agreement that there is need to re-introduce the two-year teacher training courses, at least to produce teachers to fill the present gap during the implementation of new teacher education policy. Furthermore, the FMOE should provide orientation training courses for the new syllabus which all teachers feel that it was implemented without proper prior training.
- 1.10 At present there are very few institutions involved in in-service training in Sudan. It is clear that while there has been an expansion in higher education, specially at the university level, there has been little such expansion in institutions supporting in-service training at state levels. The quality of such training has also declined considerably as a result of low allocation of resources to support such activities.
- 1.11 In purely quantitative terms, the efforts needed in the field of teacher training and education are enormous. The action to intensify education and training to upgrade skills of teachers in order to improve the quality of education is imperative.
- 1.12 At present an imbalance exists between education and training and the needs of the schools. Too much emphasis is placed on formal academic education of teacher in faculties, which does not provide sufficiently the short term demand of qualified teachers and school needs in the country. It is clear therefore, that short duration practical training should continue to receive serious attention.
- 1.13 There are a number of factors which make the provision of effective education and training on a wider scale essential:
 - a. the increasing costs of education and training;
 - b. increasing number of learners (due to a generally rapid expansion in basic education);
 - c. limited funds and resources which are available for education and training;
 - d. the inability of the formal educational sector to provide all the learning needs of the population;
 - e. the ever changing learning needs of learners due to frequent changes in curricula and syllabuses;
- 1.14 In view of the above mentioned problems, it is imperative that new and innovative education and training solutions should be found. Taking care of teachers, through good training and improvement of their status and careful selection through the following:
 - a. promotion of teaching profession to create a good mannered teacher and to draw legislation that rank it as fullfledged profession.
 - b. Increasing of facilities of education within Sudanese Universities to enable all teachers in general education to attain the university level but while continuing to support the two-year training of teachers.
 - c. to provide more opportunities for higher studies
 - d. to acquaint teachers with innovations in education through training in the context of lifelong education.

- e. **improvement of conditions of appointment so as to make the teaching profession an attractive one.**

2. Introduction and Basic Education Profile of Sudan

The National Policy for Education in Sudan is consistent with the global commitment to achieve Education for All by year 2000. It aims at increasing access to basic education, in order to achieve universal primary education. Sudan's educational and training policies are clearly outlined in the Comprehensive National Strategy which to some extent indicate the seriousness with which the government views manpower development.

There has been several important policy developments during the past years. Among these are the ten-year Comprehensive National Strategy, covering the period from 1992 to 2001, the implementation of federalization initiative in 1994, the ratification of the Convention of the Rights of the Child by Sudan, and the adoption by Sudan of the Jomtien World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs. The relevant aspects of the Jomtien declaration was the emphasis on Universal access to, and completion of, primary education (or whatever highest level of education is considered as "basic) by the year 2000, and priority was to be placed on ensuring access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. Another aspect of the declaration was the emphasis on the improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80% of 14 year-olds) attains or surpasses a defined level of achievement.

The Government of Sudan is committed to the achievement of Education for All (EFA) by the year 2000. It aims at increasing the access to basic education through community-based innovative and alternative approaches such as village education for all, community-based adolescent education and the mobile nomads schools.

The national educational strategy, which is part of the Comprehensive National Strategy, is designed to achieve the following goals:

- 1. Illiteracy (i.e in ability to read) should be eradicated by the year 2000 through mobilization of popular and voluntary efforts;**
- 2. Achievement of universal primary education by year 2000 (from 56% baseline in 1990 to 70% in 1995 and 100% by the year 2000;**
- 3. Increasing the percentage of children completing basic level from 62.5% baseline in 1990 to 80% by the year 2000;**
- 4. Increasing girl/boy ratio in primary school from 0.6 baseline 1990 to 1.0 by year 2000. Widening the educational base is the cornerstone for equitable distribution of income and better utilization of available information.**

During the last three decades there has been a rapid expansion in education in Sudan both in terms of numbers of schools and children entering schools. The entry age to primary (basic) education was reduced from 7 to 6 years in 1990 when the system of education was changed from 6-3-3 to 8-3. In this new system, the first six years are considered as primary level, the second two years as general secondary and the last three years are senior secondary level. Thus, primary (basic) education is provided to children between the ages of 6-13 years.

The statistics provided by the Federal Ministry of Education show that there has been some progress in basic education in the past 10 years. The total number of pupils enrolled in 1991/92 was 2,145,778 compared to 1,455,491 in 1984/85. In terms of both gross and net enrolment rates, however, progress turns out to be only modest; the rate increased from 48.7% in 1984/85 to 61.3% in 1991/92. The 1991/92 enrolment rate is far below the average for most African countries of 80%. Enrolment in basic educational level in Sudan is still below the country's own target set in 1990 to have universal education by year 2000. In 1995/96, there were 2,863,599 (or 53.3%) children age 6-13 years were enrolled in school, indicating a percentage decline from the 1991/92 figure.

The expansion in basic education resulted in an increase in the number of teachers. The teachers were recruited and trained in Educational Institutes which were distributed in most regions of Sudan. The graduates of these institutes were regarded as qualified teachers. While those who did not enter the teacher training institutes prior to their recruitment were thus regarded as unqualified teachers. As a result of lack of funds and poor conditions of service, there was an increase in the loss of qualified teachers which resulted in the recruitment of unqualified teachers.

This sudden increase in unqualified teachers is attributed to the inability of the pre-service training institutes to produce the required number of teachers to meet the demand which resulted from the opening of the large number of basic schools, both government and private. In addition, the loss of many trained teachers through emigration to the Gulf countries increased the recruitment of untrained teachers. The recent rapid expansion in higher education was also at the expense of the teachers training institutes most of which were taken over and converted into faculties in the new universities. In 1990, there were 21 teachers training institutes in Sudan producing teachers for basic education. Currently, there are no such institutes.

The increase in the number of unqualified teachers has led to low standards of attainment for many of the basic schools. The situation is compounded by the lack of adequate textbooks, equipment and furniture in schools of most of the states in Sudan. The recruitment of untrained teachers has not been reduced because of the continuous loss of qualified teachers to the Oil Producing countries. Furthermore, in recent years as a result of introduction of the Federal system, many teachers have taken up posts as members of the mini parliaments at the province and local councils.

The National education policy was reformed in 1990, extending the basic educational level to eight years- six primary and two of intermediate education- with the entry age reduced from 7 to 6 years. With the federalization initiative, the responsibilities of basic education have been shifted from the federal to the state and local councils. The Federal Ministry of Education is responsible for planning, curriculum development and teacher training. It has set up to develop teacher training institutions at state level. This plan should have been implemented by end of 1996.

Although government effort in the field of education has been impressive, investment in education in general and teacher training in particular, has been declining. The local authorities have been given the financial responsibilities over all basic schools. In most cases, the local authorities lack the financial resources to meet this obligation, and satisfy the demands for teachers' training.

They are not able to invest in education and training of teachers. All government resources are very limited and are utilized for salaries mainly. International assistance for basic education has been decreasing and is currently very limited.

3. Background to UNICEF Teacher's Training Support Programme

UNICEF has for a long time played a leading role in supporting the Government of Sudan in the areas of formal and non-formal education with specific contribution to capacity building, educational planning, teachers' training, etc. It was stated in the 1997/2001 Master Plan of Operation that the 1990/95 UNICEF/Government of Sudan Programme of Cooperation did not achieve its educational objectives fully for several reasons, among which were the lack of commitment and conceptualization of concerned government departments towards certain education projects dealing with the quality of education, coupled with lack of national expertise and frequent turn-over of government departments. The minimal government budgetary allocation for education was another obstacle. The budget allocation declined from 14% in 1989 to only 2.5% in 1995. The FMOE 1995/96 report showed that the educational budget is only 1.03% of the general national budget, and 63% of that allocation goes as salaries.

In recognition of the role of the various institutions involved in education, the 1997/2001 Master Plan of Operation emphasized the concept of cost-sharing and community participation in education, and the need to mobilize resources for education. This was to involve the coordination of different partners namely: local communities, local government councils, the states, UN organizations and both the grassroots and the international NGOs. Its support to in-service teacher training has been very impressive. The main goal of its support to basic education aimed at:

- a. increasing access to primary school children (especially girls and difficult-to reach/disadvantaged children) by strengthening the existing system and providing alternative approaches to basic education;**
- b. improving the quality of primary education by strengthening the capacity of teachers through orientation and training; and**
- c. improve administration, management and supervision of all education activities leading to increase attendance, improved retention, completion and achievement levels of children (with special emphasis on reduction of gender and regional disparities);**

The improvement of the quality of education is one of the general objectives of UNICEF 1997/2001 Master Plan of Operations. In this respect, the specific objective were:

- i. To improve the quality of basic education by providing orientation and training of teachers for the formal school system as well as the education programme for adolescents and nomadic children with emphasis on organization, management, content and methodology (using both grade/multi-grade teaching strategies), with particular emphasis on assessment of learning.**
- ii. To strengthen the implementation of adolescent and nomad's education and other community initiatives for basic education through the provision of teaching-learning**

- materials.
- iii. To support the decentralization process by strengthening the capacities of selected State Ministries of Education to collect, analyse and use data for policy/decision-making purposes and for planning, implementation and monitoring of education activities.
 - iv. To support essential research in education.
 - v. Advocate for the rights of children (CRC) and for greater gender equity.
 - vi. To support programme planning process at Federal and State level and conduct periodic reviews to monitor progress.

At the initial stage the aim was to provide technical support for improving teacher training, in particular to support improved training of teachers in the 16 states of Kordofan, Darfur and Southern Sudan. The present states include the White Nile, Gadareif and the Nile States.

The strategy related to the above objective was to improve the quality of existing primary education services by improving the in-service training of teachers, encouraging the reform of the basic education curriculum content, improving the production and delivery of quality textbooks and assisting in the development of a process for measuring primary level learning achievement.

Within the context of capacity building and educational planning, UNICEF support would involve the training of planners and administrators on spatial planning techniques, methods of data collection and education monitoring and evaluation, the revision of teacher training curriculum to include the role of the teacher in book usage, conservation and record-keeping.

Within the context of the promotion of quality of Basic Education it was recognized that knowledge and life skills for survival were crucial. Thus, there was a special need for measuring learning achievements so that literacy and non-formal systems could be expanded and improved upon to complement the formal system. This would lead to a need for reorganization of the curriculum and teacher training.

With regards to the Emergency Programme of Education, the objective was to improve the quality of education among the displaced children in camps and war-affected areas (with a special focus on girls child) through promotion of regular teacher training, provision of teaching and educational materials, construction of classrooms, provision of school uniforms, support for provision of school certificates, regular monitoring and curriculum reform. The strategy to be adopted was to support teacher training through distance education in collaboration with SOLO, University of Bahr El Ghazal and Upper Nile University in Southern Sudan.

Other aims of UNICEF support was to advocate for the promotion of girls education in the war affected communities of South Darfur and South Kordofan states through the use of theater for life training and groups as well as through provision of school uniform and birth certificates for school girls.

Thus, an important objective of UNICEF support was the up-grading of teachers qualification through training courses for secondary graduates who were later given in-service experiences, in particular for teachers teaching in grades one to five of the basic schools. To improve the quality

of teachers, in-service teacher training has been supported to upgrade unqualified/untrained teachers. Innovative methods such as distance education for in-service teachers in rural areas was promoted.

One priority of UNICEF Education Programme in teacher training was given to low-cost interventions which contributed directly to achieve the NPA goals, i.e. increase the number of primary teachers to serve the un-reached (displaced, nomads, remote areas) providing them with the minimum qualifications. UNICEF also has given special attention to the war-affected populations through its support to education in an emergency environment which includes a focus on teacher training.

Capacity building and service delivery support would be provided to In-Service Educational Training Institute, Ministry of Education (ISETI-MOE) for decentralizing teacher training, initially in selected states of Kordofan, Darfur and the southern States. The In-Service Education Training Institute (ISETI), which has a long standing relations with UNICEF as a counterpart since its establishment in 1972 with a mandate to provide basic school teachers with in-service training, developed training programmes within this framework of support. Based on an agreement between the Federal Ministry of Education and NGOs involved in the field of education, UNICEF has also cooperated with the Sudan Open Learning Unit (SOLU) in teachers training. This cooperation opened a new dimension in the MOE's teacher training programme. UNICEF support to Nomads education paid special attention to recruiting and training teachers with a nomadic background.

4. Objectives of the Evaluation

UNICEF support to teacher training has been very substantial over the years. The objective of the study is to evaluate the various UNICEF support to teacher training programmes and to find out and assess whether these training programmes have achieved their objectives. It is also important to find out whether these programmes have been supported by the government teacher education and training plans. In recent years the government has decided to train teachers in universities to a B.A degree level. The details of the terms of reference are included in annex 1.

The study has attempted to evaluate UNICEF support and assess its impact on the quality of teachers and specifically to see:

- a. what has been its central role in providing the desired skills to the teachers of the first five grades of basic schools;
- b. whether it has been able to contribute to strengthening teacher education and thereby whole educational system,
- c. what has been its impact on the quality of basic education,
- d. has it contributed to the improvement of the learning environment and retention of teachers in basic schools.
- e. what alternatives could have been adopted.
- f. a cost-benefit analysis of the support provided by UNICEF to teacher training.

The main outcome of this evaluation was to present to the government and UNICEF what they have or have not been able to achieve in areas of teacher training with the purpose of improving the quality of education through this training. In addition the study intended to investigate whether alternatives plans and objectives could be adopted by the government and to suggest possible training options in future.

5. Sources of Data

The study depended on both secondary and primary data. The secondary data was collected from the MOE at the Federal and State Levels and from the local authorities and schools that were visited by the team.

