

Education Sector Bulletin

Sudan

Issue 03 | May 2015



Displacement Hinders Education Response in Sudan

Darfur Region

Renewed conflict in Central and North Darfur triggered large displacements in the area. The displacements occurred when national basic education exams were due to take place. An estimated 32,000 of the displaced were pre and primary school-aged children (50% girls) between the age of 4-13 years. The sudden influx of new arrivals has also burdened the already over-crowded host community schools, which often have a shortage of education supplies and teaching personnel. Despite resource constraints and access challenges, education partners assisted approximately 15,700 children with access to education in emergencies- that included assistance to 1,671 students for Grade 8 exams. Partners support included the provision of text-books and learning materials to assist approximately 1,671 students in North Darfur. Without urgent support ensuring adequate preparation and access to examination centres, children in Grade 8 would not be able to graduate on time, complete the basic education and enrol in secondary education the following year.

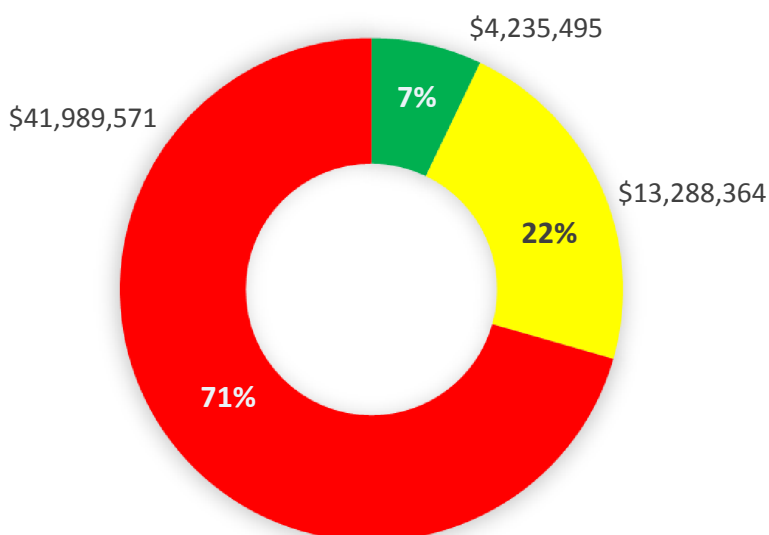
Inter-tribal clashes in East Darfur disrupted the ongoing education response. Abu Karinka is the worst affected locality where schools have been closed since the beginning of May due to insecurity, depriving thousands of children attending their schools and from their basic right to education. The Education Sector is closely monitoring the situation and mobilising partners to prioritise the emergency rehabilitation of schools destroyed during the conflict.

Blue Nile and Kordofan States

Over 18,000 school aged children are displaced in the Blue Nile and Kordofan states following conflict in the region. Partners are collecting data and information on the situation of children and are extending support in the provision of essential teaching, learning and the provision of recreational supplies to schools receiving enrolments of newly displaced children.

EiE Funding Status — June 2015

\$ 59.5 million requested **\$** 29% funded



■ Actual EiE Funding Secured ■ School Feeding Program ■ Unfunded

In this bulletin...

Conflict continues to affect Education Sector achievements **pg2**

Saving the next generation's education, one classroom at a time **pg3**

Accelerated Learning Program for out of school IDP children **pg4**



Funding Trends vs EiE Activities

As the majority of schools in IDP camps in Sudan are reopening for the new school year which starts in the month of June, underfunding of the sector is affecting the education response.

According to the Financial Tracking System (FTS), only 29% of the Education Sector needs in Sudan have been funded with school feeding accounting for approximately 76% of the available funds, while actual education in emergency activities are only funded at 24% (USD \$4.2 million).

Education Sector Partners Struggle with Education Response for IDPs in Darfur

Reopening of Schools in Darfur

Reopening of the IDP schools for the new academic year is a great challenge for many education partners across the Darfur states. Key challenges include a shortage of space as well as poor conditions of existing classrooms, lack of toilets and seating for students, and the unavailability of new curriculum textbooks for Grade 1.

In South Darfur 94,974 pupils (44,671 of which are girls) are currently enrolled in 86 IDP schools consisting of 863 classrooms with an average of 110 students per classroom. This is above the global Minimum Standards for Education (MSE).

In Central Darfur State the main challenge remains the issue of space in existing classrooms as well as a shortage of water, sanitation and hygiene facilities in many IDP schools. Approximately 175 classrooms require urgent rehabilitation. In North Darfur, 42,287 children enrolled in the three main IDP camps (Zamzam, Abu Shock and Alsalam) face a shortage of text-books, particularly for Grade 1 pupils. Zamzam Camp has the most critical needs in terms of receiving newly displaced children and struggles with overcrowded classrooms and a shortage of water and sanitation facilities.