Primary data was collected through interviews, questionnaires, case studies and observation. Interviews were conducted with training directors at the Federal, State, Provincial and local authorities levels and with teachers and directors of schools. In addition questionnaires were administered to a sample of 266 teachers selected from schools in the states. Case histories of 7 male and female teachers were also recorded in some of the selected from some of the schools. Observation of the activities of the teachers in school and the school environment was also used during the study.

5.1 Methodology of Sample Selection

A total of 266 teachers of basic schools were selected from a number of schools selected from 8 states of Sudan. The teachers were selected from boy male and female teachers, and representing both trained and untrained teachers. The schools from which these teachers were selected represented both the boy and the girl schools. In practiced there very few schools with only male or female teachers. On contrary female teachers were dominant in both male and female schools.

A stratified random sampling was used in the selection of the teachers. Sudan was divided into seven regions: North, Khartoum, Central, East, West and South. These regions were further sub-divided into states. Each state has a number of basic school and teachers and a state was selected at random from each region and a number of basic schools, from which the teachers were interviewed, were also selected at random. Schools in both urban and rural areas in these states were selected. The teachers interviewed included only those who taught from the 1st to the 5th grade; they are the target of UNICEF training support programme; the rationale being that with limited available resources focus on the early years of learning can help to build a strong foundation.

The distribution of the sample of teachers interviewed in each selected state was made in proportion to total number of teachers in the state. The schools covered were selected at random from a list of schools provided by the state education authorities, also the male and female teachers to be interviewed were selected at random during the field visit. The following states were selected at random and the sample of teachers interviewed are also shown in the table

below.

Khartoum has the largest number of teachers in the country. The sample size given in the table is, therefore, not in proportion to its size. However, because we believe that teachers in Khartoum are relatively better placed with regarded to facilities and alternative opportunities for training and income, the size of the sample adequately represented the state.

The stratification implemented in the study was according to rural/urban and sex of teachers. The table below shows the distribution of the schools and the number of teachers according to states.

As mentioned, seven states were selected randomly with probability proportional to the number of teachers in the state. The sample was selected in two stages. In the first stage the selection of the primary sampling units (PSUs), i.e the schools in the states which were clustered in the sample. A list of all schools in the selected states was prepared, and a number of schools were selected randomly after dividing the schools into rural and urban schools. In the case of Upper Nile, only urban schools were selected for security reasons. an equal number of schools were selected to represent boys and girls schools.

In the second stage a number of teachers was selected randomly from those who were teaching in 1st to the 5th grades only. A total of 45 teachers were interviewed from the selected school.

The majority of the teachers interviewed were females which was a reflection of the dominance of females teachers in all schools, with the exception of those schools in Malakal. In many of the schools visited, the Head Master (Director) could be a male but the majority of the teachers would be females.

Table 1: Distribution of Schools and Teachers Interviewed in the Selected States

States	Number of Schools	Number of Teachers		
		Total	Males	Females
S. Darfur	6	31	6	25
N. Kordofan	8	35	4	31
Khartoum	14	69	16	53
Gadarif	5	22	2	20
River Nile	9	48	12	36
White Nile	10	42	2	40
Upper Nile	6	14	5	19
Total	56	266	56	210

5.2 Constraints Encountered During the Study

The major constraint encountered during the study was the closure of schools as a result of teachers strike. In Nyala, the team had to finish the interviews within a day because the teachers had announced a strike. In the White State, most of the schools were closed, and the team was obliged to select those schools in the mahalliat which were open in both the rural and urban areas.

6. General Background on Distribution and Teacher Training

6.1 Distribution of Teachers by Training Status

a. General Background

Tables 2 shows the number of trained and untrained teachers in 1995/96 in Sudan by States. Some states in southern Sudan are not included in the table. Table 3 shows the number of teachers visited by the team during the study. It is quite clear that, with the exception of the southern states and Gadarif, female teachers are the majority in all the northern states of Sudan. There are two reasons for the dominance of female teachers in northern Sudan:

- a. Males constitute the large number of teacher migrants to the Gulf states;**
- b. Male teachers drop-out from the profession to join political posts at the federal, state, and local administrative levels.**

In the case of southern Sudan, females education lags behind that of males, and generally there are few educated females. Those who complete school at senior secondary level are generally few, and fewer still graduate from the teacher training institutes which used to exist in the country.

It is quite surprising to note in table 2 that Khartoum, the Gezira and the White Nile states have fewer trained teachers than the other states of Sudan. This might reflect the fact these states have a large number of schools which cannot be filled by trained teachers. These state attract large numbers of labour migrants, and they also have a large number of displaced population.

b. Main Findings of the Study

The results from the schools visited confirmed the picture presented by the general education statistics. 78.9% of the total sample are females teachers, and 69.2% of the whole sample are married, although 39.2% of them do not have children; those with children have between 2-4 children.

There are more trained teachers in urban schools than in rural schools. 68% of the teachers are secondary school graduates while only 26.3% are graduates of some institutes and only 1.9% are university graduates. It is also clear that 2.6% of the sample graduated from intermidiate level.

When we consider teachers experiences, it is clear that the majority of the teachers have long periods in the teaching profession. 30.2% have been teaching for more than 17 years while 21.1% have an experience of 14.17 years, 14.7% have 6-9 years and 22.6% have between 2 and five years experience.

The majority of teacher in the sample are working in their home towns and they constitute 83.2% of the total sample. Those who do not come from the same area work mostly in rural areas.

Table 2: Number of Teachers in Government Basic Education by training status, sex and state

State	Total			Males			Females		
	N=	Trained	Untrained	N=	Trained	Untrained	N=	Trained	Un
All Sudan	94,382	56.3	43.7	37,676	65.7	34.3	56,706	50.0	50
Northern	5,486	72.6	27.4	2,316	88.5	11.5	3,170	61.0	39
R.Nile	7,894	72.7	27.3	3,065	85.5	14.5	4,829	64.5	35
Khartoum	15,494	27.0	73.0	3,716	33.3	65.7	11,778	25.0	75
Gezira	16,291	49.5	50.5	7,556	57.0	43.0	8,735	43.0	57
B.Nile	1,293	47.3	52.7	492	67.3	32.7	801	35.1	64
Sennar	4,444	58.1	41.9	2,004	67.0	33.0	2,440	50.9	49
W.Nile	6,689	53.1	46.9	2,228	70.5	29.4	4,461	44.4	55
N.Kordofan	5,419	63.1	36.8	1,535	75.4	24.0	3,884	58.4	41
S.Kordofan	3,302	79.9	20.1	1,242	59.0	41.0	2,060	92.4	07
W.Kordofan	3,285	77.2	22.8	1,300	76.0	24.0	1,985	78.0	22
N.Darfur	4,991	55.7	44.3	2,120	59.2	40.6	2,871	53.1	46
S.Darfur	5,043	80.8	19.2	2,500	87.2	12.8	2,543	74.5	25
W.Darfur	1,498	43.1	56.9	740	51.1	48.9	758	35.2	64
Red Sea	1,574	67.9	32.1	676	75.7	24.3	898	61.9	38
Kassala	3,914	60.8	39.2	1,515	64.3	35.7	2,399	58.6	41
Gadarif	3,491	60.8	39.2	1,750	68.5	31.5	1,741	53.0	47
Warab	1,568	60.4	39.6	1,040	60.6	39.4	528	60.0	40
B.E.Gebel	937	66.4	33.6	670	69.7	30.3	267	58.1	41
W.B.Ghazal	585	79.5	20.5	378	79.1	20.9	207	80.2	19
U.Nile	967	61.9	39.1	668	64.2	35.8	299	56.9	43
W.Equatoria	217	52.5	47.5	165	55.2	44.8	52	44.2	55

Table 3: Distribution of Teachers in the States Visited By the Team

State	Females		Males		Total	
	Trained	Untrained	Trained	Untrained	Trained	Untraine
Khartoum	6914	6597	2804	1356	9718	7953
N. Kordofan	1989	1671	1022	389	3011	2060
Gadareif	1403	1216	1440	761	2843	1977
W. Nile					3554	3982
S. Darfur	2155	1095	1869	947	4024	2042
R. Nile	2634	1955	2162	354	4796	2309
Upper Nile	132	249	330	566	462	815
Total	15227	12783	9627	4373	28408	21138

6.2 Teachers Training Programme

A. General Background

6.2.1 Government Teacher's Training Programme

Training" is actually a somewhat vague term. It may comprise one or all of three things:

- a. On-the-job learning from experience, which is inevitable and hence does not constitute training;**
- b. On-the-job training under the supervision of school director, and colleagues.**
- c. Off-the-job training, involving the provision of formal training programmes in an institute or training centre**
- d. Formal orientation programmes for newly recruited teachers;**
- e. Formal orientation from a Teacher Training Institute of Faculty/College of Education in a University.**

Three important issues are raised here which lie within the scope of the Teacher Development and Training Programmes:

- a. The delegation of education and training responsibilities: Within the education and training systems there are various responsible bodies, namely Federal and State bodies, individual schools and private educational and training institutions. The Ministries of General and Higher Education, have always seen their responsibilities in the promotion of education, training and in-service training of potential qualified teachers.**
- b. Liaison and interaction between the education and training systems and the schools.**
- c. Balance between the education and training systems and the expansion in schools: In Sudan there is a serious imbalance between education and training systems and the expansions in schools and the increased demand for qualified teachers. While there is emphasis on formal education, there is still a very big surplus in unqualified teachers and a shortage of qualified teachers.**

In Sudan, the teacher training programme is under the General Directorate for Training and Development. It is responsible for:

- Planning and implementation of all short term training programmes for teachers in different levels in collaboration with the states.**
- Implementation of headmasters and inspectors training workshops (leaders workshops) in co-operation with the states**
- the co-ordination and implementation of basic education teacher training in the faculties of education to obtain the bachelor degrees.**
- Co-ordination with the general directorate for national training in the implementation of technical co-operation programmes.**

Until 1990 there were 23 teacher training institutes spread all over the different regions of Sudan.

All these institutes have been converted into faculties of education which have been entrusted the task of producing professional teacher with B.Ed. degrees.

Prior to this policy, the MOE established In-Service Training Institutes (ISETI) to provide short training courses for new and old teachers. There are currently 73 such institutes in the different states of the country, 47 of them were established prior to 1989 and the rest (26) were established between 1994 and 1997.

In-service training has become the most important form of teacher training. It is one of the oldest system of training in the world, originating long before any other form of education and training. It includes every activity aimed at the systematic and planned development of the attitudes, knowledge and skills required by an individual to perform a given task or job more efficiently. In-service training can take place within the organization or externally on behalf of the organization.

6.2.2 Government Teachers Training Policy

The Educational Training Administration in the Sudan has always been keen on teacher training. The previous training policy employed by the administration was that, before recruitment, the primary school teachers should first enter into a teacher training institutes. These institutes were located in almost all the regions of Sudan, and Bakhat El Riddah was the leading institute.

In the 1970s this policy was changed as a result of the newly adopted Educational Ladder which resulted in the large increase in the numbers of primary schools. That policy led to the recruitment of untrained teachers in primary and intermediate schools. The Ministry of Education attempted to find a short term solution to the problem of untrained teachers by initiating a new system of in-service training. Thus, ISETI was established to provide the training of these teachers in Sudan.

In September 1990 a conference for the reformation of educational policies was convened in Khartoum and its recommendations were included as part of the SNCS (Sudan National Comprehensive Strategy). The following aspects represented the most significant decisions of the SNCS:

- a. The Educational Ladder was changed to 8 years for Basic level and 3 years for secondary education instead of the old 6-3-3 system and the age of entry to school was reduced from 7 to six years.
- b. Basic-level education was generalized
- c. New curricula and syllabuses were introduced to address the social and cultural changes.
- d. The duration of teacher-training was increased from 2 years in teacher training institutes to 4 years in colleges and faculties of education in University. In conformity with this new policy the old system of teacher-training institutes were transformed into faculties and colleges of education and were affiliated to Universities in their geographical localities. There are currently about 21 faculties of education in the country.

6.2.3 The FMOE Teacher Training Plans

The FMOE teacher training plans were built on 2 major axes:

- a. The need for specialization in educational sciences and academic subjects leading to post-graduate degrees (diplomas, M.E. and Ph.D);**
- b. Training and qualifying teachers for the B.Ed. at the faculties and colleges of education;**

The FMOE adopted the following teacher training plan to be in conformity with the SNCS:

- i. Untrained teachers were to be enrolled in the faculties of education for a restrictive period of time.**
- ii. The graduates of the teacher training institutes to be given priority to up-grade their training in the faculties of education.**
- iii. The recruitment of untrained teachers was to be reduced and eventually abolished. Preference was to be given to the employment of graduates from relevant faculties who would be trained as professional teachers.**
- iv. ISETI was given the mandate to continue its mission as the provider of short term specialized and refreshing courses in educational innovation and leadership training, etc.**

6.2.4 Teacher's Training at Educational Faculties

This development in the teacher training was the result of many factors, mainly the extension of Basic level to eight years, the radical change of the curricula, the preparation of the teacher for his new role in the 21st century, etc. So it was decided to raise the teacher professional and academic training to University level.

To implement this policy the following steps were taken:

- a. The presidential decree No. 65 of 1994 was issued whereby the traditional training institutes were raised to faculties of education**
- b. The national curricula and programme was developed**
- c. Untrained Basic level teachers were admitted to these faculties.**

However, the programme was faced by many problems, in particular the training programme was not accepted by some of the faculties of education in the Universities. The decision of dividing the programme into 2 equal phases separated by a period of teaching practice in the school was not followed. Moreover, some of the trainee teachers could not meet the extra financial required to study in the University while at the same time they have to support their families. Thus, there was a high rate of drop-out among the trainees. Most mahallat were not able to meet the education cost of their teachers enrolled in the Universities. Many states continued to recruit untrained secondary graduates as teachers cadres to fill the gap of teachers at the basic level. For these and other reasons, the number of untrained teachers continued to increase and they were conspicuously high, in comparison to the number of the trained ones many of whom left their jobs for different reasons.

To tackle such situation the administration of ISETI designed crash remedial and orientation courses in new curricula for new untrained teachers and orientation courses in new curricula. In addition, it also designed some refresher and specialized courses in certain subjects, and on educational innovations and educational leadership for headmasters, directors and supervisors.

Thus, ISETI became of paramountly importance in motivating the states to reform and rehabilitate the old ISETI centres and open new ones. In the period between 1994 and 1997, twenty six ISETIs were newly established in the different states of Sudan to raise the number to 72 in 1997.

The Ministry of Education encouraged the contribution of other voluntary organizations involved in training fields, and the most important include SELTI and SOLO. To solve financial problems related to the increase demand for in-service training, the Ministry of Education sought the co-operation of UN agencies and the co-ordination with other national and international organizations.

In 1997, the FMOE called for a workshop to discuss and find solutions to some of the training problems. UNICEF supported the workshop which was held in Hantub. The following recommendations were made during that workshop:

- a. On the issue of the training curriculum, it was recommended that the colleges use the national curriculum as the main framework, philosophy and aims.
- b. The colleges should adopt different types and approaches to training which could include:
 - i. continuous regular studies programme
 - ii. phased study types of organizations such as:
 1. study programme divided into equal phases, separated by period of practice in the school
 2. Distance educations study programme
 3. the in-service multi-media approach.
- c. On the financial side, it was recommended that the SMOE and localities should be responsible for financing of training.

These recommendations were highlighted in a meeting in the faculty of education in Atbara. New Training curricula were developed and were recommended to be endorsed by the FMOEs (Higher and General) and to be implemented by the faculties of education.

There is still no clear indication that the faculties in the various Sudanese Universities have implemented or are willing to implement the above recommendations and curricula.

6.2.5 The Cooperation between MOE and UNICEF and NGOs in Teacher Training

Cooperation between FMOE and UNICEF is based on the 1997/2001 Government of Sudan and UNICEF Programme of Co-operation Master Plan of Operations. UNICEF support to the training programme is in line with the FMOE policies which emphasize in-service training through its In-Service Training Institute (ISETI) and recently in cooperation with the Sudan Open Learning Unit (SOLO), a national NGO and with the National Council for Literacy and Adult education.

I. UNICEF/ISETI Programme of Co-operation for Teacher Training and Development

This programme was developed around the following aspects:

- 1) The ever increasing number of newly appointed teachers in the States.
- 2) The absence of institutional framework for pre-service training
- 3) The introduction of a new basic school curriculum and the shift in syllabus/methodology of teaching and testing
- 4) The changing roles of school directors, inspectors and other senior staff in the basic school system.
- 5) The changing mandate among ministries and education offices as a result of the federal system
- 6) The need for innovative programmes to achieve National Strategy and Education for All goals (e.g. education of Nomadic children and adolescent education).

ISETI designed the following courses to achieve National Strategy and Education for all goals:

- i. Orientation course on the new curriculum (for supervisors and teachers) 16 days course, 18 modules: theory/practice in activity based.core curricula, multi-media method of training
- ii. Crash course for Basic School newly appointed teachers: 9 months course (160hrs), 53 modules (all subjects): methodology, education psychology, social issues, multi-media method of training, self-study.
- iii. National Orientation Course for Basic School Teachers of English: 14 days, 5 modules: teaching (4 skills), testing, phonetics.phonology, language development, multi-media task-based, reflective practice
- iv. Nomads school teacher training course: 12 days training; 21 modules on education psychology, multi-grade class approaches, mobile school organization, education topics
- v. Training of trainers course
- vi. Basic school Head Masters (directors) course
- vii. Basic School Supervisors Course
- viii. One class teacher
- ix. Specialize courses (Quran, Maths, Sciences, etc) for basic school teachers
- x. Arabic language courses for teachers teaching in Bilingual areas

Table 4. Distribution of ISETI Centres in the States of Sudan

State	No. of Centres 1972-1989	New Centres 1994/97
Khartoum	4	
Gezira	8	6
W. Nile	2	1
Sennar	2	1
Gadarif	1	2
Kassala	2	
Red Sea	1	
R. Nile	3	2
Northern	2	2
N.Kordofan	3	1
S.Kordofan	2	2
W.Kordofan	1	2
N..Darfur	4	1
S.Darfur	3	1
W.Darfur	1	1
B.Nile		2
S.Sudan	8	2
Total	47	26

SOURCE; FMOE, Institute of In-Service Training, Khartoum 1998

II. UNICEF and the Sudan Open Learning Organization (SOL0) Cooperation

SOLU is a national voluntary organization (NGO) working in the field of education. It was established in 1984 following an international conference held in 1980 in Khartoum which was devoted to the problems of refugees. Many needs of the refugees were identified and education was considered one of the most important need on the list. The International Extension College (IEC) of U.K. took the refugees' educational needs a step further and discussed with The Commission for Refugees (COR) the possibility of providing some educational services through distance education and open learning in which the College has a long working experience.

In 1984, the IEC conducted a comprehensive survey which assessed the educational needs of the refugee at that time. The findings reinforced the idea of creating a distance-education-based unit and suggested specific types of education needed by the communities. These included:

- i. foundation courses for upper primary and lower secondary students;**
- ii. refresher courses preparing students for secondary education;**

- iii. O'Level courses equivalent to secondary education and leading to London G.C.E;
- iv. non-formal courses of various types.

In the same year (1984), IEC signed an agreement with COR establishing an educational institution for refugees under the name "Sudan Extension Unit (SEU). This name was changed to Sudan Open Learning Unit (SOLU) and in 1995 it was again changed to Sudan Open Learning Organization (SOLO). Some of its major objectives include the following:

- a. Widening opportunities for continuous education and open education and improving their policies and applications;
- b. Designing plans and working programmes for open education in collaboration with other concerned national, regional and international agencies involved in open learning;
- c. Developing policies of distance education and open learning;
- d. Setting plans and national educational programmes by preparing effective curriculum of open education;
- e. Widening the scope of continuous education through mass-media, conferences, seminars, workshops, pamphlets, researches, etc.

The organization implements its activities in three ways:

- i. Through the formal education systems which includes basic education, secondary education and London Certificate
- ii. Informal education which includes illiteracy eradication campaigns and women development projects;
- iii. Vocational training which partly deals with teacher's training programmes

SOLO has widened its activities targeting not only refugees, but also the displaced and other disadvantaged groups, and teachers in basic schools. UNICEF provides support to SOLO in agreement with the Federal Ministry of Education (FMOE), in the field of teacher training programmes through the Teacher Assistance Courses (TAC). The programme aims at training teachers of basic education stage who have not received any pre-service teacher training. The duration of the programme is between 9-10 months. The content of the programme includes educational subjects to assist teachers to promote his/her work. This includes basic education, teaching methods, school management, preparation and use of teaching aids from local materials, psychology of education, and the syllabus of primary stage. Four books have been written and are used as training manuals. Book 5 has been introduced in the 1998/99 school year. The content of book five includes 7 units covering the development of basic stage curriculum, mediation on expression arts, men and universe, analysis of book one, child's rights, girls education and culture of peace.

The training method is designed for an in-service training system. This contains weekly discussion sessions at the training centres and field visits by supervisors to schools to check the teacher's application of theoretical information in the class. The objective is to give them direction and orientation on a practical level.

The supervision and follow-up of the programme is carried out through three field visits by SOLO staff at the headquarters. Monthly reports are submitted by the field supervisors and progress is evaluated jointly by SOLO, UNICEF and the Ministry of Education and other concerned bodies.

The assessment of the training programme is carried out through four written examinations each year, and through observation of teacher's performance in class and participation in training sessions. Trainees are awarded certificates after the completion of the training courses.

The programmes was designed by a German expert and was discussed by representatives from the Ministry of Education, Universities, National and Foreign voluntary organizations and the specialized UN agencies. UNICEF agreed to finance the programme based on these discussions and the University of Bahr El Ghazal was given the task to experiment this experience. The experiment was assessed by experts from the University of Khartoum, the University of Bahr El Ghazal and the Ministry of Education. The Ministry approved SOLU training programmes and its syllabus, thus paving the way for UNICEF financial support.

The programme was implemented in 1996 when some 910 trainees in three states (Khartoum, Gadareif and Northern Kordofan) were recruited. In 1997 the programme was widened and the number of trainees was 3,650 selected from six states. The 1998/1999 programme was planned to include 16 states and a total of 10,000 trainees. The tables below show the actual number of trainees and the cost of the training programme for 1996, 1997, and 1998. Plans for 1999 are also contained in the tables below.

The programme is financed by UNICEF and it provides teaching materials, supervisors workshops and payments and costs of supervision, evaluation, certificates, transportation and distribution of materials to the fields. The states pay the teachers incentives and salaries and provide the training centres.

One of the advantage of the programme is that it follows training during the service, therefore enabling the teacher to apply what he/she has learned. The programme provides teaching materials which are easy to read and understand. It also meets the increasing demand for teacher training at state level.

Table 5: The number of SOLO TAC centres.

Year	States	Centres	Trainees
1995	1	5	171
1996	4	44	1,149
1997	7	121	3,278
1998	15	322	9,975
Total	15	322	14,573

However, some states do not fulfil their financial obligations towards the teachers. Furthermore the certificates awarded to trainees have little value and is not accredited by most colleges of education and some professions. SOLO and UNICEF are pursuing the accreditation of the TAC with FMOE. Discussions with the FMOE have led to the acceptance by the Ministries of Education and Public Service of both SOLO's and ISETI's certificates, which are awarded to trainees after the 9 to 12 months courses, to be considered as a basis for the promotion of teachers from grade 12 to 10. A formal directive is being issued to all the States.

III. UNICEF and the National Council for Literacy and Adult Education

The limitation of conventional formal education has been recognized by many developing countries. A study conducted by UNICEF and UNESCO in fourteen developing countries found that between 20% and 50% of school aged children are out of school. In Sudan it is estimated that about 1,277,837 children aged between 9 and 14 years in 1995 did not enroll in formal education or dropped out from school. The high cost of basic education represented one of the most important factors contributing to the inability of the formal education system to meet the demand for education by all children of school age.

Sudan has a long experience in providing education outside the formal system and one such experience was the system of "Adult Clubs" which targeted those above the age of 18 who either did not enroll in school or who completed the 4-year elementary school level, to participate in adult education. These clubs were converted to "Youth Centre" which to some extent ended the original function of the old system of adult education.

The National Council for Literacy and Adult education was created to cater for the large number of children who either are out of or have dropped out from school. The Council aimed at covering children between the ages of 9 and 14 years to provide them with general education in conformity with the international declaration on "Education for All". It is accepted that this group of children have the right to education similar to that of those in formal educational system. A comprehensive system of education was designed to meet the special needs of this group of children and attention was given to female children who might not participate in education without this system.

The Council, through its planning and supervisory Unit, undertakes the programme of illiteracy eradication and education of adolescent children with special emphasis on girls enrolment. It is recognized that, in spite of all efforts in this respect, the number of illiterates is still high and is on the increase, which means that the aim of eradicating illiteracy has always been difficult to achieve in the short term. A number of factors contribute to this situation. The sources of illiteracy are still wide open. A lot of children do not attend schools for various reasons. There is a high drop-out rate in basic schools, and most of the time before the child has acquired some degree of literacy.

Accordingly, the Council directs its activities towards children aged between 9-14 years old who are out of the educational system process. The objective is to offer them some compensational education which is suitable for their lives. A special programme was designed for these children to

continue with their education. This programme is still under trial.

UNICEF support to the programme is in the form of financing the primary stage through preparation of syllabus, printing books, training of trainers and education directors who supervise the execution of the programme. The programme started in five regions of Sudan, the Northern, Eastern, Central, Kordofan and Darfur. The programme has been implemented in 10 states. The syllabus originated from the primary school level and trained teachers recruited from the local environment were used to teach in the centres established by the National Council for Literacy and adult Education. However, 2/3 of the centres operate in the premises of the basic schools

6.3 Distribution of Teachers By Training Opportunities

Tables 6 show the number of teachers trained between 1996 and 1998 by ISETI and SOLO. It is clear that ISETI and SOLO are the main institutions providing teacher training in Sudan. SOLO started to play an important role from 1996.

Table 6: Distribution of Trainees by State and Subjects Received in Traaining

State	New Curriculum	Crash	English	Nomad	TOT	Heads	Supervisors
N. Darfur	200			75	10	25	
S. Darfur	625		150	100	10	25	
W. Darfur	200			75	10		
N. Kordofan	200			75	10		25
S. Kordofan	625		150	100	10		25
W. Kordofan	200			75	10		
Khartoum	300		150		30	25	25
Gezira	200				30	50	
W. Nile	200				20		
B. Nile			50		10		
Kassala	200	200			20	25	
Gadarif	200				20		25
Red Sea	200	200			10		
R. Nile	200	200			10		
Northern	200	200			10		
Sennar	200				10		25
Equatoria	500		150		30		
U.Nile	450		200		20		

B.El Ghazal	300		100		20		
Total	5,200	800	950	500	300	150	125

SOURCE: FMOE, 1996, Khartoum

6.4 Sources of Funding for Teacher's Training

The Teacher Training programme depends on the following sources for its finance:

- a. The FMOE**
- b. The SMOE**
- c. The Local Administrative Councils (Mahaliat)**
- d. The Local Communities**
- e. Local and International NGOs**
- f. UNICEF which channels the training funds through the FMOE to the SMOE or alternating to the State through their field offices in selected locations.**

The FMOE recognized that the main problems of the educational systems include:

- i. The insufficient educational budget. In spite of the fact that the amount of money allocated for education has more than doubled as compared to that of the 1980s, yet the huge expansion in general education and higher education in recent years has absorbed all the available resources. Over 60% of the educational budget goes to salaries.**
- ii. The lack of a highly qualified and trained personnel to implement the educational policy and to execute its programmes. This lack is caused by the so called Brain Drain to the Gulf States. A new policy of training which consists of short intensive training programmes in some fields of education such as planning, curricula, teacher training, etc, has been adopted by the FMOE to compensate for the shortage in trained staff.**

UNICEF Teacher's Training Support Programme is based on the principle of cost-sharing by the partners involved in the programme. The central strategic consideration in the education programme budget proposal stems from the fact that, UNICEF role is more a catalyst rather than a mere service provider. Accordingly, cost-effective mechanisms are sought in the pursuit of future project sustainability. These mechanisms will be identified and described in relation to supplies, transport equipment and training and advocacy and empowerment of local groups and communities.