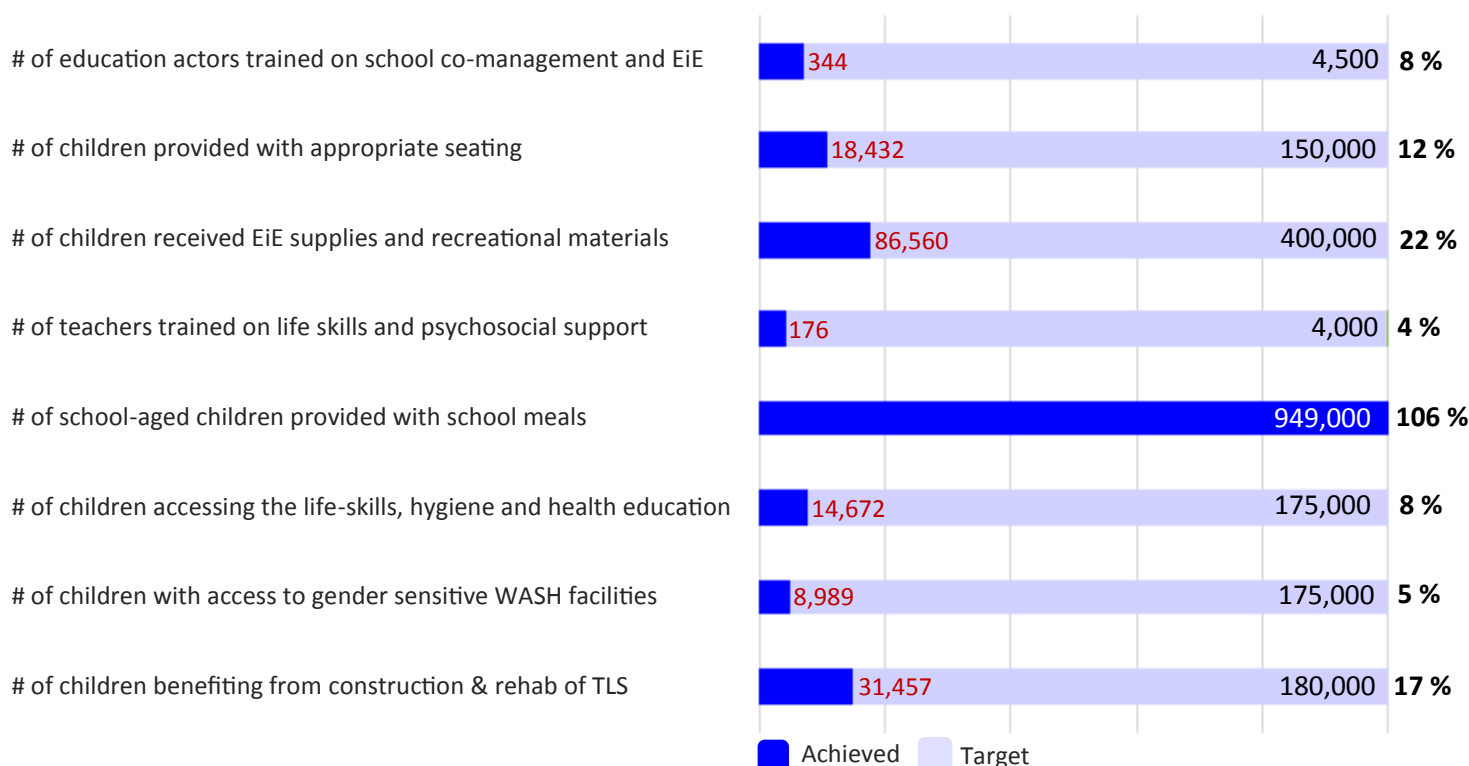
To accommodate enrollment of new school-age IDPs for

2015, the Education Sector requires immediate funds to support the establishment of 167 temporary learning spaces and to rehabilitate 350 existing education shelters in the IDP camps in North Darfur.

Under current levels of funding it may not be possible to sustain an education response in the most critical IDP camps in Darfur. This is likely to cause partners to have to deny access of newly displaced children to existing learning spaces. This will have an immediate impact on 32,000 newly displaced school aged children in North and Central Darfur.



Accumulative Education Sector Achievements vis-à-vis Targets – May 2015



Saving the next generation's education, one classroom at a time

Blue Nile - Bau - Saheed Afandi

By Shakir Yahia Elhassan – Communication Officer, UNOCHA - 2015

In June 2011, children in Sudan's Geissan locality, Blue Nile State, were eager to return to school after the long summer holidays. For Amel Sadig, 10 years old, this was supposed to be the start of her educational journey.

Becoming educated in poor rural areas of Sudan can be a child's best route out of poverty. But when violence broke out in several areas in Blue Nile State in 2011, thousands of families, including Amel's, had to flee their villages and settle around Ed Damazine and other towns in the state. Thousands of children were forced to stop their education.

Amel Sadig and her family settled in a host community in the Alshaheed Afandi area on the outskirts of Ed Damazine. Understanding the importance of education, her family and others fought to ensure that their children's learning continued, working together with local authorities to build a temporary school.