All partners involved in the education programme (i.e UNICEF, FMOE, SMOE, local councils and communities) are expected to contribute to the education activities. Most of the State governments input was to be spent in the provision of supplies and training of teachers. Some states, for example the White Nile, received training funds from NGOs like Plan Sudan. The White Nile State receives training funds from Plan-Sudan, and international Foster Parent NGO. It was reported that Plan Sudan provided a total of Ls 20,000,000 to support 1997/98 teacher training programme and UNICEF provided Ls 11,958,000. Dueim province was the direct beneficiary of Plan-Sudan financial support which includes other activities apart from training, like provision of drinking water. However, UNICEF has provided most of the financial support to teacher training for all the States of Sudan.

The tables below shows the contributions of the different agencies supporting the teacher training programme. Most of the support is for the in-service training programme. It was not possible to

obtain government financial support to the long term teacher education programme in the faculties of education.

The mahaliat are responsible for providing salaries and training incentives for teachers which include transport and subsistence allowance during training, provision of basic infrastructure, the training centres. Table 7 shows the total training programme cost for the years 1997/2001 and the contribution of the different partners.

Table 7: Phasing of Key Activities (Master Plan of Operations 1997-2001).

Activity	1997	1998	1999	2000	2001
Training and Capacity Building					
a. Teacher Training	5802	5802	6304	5304	5802
b. Training on DBase, MLA, school mapping and Curriculum Development	92	125	100	100	125
c. Study Tours	1	2	1	2	1

Table 8. Financial Contributions

Programme Component	1997	1998	1999	2000	2001	Total
Training and Capacity Building						
\$Component	919,200	951,520	1,148,160	1,128,160	1,324,800	5,429,820
Com./L.Council	171,360	174,870	206,670	206,670	441,160	1,200,730
State Govt.	244,800	262,310	355,930	355,930	287,480	1,506,450
Federal	073,440	097,150	149,260	149,260	155,000	624,120
UNICEF	429,600	417,180	436,300	416,300	399,140	2,098,530
Total Financial Contribution						
UNICEF						
Federal	860,000	850,000	850,000	850,000	850,000	
State	153,000	195,000	296,000	296,000	320,000	
Com./L.Council	357,000	357,000	440,000	440,000	600,000	
Total	510,000	552,000	736,000	736,000	920,000	
	1,880,000	1,954,000	2,322,000	2,322,000	2,690,000	

SOURCE: Government/UNICEF of Sudan Programme of Cooperation, 1997/2001

6.4.1 UNICEF Financial Contribution to the Training Programme

The total cost of UNICEF financial contribution to the various training institutions is given for 1997 and 1998 only. It was possible to obtain detail data for the two years. However, it appears that UNICEF support to in-service training became very substantial only after 1997 when the number of trainees in ISETI and SOLO training centres increased dramatically. As it can be seen from the table below, UNICEF support to the National Council for Literacy and Adult Education is modest in contrast to that given to SOLO and ISETI. UNICEF financial support goes directly to teacher training in the form of production materials and logistics. Government or SOLO support, on the other hand, is normally in the form of over-heads costs and teachers allowances during the courses. This is clearly seen from the information on each training institution presented below.

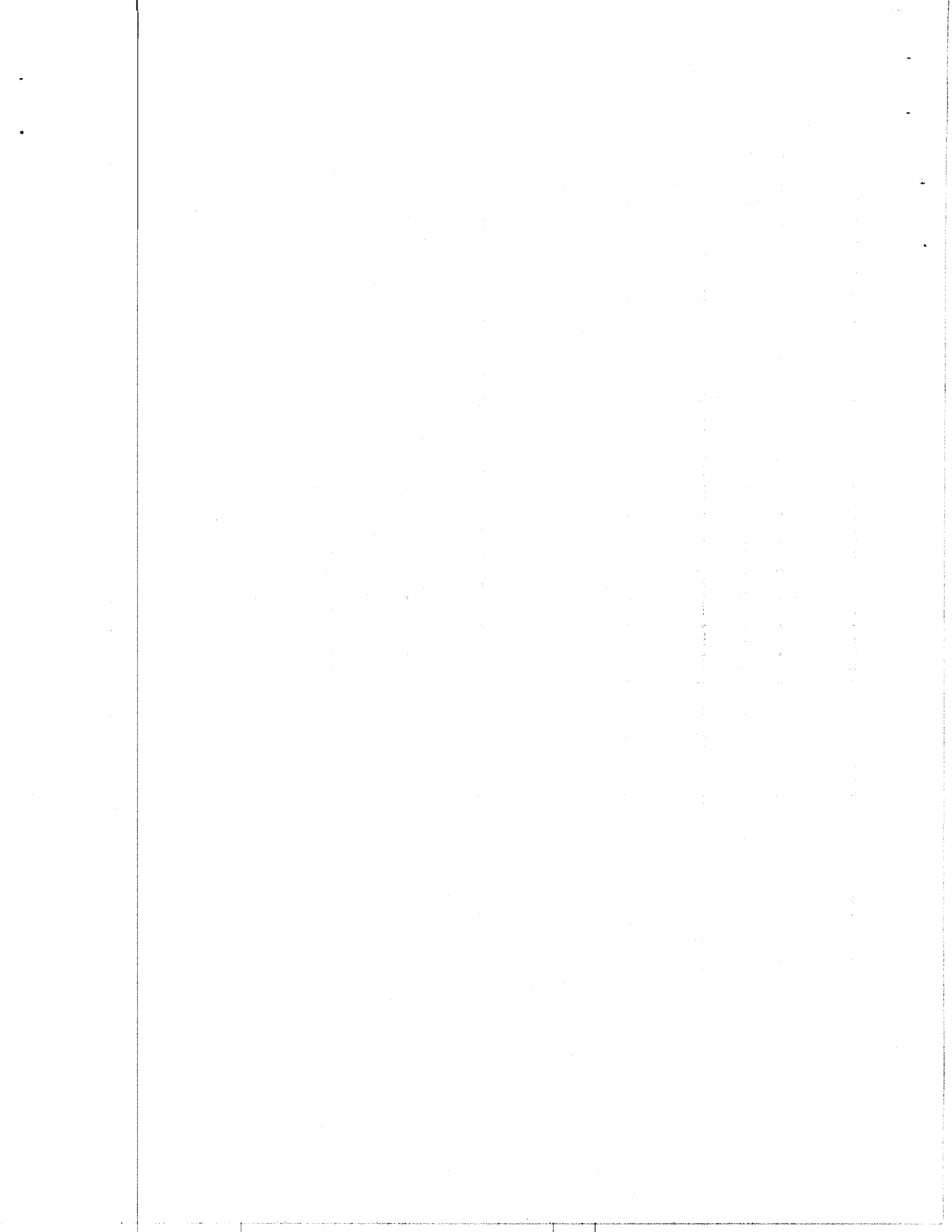
Table 9. UNICEF and Government Financial Support to Teacher Training Between 1997 and 1998.

Agency		1997		1998	
		Ls	%	Ls	%
SOLO	UNICEF	122,220,000	44.1	406,741,990	22.0
	SOLO	10,115,000	03.6	54,240,000	02.9
	SMOE/FMOE	145,035,000	52.3	1,391,940,000	75.1
	Total	277,370,000	100	1,852,921,000	100
ISETI	UNICEF	558,086,000	51.0	651,091,000	61.5
	SMOE	408,000,000	37.3	271,925,000	25.7
	FMOE/ISETI	128,800,000	11.7	135,925,000	12.8
	Total	1,094,886,000	100	1,058,941,000	100
NCLAE				97,224,000	
Total UNICEF		680,286,000	49.6	1,057,832,000	35.2
Total GoS/MOE		691,970,000	50.4	1,951,254,000	64.8
Total		1,372,256,000	100	3,009,086,000	100

Source: Compiled from the Tables Shown Below.

a. UNICEF Support To SOLO

As already stated, SOLO is one of the most important NGO offering in-service training to teachers of Basic Schools. Table 10 shows the number of trainees between 1997 and 1998 and the financial cost of this training. The total number of trainees in 1997 was 3700 teachers and the total cost of training was Ls 284,483,600; UNICEF contribution was 45.5% of the total cost. In 1998, the total number of trainees was 9,975. UNICEF contribution was less than 0% of the total cost.



b. UNICEF Support to ISETI/FMOE

UNICEF support to the Ministry of Education dates back to the 1970s. During the 1980s and 1990s, this support increased as a result of declining government financial contribution to teacher training. The number of trainees increased from about 1,400 in 1996 to over 8,000 in 1998. UNICEF financial contribution increased from Ls41.5 million in 1996 to over Ls613.0 million in 1998.

7. Overall Findings of the Study

7.1 General Observations

The main finding presented below are made in the light of the general observations made by the team on the schools visited. These observations relate to the general conditions of the schools visited and some of the methods used in the schools in particular the one-grade teacher. Teacher's personal facilities like library, entertainment, equipments, have been observed to have a significant role in upgrading quality of education.

Recent evaluation reports suggested that there was a positive effect of the school size on performance of pupils. The larger the school size the better the achievement. Availability of school facilities also have an effect on pupil performance. The less the classes a teacher teaches the better the performance of pupils. The teacher can concentrate better in preparing the lessons. The larger the load the poorer the performance of pupils. The availability of teaching methods have an influence on pupils performance.

Schools with more teachers perform better than others. Teachers training and the duration of training have positive effect on pupils achievement. This is very obvious since the load on the teacher will be small, which helps the teacher to give more time to the lessons. The longer the period of training the better pupils achievement. The duration of service in the school was also important in influencing performance. The longer the period the teacher stays in the school the better the achievement.

a. Number of Teachers

Number of female teachers in basic education is dominant. In some states they constitute more than 75% of the total number of teachers. Khartoum state has 76%, and in some boys schools the number of female teacher make up about 80%, for example in the Nile State (Shendi).

The prescribed number of teachers in any 8 grades school used to be 16+ teachers. In general the number of teachers in school is lower than that prescribed. In some schools the number range between 11 and 14 teachers. However, some schools in urban areas, like Khartoum and El Obeid, are able to maintain the 16+ number of teachers. Some rural schools lack the required number of teachers for the number of grades in the school. In one school there are 5 teachers to 6 grades. Some states, as solution to the problem of shortage of teachers, decided to combine a number of rural schools where the total number of students is very low. But this has created a problem of distance to the schools for some children. In order to solve this other problem, the old system of boarding houses has been proposed, but the total cost of running such houses is to be met by the parent councils.

The average number of students to a teacher in different schools varies between 15:1 in some rural areas where most of the schools are co-education schools because of the small number of children in these areas, up to 75:1 in some urban areas schools where the class density reaches more than 90 pupils, When there are enough teachers such dense classes are usually divided into two sections.

b. The One-Grade Teacher

The one-grade teacher was introduced five years ago. This method implies that a grade teacher teaches the same grade all the subjects and follows this grade for the first three years of education. In reality the following practices are observed:

- i. Not all the schools comply with this method. Only the schools with enough teachers and inparticular trained teachers, do adhere to the method. There are some schools which have not yet started the one-grade teacher method.
- ii. Some schools apply the method till the second grade while in the 3rd grade they reverse to the old method where different teachers teach different subjects in the same grade. This happens only under two conditions: either the one grade teacher, specially if she/he is newly recruited and poorly trained, finds it difficult to teach all subjects and asks for help from other teachers, or when the one grade teacher has been transferee to other school without replacement.

Most of the one-grade teachers are not well trained. The training for one grade teachers does not exceed one or two weeks. Almost all such teachers consider that kind of training as insufficient especially for untrained teachers. In some schools mainly in the urban areas, the class density is too high even when the pupils of one class are divided into two, i.e 45 pupils per class. In other schools that density is to remain because of the shortage of teachers. Such high density makes the one-grade teacher method difficult to apply.

Absenteeism of one grade teachers is another problem facing this method, especially when a teacher is absent for a long period, i.e maternity leave for female teachers. In such cases each school tries to solve this problem following different methods. Schools with reasonable or small number of students in its classes, tend to combine two classes together in order so that they can be taught by one teacher. Some schools have what they call emergency timetable which caters for such problems. More schools consider the solution of teacher absenteeism as the directors of school responsibility and he/she must take the place of the absent teacher. However, all such solutions do not compensate for the role of the actual one-grade teacher.

Some schools complained about the lower standard of the pupils following the one-grade teacher method when they reach the 4th and upper grades. They gave a valid point when the one grade teachers are of lower qualifications and poorly trained. When such teachers keep teaching all the subjects in the same class for 3 years, any educational damage to the pupils is long lasting, and is extremely difficult for other teachers of the upper grades to amend. Students coming from a one-grade teachers method, are also found to be very difficult to discipline when their mode of teaching is changed from one teacher to different teachers introducing different subjects during the schools hours.

c. Availability of Educational Materials

Various reports have concluded that the availability of books was a major factor influencing pupils performance and teachers motivation. Shortage in text books is common place in all basic education schools. The average number of the available text books for each subject in different schools varies between only one book in the hand of the teacher to 50/60% when children find it possible to share text books. When the available text books is reduced to 10-20% of what is needed, teachers resort to copying matefrom the text book on to the blackboard. Writing lessons on the blackboard tend to consume a good deal of time, and it also requires a lot of energy from the teachers. Sometimes some teacher find it difficult to complete the syllabus in their prescribed time.

Untrained teachers are more affected by the shortage of text books because some of them find it difficult to control the pupils in their classes while they are concentrating on copying lessons or exercise on the blackboard. These teacher are the ones who usually fail to complete the syllabus in time. Another problem concerning text books is the overall change of basic education curriculum and the failure to make the new text books available to all schools. The teachers in states which are incapable of buying the new text books, continue to teach the old curriculum. However, some of the teachers who have succeeded in obtaining the new text books, have started teaching the new syllabus before receiving any training to teach such syllabuses.

Untrained teachers find it difficult to change from the old syllabus to the new ones.

Another major problem in all the schools visited is the availability of chalks, as well as all other educational materials. In almost all cases, with the exception of Malakal where UNICEF provides most of the educational materials, the responsibility to supply chalks is left to the schools using their own resources. School resources depends primarily on the amount of fees each school imposes on its pupils. Each pupil has to pay between Ls 100 and Ls 250 per week specially for buying chalks. Shortages in chalk or bad quality of chalk is a common among all schools visited.

Basic education is supposed to be free for all children in government schools. Yet all the schools visited impose different amounts of money on the pupils which the authorities call contributions and not fees. Such contributions varies from school to school and according to the purpose of collection. As it has been mentioned before, all schools collect a sum of Ls 100 to Ls 250 from pupils each week for buying chalks. Private lessons are also common in all schools.

The amount of money required for private lessons varies between urban schools and rural ones and mainly between schools in poor localities and those in affluent ones. The amount of money also varies between upper and lower grades. In general each student has to pay between Ls2000 and Ls 5000 per month. The money collected by each school distributed according to settled plan where teachers receive the largest share while the educational authorities in the localities receive their share, in addition to the share of the school administration. All teachers consider private lessons as one of their important solutions to their economic problems.

The majority of teachers in rural areas are deprived of the above mentioned privileges enjoyed by teachers in urban areas. Two factors are important here. The first is that pupils in rural schools are generally few. The second factor the low economic status of children families which cannot allow them to meet the required costs for private lessons. Hence most teachers in rural schools are less motivated to teach, a fact which is reflected in their reluctance to take any initiative towards the improvement of the school situation. Urban schools, and model schools in particular, attract more students and consequently receive more money which raise the teachers incentives. Such schools attract or receive the most qualified and highly trained teachers, while most of the less qualified and poorly trained teachers are found in the rural areas.

Blackboards are also a major problem in the majority of schools visited. The majority have no portable blackboards, although such blackboards are needed in the prevailing shortage of text books. These types of blackboards are required for preparing educational materials before the beginning of the lesson in order to avoid the loss of time, which occurs when such materials are to be copied inside the classroom and during lessons time. Some schools tried to make portable blackboards out of pieces of cartons or light wood. Although such blackboards are small in size and do not last, they help in reducing the time lost when all the educational materials are to be copied inside the classroom.

d. Teaching Aids

It is also the responsibility of schools administration to provide the required teaching aids. Such aids are either bought as ready made or are produced from local materials. The availability and quality of teaching aids varies from school to school depending on the economical status of the localities in which the schools are located. The majority of schools in urban areas and in affluent localities have their teaching aids covering all subjects. In some rural areas, especially when teachers are untrained, teaching aids are rarely present. Untrained teachers generally give less consideration to teaching aids, especially in the absence of text books and the extra efforts needed to substitute for that by copying teaching materials on the blackboards. In addition, such teachers usually lack the knowledge of how to make the teaching aids.

e. Educational Activities

Educational activities are considered as part of the curriculum which influence the achievement of pupils in schools. A set of text books, to guide the teacher in the introduction of different activities, have been published. But very few schools have received the text books. As a consequence they either continue to follow the old kinds of school activities or ignore them totally. Such educational activities are practiced in all well established schools which are mainly urban areas and in particular among what are called model schools. In such schools all sorts of extra-education activities are practiced i.e. arts, music, theatre, etc.

Schools which cannot afford the provision of materials or resources required for the performance of such activities, have limited opportunities. Students spend a few minutes at the beginning of the school day to either recite some verses from the Koran or sing the national anthem. Some of the untrained teachers who teach in poor localities are unaware of extra curricula activities and lack the perception of the importance of such activities in the achievement of the educational objectives.

f. Punishment and Incentives as an educational Means

Whips and or stick are common sight in almost all basic schools, in both girls and boys schools. The majority of teachers argue that, since the children are used to punishment at home as the most practiced mean for discipline, it will be difficult to control them without using the same methods of discipline used at home. Sometimes, the teachers think that the mere sight of the whip or stick will make the child think twice before repeating any undesirable behaviour.

Incentives to very good pupils, although practiced properly in some schools, the majority of the schools do not give due weight to them as educational means for motivating pupils.

g. Physical State of Schools

It is clear that improved learning outcomes can hardly be expected of schools, or of educational institutions if the conditions under which teaching and learning take place are not conducive. There is a good number of schools visited where their physical state is very good, with good buildings and available clean lavatories, enough drinking water, spacious green courtyards, electricity and fans in the classrooms. They also have enough desks and chairs for children to sit on. All such schools are mainly in urban areas and Khartoum state, in particular. Teachers offices are well furnished with enough tables and chairs.

However, some schools have very poor ventilation system, have no tap-water and pupils either drink from wells or river. Such schools are without any of the basic sanitation facilities such lavatories, no drinking water and no electricity. In some school electricity supply has been disconnected because of the failure of the mahallat concerned to pay their costs. In some schools children are seated on the ground. In general there is a great variation in the physical states of the schools in different states and within the same state.

b. Main Findings of the Study

1. Pre-service Training

The results of the study suggest that the majority of the sample have been recruited to teach in basic schools

without receiving any kind of pre-service training. 89.1% of the sample reported that they received no pre-service training, while 4.9% received some training of between 1-3 months; 9% received between 4-6 months while 3.4% received a training of more than 9 months. The pre-service training was conducted mainly by the Ministry of Education, and in few cases by SOLO. programmes.

ii. In-Service Training

Variation exists in teacher training in general and in particular the in-service training. While 16.5% of the teachers in the sample received no in-service training, 41.0% received one chance and 20.3% received two chances and 8.6% had 3 chances 13.5% received more than three chances. The majority of those who received an in-service training, such training was of short period (o.e short courses lasting between one and two weeks). 67.7% confirmed that their receiving short courses while only 21.6% received a one year training course and 8.6% received training in an institute of teacher training. Most of such training courses were conducted by the MOE which covered 60.5% of the trainees. SOLUs covered 16.5% while the rest were distributed among other kinds of training.

iii. Duration of Training Period

Modes of Training:

There are three modes of training comprises :

- a. the short periods orientation training courses which varies between one or two weeks and between 40 and 45 days
- b. 9 months training courses which are offered as one day per week courses. i.e SOLU's, and the teacher training institutes.
- c. long term training courses which varies between 2 to up 4 years leading to a university degree.

Modes and training programmes varies considerably between different states and different teachers in the same state. Most of the states visited are satisfied with the short periods of training. i.e. the short courses which last for one or two weeks or up to 40 days. There are two reasons which make some states adopt the short period of training.

- a. It is cheaper and
- b. where there is a shortage of teachers, it does not add to this problem. Khartoum state is the only state among those being visited which invests in long term training programme of its teachers.

There is almost a consensus that the short period training, i.e the short course are insufficient and of little value especially to the newly recruited, or the old untrained teachers. The former group of teachers find such courses which concentrate mainly in teaching methods, as irrelevant, especially when they lack the needed knowledge of the subjects to be taught. The latter group consider such short courses, which they generally forget or ignore immediately after they return to their schools and resume teaching using their same old methods, as insufficient to make them improve methods they adopted during the years of teaching.

The majority of the trainees receive some training and went at least once for the short courses, in most states.

Pre-service training also varies in duration. Some teachers receive one to two weeks training while other received 2 to 4 years education and training in teachers training institutes or teachers training colleges.

The opportunities for training differ between rural and urban schools, although in some urban schools located in poor mahallat, some graduates of teacher training institutes, received no in-service training for a long time. In one school the director, who was a 1976 graduate of a 4-year teacher training college received no in-service training since then. In some rural schools the whole set of teachers are untrained. Some of them have just started the Teacher Assistant Courses (TAC) of SOLO (FAO school).

The above mentioned variations in teacher training reflect that the training programmes and training plans do not take into consideration the actual needs of basic education schools for trained teachers, or the equity in distribution of chances of the in-service training.

Table 7. In-Service Training by States and Number of training received

State	0	1	2	3	4+	Total (N=)
S. Darfur	25.8	45.2	12.9	9.7	6.5	31
N. Kordofan	20.0	54.3	17.1		8.6	35
Khartoum	14.5	37.7	14.5	11.6	21.7	69
Gadarif	13.6	54.5	22.7	4.5	4.5	22
R. Nile	14.6	33.3	33.3	12.5	6.3	48
W. Nile	21.4	42.9	23.8	2.4	9.5	42
Upper Nile		21.1	15.8	21.1	42.1	19
Total	16.5	41.0	20.3	8.6	13.5	266

SOURCE: Field Survey

Table 8: Duration and Type of Training Received

State	None	One Year	Institute (Two Years)	Short Courses	Follow-up	Total (N=)
S. Darfur	35.0		3.2	71.8		31
N. Kordofan	20.0	2.9	5.7	57.1	14.3	35
Khartoum	14.5	1.4	10.1	72.4	1.4	69
Gadarif	13.6	4.5	9.1	72.7		22
R.Nile	14.6	4.2	10.4	70.8		48
W.Nile	21.4	4.8	14.3	52.4	7.1	42
Upper Nile				100.0		19
Total	16.4	2.6	8.6	68.7	3.4	266

SOURCE: Field Survey, 1998/99

b. Main Findings of the Study

Teacher training varies considerably both in length of training periods and the number of chances each teacher finds, and all depends on the localities available resources. Now all the running cost of basic education is left to the localities to met. All teachers in the localities which fall to provide its share in training costs, generally lose their chances in training. Localities with good resources tend to have its prescribed chances in teacher training plus additional chances of teacher training offered but not made use by the poor localities.

Chances of in-service training depends on the capability of the localities, which have the responsibility to meet the educational needs of the communities in the states, to produce all the training requirements in cash or kind. Teachers teaching in affluent mahallat receive more chances of training, often more than three times, than those in poor mahallat. When poor mahallat are not able to avail the required cost of transport and incentives for their teachers, those mahallat in the same state which have the money will take these other chances in addition to those offered to them.

Some teachers received adequate training which include both pre-service and in-service training. However, it appears that the majority of the teachers in poor mahallat had no pre-service and in-service training, some of them who received neither per-service nor in-service training, have been teaching for a long time, often extending up to 6 years. Such untrained teachers always consider the small doses of training as insufficient and rather useless. These teachers, with the assistants of the Head Master (Director) and other experienced teachers, will have already developed their own methods of teaching which they find difficult to change through a one or two weeks of training.

When training entails extra cost which are to be met by the teachers, most teachers try to avoid such training. Married teachers always find it difficult to move to other cities or states in order to receive any kind of training, especially when the period of that training is long. Training far from teachers residences requires more expenses which they cannot afford and as a consequence they sacrifice their chances of training. Female teachers in particular find it difficult to leave their families especially if they have children. However, variation in economic resources among the mahallat tends to be the major factor influencing the variation in the opportunities for teacher training among all basic education's teachers, and the drop-out among the trainees, especially those in the B.Ed programme.

7.2 Impact of Teacher's Training Programme

a. Benefit of Training

Teachers emphasized the importance of training, and the majority of them agree that training helps in the understanding of what is new in the educational field, and training instill self confidence into the teacher. Training improves the professional standards of the teachers and it improves their academic standards. However, because the majority of the courses are of short duration, do not consider them as very useful in upgrading their academic standards. Land duration training can fulfil this objective.

It is clear that the majority of the teachers do not know what is meant by the culture of peace or the concept of peace and child's rights and the importance of special education. But they agreed that training is useful in understanding the rights of the child and the need for a special education. When they were asked about the benefits of training, the majority agreed that it helps in promotion.

b. Teaching Load

In general teachers have a heavy teaching load. 32.7% of the teachers in the sample teach one class, i.e. one grade teachers. 20.7% and 26.3% teach two classes and 3 classes respectively, while 20.3% teach more than three classes. 25.6% of the teachers teach more than 23 lessons per week, while 26.7% teach between 20-23 lessons and 31.6% teach between 16-19 lessons. and only 16.2% teach between 12-15 lessons per week, and these are mostly the teachers in big cities like Khartoum where the number of teachers in some schools exceed the required number in such schools.

The majority of the teachers (70.7%) in the sample teach between 3-4 subjects, and 10.2% teach between 1-2 subjects, 15.8% teach between 5-6 subjects and only 3% teach more than 6 subjects. Teacher who teach few subjects are found mostly those who teach specialized subjects like English and sciences.

The average number of pupils in each is reasonable. 66.7% of schools have between 40 to 60 pupils per class, and classes with 71089 pupils make up only 12.5%. Cases of smaller class sizes are found in rural areas.