Over 1,120 families fled their homes in Geissan and took



Amel Sadig in her new classroom

refuge in Alshaheed Afandi, according to Al Rahman Adam, head of the school Parent Association. Youth and men tend to stay behind to secure their farms and animals, leaving the women and children to flee to safety. "Immediately after we settled we started to work with the local education authorities to establish schools" said Al Rahman. Once the Parent Association and education officials had constructed two simple schools, many local community members volunteered to teach in them, supported by official Ministry of Education certified teachers.

"We started having classes but it got really hot and sometimes there were problems, especially when it started to rain," said Amel who is now in her third year of primary education.

The temporary schools also lacked education materials, toilets and a drinking water sources. A national NGO, Al Salam Organisation for Rehabilitation and Development



Pupils in CHF funded classroom

(AORD), stepped in to remedy the situation.

They identified the facilities most in need of improvement and replaced the temporary structures with schools built from more durable materials.

Thanks to money provided by the Common Humanitarian Fund (CHF), an OCHA-managed fund, AORD also built latrines, provided chairs and supplied the schools with education materials.

"During conflict situations children's education is halted, leaving them at risk of being recruited by armed groups. This is why humanitarians need to ensure that schools remain open as schools are considered a safe haven for children," said UNICEF's Monitoring and Evaluation Officer, Amina Akasha.

"Now, I sit on a nice desk and I get new notebooks, exercise books and pens. When it is hot, we just open the windows. I copy my lessons well and I don't need to worry about my clothes getting dirty from sitting on the dusty class ground" said Amel Sadig with a smile.



Pupils receiving exercise books in a school in Blue Nile State

Footnotes from the Field: Accelerated Learning Program for out of school IDP children

From November 2014 CRS Sudan, through funding from the Common Humanitarian Fund, has been running the Accelerated Learning Program (ALP) for out of school IDP children in Um Dukhun town and Al Riad Jeem camp in El Geneina. These classes are held after the normal school hours and are meant to allow children who dropped out of school or never attended school to rapidly learn the material from the lower levels and to catch up. Each classroom is staffed with two teachers. Catching up will enable these children to re-enter (or enter for the first time) basic education at a level more compatible with their current age. CRS has found that providing infrastructure and trainings alone is not sufficient to meet the emergency education needs of the most vulnerable displaced children. The gaps in learning experienced by these children must also be addressed.



89% of the students passed the exams in the ALP center

Central Darfur - Um Dukhun 2014

In Um Dukhun town, ALP classes were designed for students who were forced out of school due to conflict in their locality in 2013 and 2014. Many of these displaced children were living in rural locations prior to the current conflict where schools may not have existed or where the schools were destroyed. Participation was high in ALP classes in Um Dukhun as children were impressed by some of the educated children they met in town and this increased attendance. During the testing completed in May 2015, 112 ALP students took their exams and 98 students passed marking an 87.5% pass rate. These students will now go on to enter appropriate basic education classes.



ALP children copying their catch up lessons

West Darfur - El Geneina 2014

In Al Riad Jeem camp in El Geneina, out-of-school girls were prioritised for ALP classes as they were found to be more affected by the long-term nature of the conflict in West Darfur. Girls make up only 40 per cent of the Al Riad Jeem basic school population as education has not been as prioritised for displaced girls as boys. CRS's ALP classes were provided for 36 out-of-school girls and four out-of-school boys in Al Riad Jeem and 35 of the 40 students passed their exams last month. One example is Jawahir Abdalla Adam, twelve years old, who had to leave school after one year because her mother was sick and she needed to take over housework duties. She appreciates that the ALP classes allowed her to learn reading, writing and mathematics so that she can re-enter basic education and eventually become a teacher herself. Her classmate Islam Mubarak Hassan Ishag, 10 years old, has a similar thirst for knowledge and hopes that the ALP classes will allow her ultimately to fulfill her dreams to be a doctor.

Key Contacts

Sector Leads

Ministry of Education (Government Lead)
Abdalla Abugisaisa | abugisaisabdalla@gmail.com
United Nations Children's Fund (UNICEF, Lead Agency)
Jumma Khan | jkhan@unicef.org

Education Sector Information Manager

Amina Akasha | aakasha@unicef.org

Links

Humanitarian Response Sudan - Education

www.sudan.humanitarianresponse.info/sectors/education

Global Education Cluster

www.educationcluster.net

Inter-Agency Network - Education in Emergencies

www.ineesite.org/en

Middle East and North Africa (MENA) Out-of-School website

www.oosci-mena.org

Sector Partners

FMoE | ADRA | Almassar | AlRahma | AMAL | AORD | CAFOD | CRS | DDA | DRC | ERRADA | FPDO | GFO | HRCSN | HRF | INTERSOS | IRD | IRW | LAOMaman | MHI | NIDAA | PBA | Plan Sudan | SAG | SCS | SEAKER | SOLO | SRC | TEARFUND | UMCOR | UNICEF | UNHCR | UNOPS | UPO | WCC | WFP | WVI | ZOA | ZULFA