One important aspect of the in-service training is the frequency of supervisory visits made by the state education authorities. 57.1% of the teachers have been visited by a supervisor twice during the past year while 18.8% have been visited three times and 4.1% more than three times; only 17.3% were visited only once. Only 2.6% of the teachers have not been visited. It is noticed that in the big cities like Khartoum and El Obeid supervision is more regular than in small urban centres and is even less so for rural schools because of lack of transport facilities in the localities.

c. Impact of Training on Teacher Ability to Carry The Teaching Duties.

1. Preparation and Evaluation of teaching materials

Table shows that the majority of the teachers in the sample are capable of performing an effective teaching method. They prepare their lessons dally linking each lesson with the previous one, ask questions to draw and keep the attention of pupils, evaluate their lesson each day and consider the participation of pupils as part of the evaluation process, and 55.6% consider examination results as a reliable means of evaluation of the pupils.

ii. Educational Aids and Introduction of Lessons

The majority of teachers in the sample have good knowledge of the most effective teaching methods, know the necessity of controlling class before starting teaching and the attention of the pupils must be drawn prior to the start of the lesson; teachers also give consideration to individual difference of the pupils and adopt different teaching methods to meet the needs of pupils; teaching aids assist the learning ability of the child, although 45.3% of the teachers actually prepare these teaching aids. Teaching aids are considered as unavoidable in almost basic school visited. In schools where such aids are found, they were prepared by the teachers using local materials. But schools with meager or no resources usually do not prepare such materials.

Table 9: Preparation and Evaluation of teaching Materials

Items	Always		Sometimes		Rarely	
	N	%	N	%	N	%
Prepare all Lessons Daily	220	82.7	45	16.9	1	0.4
Rely on Memory in teaching	49	18.9	139	52.3	77	22.9
Links Each new Lesson to previous one	258	97.0	8	3.0	-	-
Ask questions to draw pupils attention	242	91.0	23	8.6	1	0.4
Evaluate all lessons after school days	171	65.0	78	29.7	14	5.3
Consider pupils participation as part of evaluation	197	74.6	46	17.4	21	8.0
Rely on examination results for evaluation	148	55.6	87	32.8	30	11.3
Rely on Supervisors reports in evaluation	98	37.3	91	34.8	74	28.1

Table 10: Education Aids and the Introduction of Lessons or Teaching Aids

Item	Always		Sometimes		Rarely	
	N	%	N	%	N	%
Give Consideration to E.Aids	190	71.7	64	24.2	11	4.2
Prepare Teaching Aids from local materials	120	45.3	108	40.8	37	14.0
T.Aids Help pupils to understand lessons	229	86.4	31	11.7	5	1.9
Pupils help in preparation of t.aids	73	27.8	131	49.8	59	22.4
Control class before start of lessons	262	98.5	4	1.5	--	--
Give consideration to pupils individual diffences	246	92.5	18	6.8	2	0.8
Follow different methods in teaching	236	88.7	30	11.3	--	--
Draw pupils attention during teaching	255	95.9	11	4.1	--	--
Consider extra curricula activities	192	72.5	66	24.9	7	2.6

Table 11: Benefits of Training to the Teacher

Item	Fully Agree		Agree		Disagree	
	N	%	N	%	N	%
Improves Academic Standard of Teacher	199	75.1	53	20.0	12	4.5
Helps in the Understanding of new fields in education	221	83.4	41	15.5	3	1.1
Improves the professional Standards	216	81.2	46	17.3	4	1.5
Gives Confidence to Trainees	221	83.1	35	13.2	10	3.8
Helps introduce culture of peace*	83	31.4	47	17.8	22	8.3
Helps in understanding child rights**	168	63.2	48	18.0	4	1.5
Helps in the understanding of special education***	163	61.5	50	18.9	10	3.8
Provided better chances for promotion	154	58.1	59	22.3	52	19.6

* 112 (42.4%) do not know what culture of peace is.

** 46 (17.3%) do not know what child rights are.

*** 42 (15.8%) do not know what special education is.

7.3 Future Training Needs

A number of areas were suggested by the teachers as important for training, they include child psychology, formation of education objectives, the teaching of syllabus, different methods of evaluation and computer literacy. Other areas include food and nutrition, arts, theatre, teaching method, basic subjects such as Arabic, English, Mathematics and Koran.

Table 12: Suggested Areas for Additional Teacher Training

Item	Fully Agree		Agree		Disagree	
	N	%	N	%	N	%
Child Psychology	198	75.0	46	17.4	20	7.6
Incentives and Punishment as ed.means	115	43.2	95	35.7	56	21.1
Formation of Educational Objectives	208	78.2	54	20.3	4	1.5
Syllabus	174	65.7	54	20.4	37	14.0
Class Administration	116	43.6	59	22.2	90	34.0
Computer Literacy	164	61.9	70	26.4	31	11.7
Methods of Evaluation	166	62.4	83	31.2	17	6.4

8. Prospects for Future Support to Teacher's Training Programme

The Educational Training Administration in the Sudan has always been keen on teacher training. The previous training policy employed by the administration was that, before recruitment, the primary school teachers should be trained first enter a teacher training institutes which were located in almost all the

regions of Sudan. Concern over teachers training will continue to be central to the Education Training Administration in spite of the decline in budget allocation to education.

All the directors of training in the states expressed their desire to support teacher training and their attempt to persuade the mahallat to regard teacher training as one of their priority activity.

The programme of cooperation between UNICEF and the Government of Sudan ensures continued support to teacher training until the year 2001. The level of future UNICEF support to the Government of Sudan will depend on whether the present Faculties of Education can be able to produce the required number of trained teachers for Basic Schools. The trends so far suggests that this will not be feasible in the short term. Prospects for the Mahalliat to assume the financial responsibility for teacher training are not bright. Thus, UNICEF will still be important in supporting teacher training through the present institutions after year 2001.

9. Conclusions

The FMOE recognized that the main problems of the educational systems include:

- i. The insufficient educational budget. In spite of the fact that the amount of money for education is more than doubled as compared to that of the 1980s, yet the huge expansion in general education and high education in recent years has absorbed all the available resources. Over 60% of the educational budget goes to salaries.
- ii. The lack of a highly qualified and trained personnel to implement the educational policy and to execute its programmes. This lack is caused by the so called Brain Drain to the Gulf States. A new policy of training which consists of short intensive training programmes in some fields of education such as planning, curricula, teacher training, etc, has been adopted by the FMOE to compensate for the shortage in trained staff.

There is a serious imbalance between education and training systems and the expansions in schools and the increases demand for qualified teachers. While there is emphasis on formal education, there is still a very big surplus in unqualified teachers and a shortage of qualified teachers.

UNICEF support to the programme is in the form of financing the primary stage through preparation of syllabus, printing books, training of trainers and education directors who supervise the execution of the programme.

Both ISETI and SOLO training courses so far have been effective in providing a substitute to training of teachers in the short term. However, they cannot be regarded as a substitute to the long term teacher training which was provided by the institutes.

Pre-service training also varies in duration. Some teachers receive one to two weeks training while other received 2 to 4 years education and training in teachers training institutes or teachers training colleges.

Chances of in-service training depends on the capability of the localities - to which educational needs are left - to produce all the training requirements in cash or kind. Teachers teaching in schools in affluent localities receive 2 to 4 or sometimes 5 times in-service training, when those who happen to be in the poor localities which fail to avail the needed training requirements, receive either one or non in-service training.

Some teachers received adequate training which include both pre-service and in-service training plus. However, it appears that the majority of the teachers had no pre-service and in-service training. The majority of the teachers received neither pre-service nor in-service training have been teaching for a long time, often extending up to 6 years. Such untrained teachers always consider the short training courses as insufficient and rather useless. These teachers have already developed their own methods of teaching which they consider as irreversible through a one or two weeks training.

The opportunities for training differ between rural and urban schools, although in some urban schools located in poor mahallat, some graduates of teacher training institutes, received no in-service training for long times. In one school the director, who was a 1976 graduate of a 4-year teacher training college received no in-service training since then. In some rural schools the whole set of teachers are untrained. Some of them have just started the Teacher Assistant Courses (TAC) of SOLO (FAO school).

The above mentioned variations in teacher training reflect that the training programmes and training plans do not take into consideration the actual needs of basic education schools for trained teachers, or the equity in distribution of chances of the in-service training.

There is almost a consensus that the short period training, i.e the small doses are insufficient and of less value especially to the newly recruited, or the old untrained teachers. The former group of teachers find such doses which concentrate mainly in teaching methods, as irrelevant, especially when they lack the needed knowledge of the subjects to be taught. The latter group consider such doses, which they generally forget or ignore immediately after they return to their schools and resume teaching using their same old methods, as insufficient to make them obtain their old methods.

Teacher training varies considerably both in length of training periods and the number of chances each teach find, and all depends on the localities available resources. Now all the running cost of basic education is left to the localities to met. All teachers in the localities which fail to provide its share in training costs, generally lose their chances in training. Localities with good resources tend to have its prescribed chances in teacher training plus additional chances of teacher training offered but not made use by the poor localities.

When training entails extra cost which are to be met by the teachers, most teachers try to avoid such training. Married teachers always find it difficult to move to other cities or states in order to receive any kind of training, especially when the period of that training is long. Training far from teachers residences requires more expenses which they cannot afford and as a consequence they sacrifice their chances of training. Female teachers in particular find it difficult to leave their families especially if they have children. However, variation in economic resources among the mahallat tend to be the major factor influencing the variation in the opportunities for teacher training among all basic education's teachers, and the drop-out among the trainees, especially those in the B.Ed programme.

10. Recommendations

Training plans should take into consideration the actual needs for trained teachers in different localities. Training costs should not be a hindrance to teachers in poor mahallat from acquiring their training chances. The education support fund, which has been established in some states, must shoulder the responsibility of providing the required training cost for all the mahallat which are unable to support their teachers during training. It is not the teachers or the students fault if they happen to be found in a poor locality.

Priority in training should be given to the untrained teachers, i.e teachers who did not receive pre-service training. Priority should be given to those teachers who have been teaching without training for over 5 years.

In-service training should be offered to teachers in or near their mahallat in order to reduce the extra transport costs when training is held far from their localities. Training programmes should go to the teachers in their localities instead of detaching teachers from their localities. SOLU's Teachers Assisted (TAC) programmes are highly recommended as the best solution to such problems.

Short training courses, which are recommended to be for periods of not less than 45 days, are recommended to be held during the long school vacation periods. Short periods of one or two weeks training must be re-considered since all teachers interviewed considered such training as useless.

For the short period, the system of training teachers for 2 or 4 years the Teacher Training Institutes Colleges are highly recommended and considered as more useful to teaching in basic education than the university degrees qualifications which all basic education teachers are obliged to obtain. Such training, leading to diploma in education, can still be offered by the current faculties without affecting their internal degree requirements. Such graduates could in future up-grade the diplomas to B.Ed degrees as it is already the case in Juba University, College of Adult Education. In addition, ISETI and SOLO training programme could

extended to two years adopting the same system of 9 to 12 months currently been used by the two institutions.

Training should take into consideration the actual situations of the basic education schools plus the true circumstances where the teachers are going to practice teaching. While it is necessary to take into consideration the long term changes which might take place in future, it might be needless to use ideal methods which cannot be applied in the present situation. It is known that most teachers will not find any chance to implement what they have received in theory. Teachers should be trained how to overcome the different educational difficulties expected to face in schools.

Teachers of languages and mathematics need special kind of training to cover both with regards to the content to be taught and the methods of teaching that material. English language and mathematics must be taught by teachers who are specialized and well trained in these subjects.

Training in the new curriculum should be implemented immediately. Although started one started three years ago, it has not been possible to cover all the teachers in the states. Cycle two is supposed to start in 1999.

In future it is recommended that teachers should be involved in any change of curriculum since they are the ones who are going to implement it, and are therefore in position to identify and discover its positive and negative aspects.

One-grade teachers should be recruited from among the best qualified and well trained teachers. Special training should also be given to them in order to cover all aspects of the new method of the one-grade teacher who must teach all subjects to same class for first 3 years. The role of such teacher at this stage is crucial, because it is at this early stage of basic education that the principal attitudes towards learning as well as self-image of the learner is formed. Such situations need effective teachers who can draw upon a broad range of teaching skills in addition to the human qualities of patience, empathy and humility which are a complement to authority. All such skills need to be introduced to the teachers during training, because when the pupils' first teachers are poorly trained and poorly qualified, the very foundation on which all subsequent learning is built, will not be sound. This is the reason which made some school administrations complain about risk of poor educational standard of the one-grade teachers students when they complete their 3rd grade and join the upper grades where they are subjected to the old method of teaching.

Training of one-grade teachers should include an additional number of other teachers who will be a reserve to the one-grade teacher during long periods of absence. The one-grade teacher system should only be applied when there is a small number of pupils in the class, and a maximum of 30 pupils is considered ideal. The transfer of one grade teacher should be limited, and when it occurs a substitute must be available before the departure of the old teacher.

No adequate information about training, and of any other educational aspects were available in all the states visited. It is therefore recommended that teacher training should occur to cover methods of collecting data, tabulation and analysis which will help in the evaluation of an educational system. The school directors should provide the directors of training in the mahallat with information concerning the training status of each teacher in the school. The training should include how to keep and present information. The standardization of record keeping and presentation of information among all the states is of great importance, because it will help in the analysis of such information and ease comparison between teachers training in different states.

The training administration office in the Federal Ministry of Education should design standardized forms with questions to provide the required information for the evaluation on a yearly basis the progress of teachers training. This will help decision-makers, both at the Federal or the state ministries, to take effective

decision based on sound information.

The Certificate offered after the 9 to 12 months of training, by SOLO or ISETI, must be recognized by the authorities concerned as an educational qualification suitable for promotion or any other incentives. It is to be noted that steps have been taken towards implementing this recommendation.

CASE STUDIES

NB: For the purpose of confidentiality, all the cases will be referred to by the initial alphabet of their names.

Case No. 1 From Um Daibaba School in South Darfur

S. is the name of the teacher. She is one of the four teachers in a six grades girls school in the rural area of Nyala in Southern Darfur State. She is single (not married) and comes from Korfodan. She came with her father who has returned to Kordofan, but she remained behind with her brother because she was appointed to teach in the same school where she has been teaching for six years.

S. was appointed immediately after completing the Sudan School Certificate. She received two weeks training in the preliminaries of teaching profession before she started her job. She considers that this training was insufficient although it helped her during her early days of teaching profession.

During her six years of service she received no in-service training of any sort. The only help she received in teaching profession was that offered by the supervisors who visit the school twice every year.

S. teaches almost all the subjects except English language, and she teaches almost all grades since there is no one grade teacher in her school because of the shortage of teachers. She has no way of improving herself professionally or academically because there is no reading material anywhere in the area where she lives, apart from the text books she uses in the preparation of her teaching lessons. Since no student has any text books she complained about the difficulties she encounters in writing all the lessons on the blackboard, which consumes most of the lesson time. The geometry drawing usually take up much of the lesson time. Teaching aids are not available and there are no resources for her to make them using local materials.

In the afternoons, after cooking and cleaning the house or washing her clothes, S. spends most of her time helping her students who need assistance. She is also involved in solving social problems in the village since she keeps good relations with almost the relatives of all her students among whom she lives and spends most of her free time.

S. likes the teaching profession and consider it as the most suitable profession for her in spite of all the challenges she meets in her school where the classes are without roofs, teaching materials are not available and her students sit on the ground. During winter time she finds it impossible to teach a whole lesson and the student find it even harder to follow the lessons because of the poor roofing in the school.

To solve some of the educational problems, they impose a fee of Ls2000 on each student to be paid every month. Those who cannot afford that sum are allowed to pay what they can in cash or in kind, although those who cannot pay at all are usually excepted. The money collected is used for buying some teaching needs. Part of the money is used to pay the teachers incentives which amounts to Ls20,000 per month per teacher.

S. looks forward to the chance of being a graduate of one of the faculties of education in the Sudanese Universities. She promised to continue teaching in the same school. However, if she gets married, the continuity of her teaching profession will depend on her husband's approval.

Case No. 2 from Kasgel School in North Kordofan (55 Kilometers from El Obeid).

F. is a teacher in Kasgel Girls School some 55 kilometers from El Obeid. She is married and is a mother of 3 daughters, all of basic school age (8-11 years). Her daughters are in the same school with her. She lives with her husband who is working as a local government officer in Kasgel Local Administrative Area.

F. has a Sudan School Certificate which she obtained in 1979 and in the same year she was appointed as a primary school teacher. She was sent to a teachers training institute for two years before she started teaching. She got married immediately after she completed the two years in the institute and she spent a short period teaching in a school in Kordofan before starting to travel to different regions of the Sudan accompanying her husband who was frequently transferee from one province to another. She is now teaching in Kasgel because her husband has been transferee there.

F. teaches four out of 9 classes (one grade is divided into two classes) in the 8-grade school, and she teaches four subjects in these grades, namely, Arabic, history, sciences and religion. The average number of pupils in each of her classes is 45. She considers the situation of her school, when compared to that of other schools she knows, as reasonable. But she complains of the shortage of text books and the lack of portable blackboards which imply that she has to write all lessons on the blackboard, and the Arabic language reading materials require more effort when there is also need to control the class. She must also finish writing in the shortest possible time. She did not receive the new text books which is called "el mawrid (resource) and which covers history and geography syllabuses, so she keeps teaching the old syllabus and think it is necessary that she receives some training in teaching the new curriculum before she starts teaching it.

Some educational aids are available in the school and some are made from local materials which the school administration provides from the Ls1000 monthly collection from each pupil as the running cost of the school. Although some of the pupils fail to pay that sum, still the school succeeds in providing some of its educational needs out of such resources.

F. received no in-service training since she completed the 2 years in the teacher's training institute. However, she explains this to be due to her high mobility as a result of her husband's transfers. She thinks that she has failed to improve herself academically or professionally due to this lack of training. She complains about her multiple duties which consume her time and effort. She has to stay at school after the working hours to prepare her lessons for the next day and to finish correcting exercises if there is any. When she reaches home, she starts her domestic duties. She cooks food, cleans the house, washes dishes, washes and irons cloths and look after her daughters. She has no time or means to improve herself academically or professionally. In spite of her desire to improve herself professionally, she does not like the idea of being detached from her family for four years training as a university student to be graduated as a professional teacher. She prefers a short period of training to up date her educational knowledge and up grade her quality of teaching. She thinks that for a married woman, the family units comes first before the profession.

Case No. 3 from Abdel Moneim Boys School, Khartoum State

D. is a female teacher in a boys school. She has been teaching for 14 years. She is 37 years of age, married and has no children. She was born in Juba, Equatoria (southern Sudan) where she grew up. She completed her intermidiate school level in Juba after which she went to the 4-year teacher training institute in El Obeid where she lived with her aunt until she completed the teacher training institute.

Teaching was not her favourite choice, but once she started it, she decided to make the best out of it. She began her teaching job in Khartoum, in a girls' primary school where she spent 9 years before she was transferee to her present school 5 years ago. She received a one-year training course in which she was introduced to teaching as a basic education teacher in an in-service training institute where they were educated and trained in pairs of subjects.

D. was prepared to teach mathematics and science, but now she is obliged to teach Arabic and Religion because there a shortage of teachers in the two subjects in her school. The teacher who was recruited to teach these subjects turned out to be also a mathematic teacher. She teaches 15 lessons per week and some times she works as a substitute teacher for the one grade teachers during their absence. But she only teaches mathematics during the periods of substitution. She thinks it is rather difficult to practice a one grade teacher method in a class of more than 78 pupils.

Text books are available about 70% of the pupils in the school, and 15-20% of the pupils can afford to buy their own text books. Even so, she find herself obliged to write all arabic lessons on the blackboard for the sake of the pupils who cannot afford to have text books.

Educational aids are not available, but she can make them whenever needed and the school can afford to pay for the needed materials. She thinks that, since all educational syllabuses have been changed, new educational aids must be prepared to accompany the new syllabuses. It should not be left to teachers efforts to prepare them, especially when those teachers are not trained to teach such syllabuses.

D. lives in El Talf, one of Khartoum's first class new extension area. It is an area far from her school. But she still keeps close relations with her pupils families. She thinks that teaching boys is more easier than teaching girls. In her opinion boys are attached to their female teachers, especially when male teachers treat them harshly. Boys generally resent and fear beating which male teachers practice more than females. She thinks that when the children like their teacher, such feeling motivates them to like the subjects she teaches.

Although D. has enough time to educate herself either through reading books or watching TV with its different channels, she still thinks that continuing teaching for a long time does not help to improve a teacher's life in all different aspects. That is why she thinks of quitting teaching the job to look for another career.

Case 4 From Gadareif State

A. is a male teacher in one of Gadareif poor regions boys school. He is 40 years old, married and has 3 children of ages one, three and five years. He came from a small village in Eastern Sudan and resided in Gadareif because he could be go to school. He graduated in 1979 from a teacher training institute where he spent two years of education and training. Immediately after his graduation he joined the teaching profession which he considered as his favourite and desirable job. During his 19 years of teaching, he received 3 in-service training courses in the form of what he called doses. Such doses which take an average of two weeks each, A. consider as insufficient and of minor effect on the quality of teaching, especially the teaching of languages. He teaches English in 3 grades of his school and feels a great need to receive training in order to master the language more than methods of teaching it. Now he teaches 18 lessons per week. A. has lost interest in the job completely because it failed to provide him and his family with the minimum basic needs of life, especially since his wife is not working which means that the responsibility to make the family survive is left on his shoulders alone.

He complained bitterly of his daily routines which consumes almost all his time and energy. A. after the completion of the school hours, during which he utilizes any free time in the preparation of English lessons and the corrections of the exercise books, he goes home to have his meal and a very short period of rest before he resumes his teaching private lessons. He has 3 boys to teach, it costs him a lot of time and energy to move from one place to another. Such time which he needs to spend with his family and which he could make use in improving himself academically, or to get to know his pupils more. Yet, the outcome of these private lessons, although they barely meet the basic needs of his life, he must continue to give.

A. feels very sorry for his failure to make use of the chances offered to him to receive a University education in the Khartoum International Institute for Arabic Language. He spent only four months in the institute before he dropped out when he found himself in a big dilemma. Since he had to stop the private lessons which played a major role in balancing his expenditures, he faced the problem of how to provide for himself while he is staying in Khartoum. At the end he decided to sacrifice his future higher qualification to the present family needs. He is trying to find ways of migrating to the Gulf where he hopes he will earn enough money to support his family.

Case No.5 From Shendi, River Nile State

M. is a one female teacher in a boys school. She is aged 47 years, divorced and has no children. She is from Shendi and has been teaching in the same region for the last 31 years. She graduated from intermediate school without a certificate, and after 5 months she applied and was accepted for a teaching post. She was sent for a 45 days course where she received training on teaching methodologies plus additional knowledge in the subjects she was expected to teach after completing the training programme. In 1980 she was sent for a one-year training course after which she was also sent for a two-year course in 1984/85. She also received short training courses covering the one-grade teacher method for two weeks and another on teaching practice for 3 weeks. She consider the two weeks training for the one-grade teacher as inadequate and she needs more in-depth training.

Being a one-grade teacher, M. teaches all the 7 subjects to her 3rd grade. Although the total number of pupils in her class is only 34, she still finds it tedious to teach the 7 subjects to the same class all the time in the same school. Consequently, she found herself obliged to carry the pupils exercise books home for corrections.

M.'s time is very precious and is decided among all her deferent activities in a way she that she cannot find any free time for reading either for leisure or education. She lives alone in sub-urban house where she has a small farm to grow vegetables, plus raising goats and chickens. She considers her work in this small farm as an income-generating activity. M. also shoulders the responsibility of the household. She cleans the house, her clothes, cooks and also makes her kisra (Sudanese light bread) by herself. She tailors her dresses plus those of other women who pay her, and this is an additional income to her salary. In spite of all these activities, Mar. finds some time to teach special afternoon classes where each pupil pays Ls 3000 per month. Although some pupils fail to pay that some, those who pay are considered enough to provide some reasonable compensation to the teacher's low income.

M. is very happy in her life as it is, and find her teaching in a boys' school as very easy and without any problems. But she complains about the shortage of books which imply that she has to write on the blackboard. In the absence of the portable blackboard, she has to do all that in the classroom which is time consuming.

Although M. is living alone in her house she does not encounter any problem. Her sister visits her and often come to stay with her for some time before she returns to the family house which is not too far from Shendi. Maybe the strong family ties among the people in Shendi gives M. the feeling of security which enables her to live alone in a sub-urban house.

Case No. 6 from Gezira Abba, the White Nile State

A.I. is a teacher in a girls school in Gezira Abba, an Island some 20 kilometers from Rabak. She is 30 years of age and is single (unmarried). She is a new teacher, appointed in the teaching profession in the academic year 1994/95. She was living with her aunt in a village called El Managil where she received her primary and intermediate education. She spent most of her time working with her aunt in agriculture. When she was 20 years she returned to her mother in Gezira Aba and was enrolled in Aba Technical Institute where she received 4 years of education mainly in agriculture. She also took a one-year course in Kenana Agricultural Research Unit, after which she was immediately recruited to teach in Dar Es Salam Basic school for girls. Although she received most of her education and training in agriculture, yet she considers teaching as the most suitable career a female could take. She was transferee to the present school in 1998/99.

A.I. received no educational training of any sort, and still she teaches mathematics, sciences plus other subjects to grades 3, 4, and 5. Those subjects constitute 16 periods per week. But in the absence of the text books and teaching aids she finds it difficult to write all teaching materials on the blackboard, especially when that blackboard is small in size and difficult to write on.

Extra Curricula activities are not known to A.I. because the prescribed text books for such activities have not yet sent to her school.

A.I. spends her free time in school correcting the homework she gives to her pupils, besides the preparation of her teaching materials. Once she reaches home she is involved in different household activities especially when her mother, with whom she lives, is sick. In such cases, she has to cook the food, clean the house and wash the clothes and look after her mother. She has no time for any extra activities especially reading. She added that there is no library or any other place where one can get any reading materials and if there is she prefers to read only religious books and in particular reading the Koran.

A.I. says that she gives tests to her pupils after the completion of each section of any text book she teaches. But she does not consider the test results as the evaluation of the pupils in the final examinations. She thinks that such tests will encourage the pupils to learn more and to pay more attention in the lessons.

A.I. is teaching mathematics to grade 3 now although she is not a one grade teacher. She feels that she need training on teaching methods and especially in a one grade.

In spite of all the difficulties encountering the teaching profession A.I. considers it as the most suitable for her and she will never change it to any other career.

Case No 7 From Malakal, Upper Nile State

P. is a male teacher aged 36 years and is married with six children all enrolled in different levels of general education. P. received his primary education and intermediate education in Malakal. He then was admitted to a teacher training institute for 4 years in Malakal Teacher Training Institute. He received in-service training twice of short duration lasting two weeks each.

P. is a one-grade teacher although he did not receive any training in that matter. In his opinion, the one grade teacher is the teacher who teaches all subjects to one grade, either first, second, or third. As a consequence he teaches the first grade all the subjects plus teaching other grades different subjects which include Arabic, mathematics, religion and geography. He teaches about 24 lessons per week in classes of high density which reach 114 students in a class. Text books are not available, apart for one book he uses to copy on the blackboard, especially Arabic and mathematics.

Exercise books are provided by UNICEF, but because of the large number of pupils, they are not enough for each subject. So pupils have to divide the exercise books into two for each two subjects. Teaching aids are not available and he rarely needs them. Sometime he draws some pictures on the blackboard to clarify some objects. Generally, they do not care about teaching aids. Clacks, both white and coloured, are available besides portable blackboards, all provided by UNICEF.

P. tries to prepare his lessons before leaving the school at the end of the day. If he fails to do so in time, he either drops that lessons and try to revise an old lesson with the pupils, or sometimes he skips the whole period. He considers any time after the school hours as his own which he utilizes in different income generating activities to help him in meeting his family needs. He complained about their salaries which lag behind what their colleagues in the north receive, a reason which adds to the great drop-out rates among teachers.

P. has no time for his students apart from what he devotes during school hours, but he mentioned that some of his students who work in the afternoon to help their families do meet him because sometimes they work in the same field. School administration is flexible in teacher's attendance in school, because they are convinced that teachers salaries are far below their actual needs. Sometimes teachers are allowed to work 4 days in a week in their farms.

P. considers all such solutions as causes of the low standards of education achievement among students in the area. He asked for an equity in teachers salaries between all teachers in both the north and the south, especially when teachers in southern Sudan have no chances of teaching private lessons because no southern student is capable of paying for that.

ANNEX:1

**UNITED NATIONS CHILDREN FUND
(UNICEF)
EDUCATION UNIT**

PROPOSAL FOR AN EVALUATION OF:

**THE BASIC SCHOOLS TEACHER EDUCATION AND TRAINING
SUPPORT PROGRAMMES AND THEIR IMPACT ON THE
LEARNING ENVIRONMENT**

1. Background

In Sudan, basic education is provided to children between the ages of 6-13 years, although in most rural areas the age of entry to basic education is 7 years. It appears the general policy for children to enter school at the age of 7 years has not been adopted by the population partly for lack of awareness and partly for lack of resources.

The national educational strategy is designed to achieve the following goals:

1. Achievement of universal primary education by year 2000 (from 56% baseline in 1990 to 70% in 1995 and 100% by the year 2000);
2. Increasing the percentage of children completing basic level from 62.5% baseline in 1990 to 80% by the year 2000;
3. Increasing girl/boy ratio in primary school from 0.6 baseline 1990 to 1.0 by year 2000. Widening the educational base is the cornerstone for equitable distribution of income and better utilization of available information.

Although government effort in the field of education has been impressive to some extent as shown by the reduction of illiteracy to less than 50%, this is still far below the expected level in some parts of the country, in particular the rural areas where it is still as high as 70%. Government investment in education in general and teacher training in particular, has been declining, and this has further been affected by the introduction of the federal system of government. The local authorities have been given the financial responsibilities over all basic schools. In almost all cases, the local authorities lack the financial resources to meet this obligation, and satisfy the demands for teachers' training. They are not able to invest on education. All government resources are very limited and are utilized for salaries mainly. International assistance for basic education has been decreasing and is currently very limited.

The statistics provided by the Federal Ministry of Education show that there has been some progress in basic education in the past 10 years. The total number of pupils enrolled in 1991/92 was 2,145,778 compared to 1,455,491 in 1984/85. In terms of both gross and net enrolment rates, however, progress turns out to be only modest; the rate increased from 48.7% in 1984/85 to 61.3% in 1991/92. The 1991/92 enrolment rate is far below the average for most African countries of 80%. Enrolment in basic educational level in Sudan is still below the country's own target set in 1990 to have universal education by year 2000.

The expansion in basic education resulted in an increase in the number of teachers. The teachers were recruited and trained in Educational Institutes which were distributed in most regions of Sudan. They were

regarded as the qualified teachers. While those who did not enter the teacher training institutes prior to their recruitment were thus regarded as unqualified teachers. As a result of lack of funds and poor conditions of service, there was an increase in the loss of qualified teachers which resulted in the recruitment of unqualified teachers.

This sudden increase in unqualified teachers is attributed to the drop in the number of pre-service training institutes, in addition to the loss of many trained teachers through emigration to the Gulf countries. The recent rapid expansion in higher education was often at the expense of the teachers training institutes most of which were taken over and converted into universities. In 1990, there were 21 teachers training institutes in Sudan producing teachers for basic education.

The number of unqualified teachers increases which has led to low standards of attainment for most of the basic schools. The number of unqualified teachers has risen sharply while lack of adequate textbooks, equipment and furniture still characterize schooling in most regions. The recruitment of untrained teachers has not been reduced because of the continuous loss of qualified teachers to the Oil Producing countries. Furthermore in recent years as a result of introduction of the Federal system, many teachers have taken up posts as members of the mini parliaments at the province and local councils.

UNICEF has played a leading role in supporting the Government of Sudan in the areas of formal and non-formal education with specific contribution to capacity building, educational planning, teachers' training, etc.. Its support to teacher in-service training has been very impressive. Its support to basic education aimed at:

- a. increasing access to education especially for the disadvantaged and un reached children;*
- b. improving the quality of education by strengthening the capacity of teachers through training; and*
- c. strengthening the management and supervision of basic education.*

Thus, an important objective of this support was the up-grading of teachers qualification through training courses for secondary graduates who were latter given in-service experiences, in particular for teachers teaching in grades one to five of the basic schools. To improve the quality of teachers, in-service teacher training has been supported to upgrade unqualified/untrained teachers. Innovative methods such as distance education for in-service teachers in rural areas was promoted.

One priority of UNICEF Education Programme in teacher training was given to low-cost interventions which contributed directly to achieve the NPA goals, i.e. increase the number of primary teachers to serve the un-reached (displaced, nomads, remote areas) providing them with the minimum qualifications. UNICEF also has given special attention to the war-affected populations through its support to education in an emergency environment which includes a focus on teacher training.

The In-Service Education Training Institute (ISETI), which has a long standing relations with UNICEF as a counterpart since its establishment in 1972 with a mandate to provide basic school teachers with in-service training, developed training programmes within this framework of support. UNICEF has also cooperated with the Sudan Open Learning Unit (SOLU) in teachers training. This cooperation opened a new dimension in the MOE's teacher training programme. UNICEF support to Nomads education paid special attention to recruiting and training teachers with a nomadic background.

2. Objectives of the Evaluation

It is clear that UNICEF support to teacher training has been very substantial over the years. An important objective of the study is to evaluate the various UNICEF support to teacher training programmes and to find out and assess whether these training programmes have achieved their objectives. It is also important to find out whether these programmes have been supported by the government teacher education and training plans. In recent years the government has decided to train teachers in universities to a B.A degree level.

There is a need to evaluate UNICEF support and assess its impact on the quality of teachers and specifically to see:

- a. what has been its central role in providing the desired skills to the teachers of the first five grades of basic schools;
- b. whether it has been able to contribute to strengthening teacher education and the whole educational system,
- c. what has been its impact on the quality of basic education,
- d. and whether it has contributed to the improvement of the learning environment and the retention of teachers in basic schools.
- e. what alternatives could have been adopted.
- f. and make a cost-benefit analysis of the support provided by UNICEF to teacher training.

In addition, part of this evaluation will be an attempt to compile the profile of a teacher in his/her working environment. Apart from compiling a profile of the working conditions of a teacher, the study will attempt to understand the following aspects:

- i. the cultural and social background of the teacher, the cultural and social environment in which he/she is working;
- ii. his/her networks and daily contacts; his/her survival strategies in the environment in which he/she is working;
- iii. his/her life style; frequency and reasons for absenteeism, and whether pre-examination of an urban location has an important influence on absenteeism; in-service training as a motivating factor;

3. The Basic Research Questions

The evaluation will attempt to answer the following questions.

- a. What have been the government teacher education and training plans and how has UNICEF assisted in supporting the implementation of these plans?
- b. What have been the achievements of the various teacher training programmes supported by UNICEF?
- c. What has been the impact of the government decision to up-grade the teacher education to B.A. degree level on the quality of basic school education? In particular, what is the most likely impact of this decision on the ability of the basic schools to recruit and retain these types of teachers?
- d. What has been the influence of UNICEF support on teacher's performance and the career development of a teacher. Has this support assisted in motivating teachers to remain in their jobs and reduce apathy among the teachers.
- e. Apart from poor salaries, what are the actual working conditions which make trained teachers to migrate? Are the working conditions of a teacher not conducive to motivate the teacher to work? What are his/her survival strategies and how do they affect teacher's rate of absenteeism? In many rural areas the teacher lives under difficult conditions. He/she lacks proper housing; the teaching facilities are lacking or are very poor; his/her security is often not guaranteed; etc..

- f. **What could have been the alternative training plans and objectives and what could be suggested as future plans and objectives.**
- g. **What has been the cost of UNICEF support to the teacher training programme in terms of human and financial resources?**

4. Outcome of the Evaluation

The main outcome of the this evaluation will be:

- a. **to present to the government and UNICEF what they have or have not been able to achieve in areas of:**
 - i. **teacher training with the purpose of improving the quality of education through this training**
 - ii. **the provision of a proper environment in which a teachers can work properly.**
- b. **to investigate whether alternatives plans and objectives could have been adopted by the government; the purpose is to find out whether other alternatives can be suggested in future.**

5. Sources of Data

The study will collect both secondary and primary data and the following specific information will be included:

- a. **Government Teacher Education and Training Plans: At Federal, State, Provincial and Local levels;**
- b. **Number and distribution of In-service teacher training institutions**
- c. **Number and distribution of teachers by sex and qualification (trained vs. untrained);**
- d. **Sources and volume of financing/funding for teacher training programmes**
- e. **Content of training programmes**
- f. **Duration of training programmes**
- g. **Type and Duration of employment**
- h. **The school/learning environment**
- i. **The socio-cultural environment**
- j. **Alternative income earning opportunities available to teachers in the local areas.**

The secondary data will be collected from the MOE at the Federal and State Levels and from the local authorities and schools that will be visited by the team.

Primary data will be collected through interviews, questionnaires and case studies with the following:

- a. **Interviews with Federal, State, Provincial and local educational authorities; teachers and directors of schools**
- b. **Questionnaires to be administered to a sample of teachers selected from schools in the states.**
- c. **Case study of 10 male and female teachers selected from some of the schools that will be visited during this study.**
- d. **Observations of the activities of the teachers in school to see the extent to which teachers make use of their training.**

5.1 Methodology of Sample Selection

It is proposed that a total of 250 teachers of basic schools will be selected from a number of schools selected from the various states of Sudan. The teachers will be selected from male and female teachers, and will represent trained and untrained teachers. The schools from which these teachers will be selected will represent those schools with only male or female teachers and those boy schools with both male and female teachers.

It is proposed at this stage that stratified random sampling will be used in the selection of the teachers. Sudan will be divided into seven regions: North, Khartoum, Central, East, West and South. These regions are further sub-divided into states. Each state has a number of basic school and teachers. A state will be selected at random from each region and a number of basic schools, from which the teachers will be interviewed, will be selected at random. Schools in both urban and rural areas in these states will be selected. The teachers to be interviewed will include only the 5th grade teachers who are the target of UNICEF training support programme.

The distribution of the sample of teachers to be interviewed in each selected state will be in proportion to total number of teachers in the state. The schools to be covered for the prescribed sample will be decided when visiting the states, also the male and female teachers to be interviewed will be selected during the field visit. The following states have been selected at random and the sample of teachers to be interviewed are also shown in the table below.

Region/States	Total Number of Teachers	Selected States	Sample of Teachers
North: Northern State River State	13,393 5,486 7,907	River State	48
Khartoum State	16,250	Khartoum	68
Central: Gezira State Blue Nile Sennar White Nile	28,726 16,290 1,293 4,444 6,689	White Nile	42
East: Red Sea Kassala Gadareif	8,981 1,576 3,914 3,491	Gadareif	22
West: North Darfur South Darfur West Darfur North Kordofan West Kordofan South Kordofan	23,598 4,991 1,498 5,043 5,419 3,315 3,332	South Darfur West Kordofan	32 22

South:	4,274	Upper Nile	16
Equatoria			
Barh el Ghazal			
Upper Nile			
Total	95,222		250

Khartoum has the largest number of teachers in the country. The sample size given above is, therefore, not in proportion to its size. However, because we believe that teachers in Khartoum are relatively placed with regard to facilities and alternative opportunities for training and income, the size of the sample will adequately represent them.

6. Time Period of Study

It is suggested that the study will be carried out during the second half of the school year in order that some of the activities of the teacher can easily be measured. The study should then be carried out during the whole second half of the school year (which is likely to be 3-and-half months, excluding the examination period). The study will last three-and-half months starting from the date of the contract, but the consultants will be contracted as follows:

- a. three-and-half months for the Team Leader from the date of signing the contract. Team Leader is responsible for coordinating the team and completion and submission of draft and final reports.
- b. three months for one principal consultant from the date of signing the contract: to be involved in the collection of secondary data, preparation and pre-testing of data collection tools, field work and preparing report which is submitted to Team Leader who will integrate it into draft report and assist to preparation of final report after comments are submitted by UNICEF.
- c. one-and half months for a second principal consultant divided into two parts, the first parts starts from the date of signing of the contract; the second part, two weeks, prior to the submission of the draft and final reports: to be involved in the collection of secondary data, preparation of data collection tools and preparing a report based on the secondary data to be submitted to Team Leader for integration into draft and final reports
- d. two research assistants will be engaged for only one and half months, i.e. during the period of data collection in the states.
- e. a computer programmer, a data coding and a data entry clerk; they will be engaged for six weeks after the completion of the field survey.