

Country Report - Sudan

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training

Primary Language(s)

English: National

Nilo-Hamitic: National

Ta Bedawie: National

Nilotic: National

Arabic: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

Population

	Total	Male	Female
Total	38,114,160	19,291,891	18,822,269
Under 14	16,757,613	8,562,412	8,195,201

Sources

CIA World Fact Book - <http://www.cia.gov/cia/publications/factbook/>

Ministry of Education Officials

Minister of Education

Ahmed Babiker Nahar

Khartoum

Phone: +24 9-11-778050

Fax: +24 9-11-779973

moe-sd@moe-sd.com

Ministry Website: <http://moe-sd.com/eng/index.htm>

USAID

Director

Dr. Kenneth C. Ellis

USAID Website: <http://www.usaid-eg.org/>

There is no USAID office in Sudan, however USAID is active in Sudan and operates from Cairo, Egypt.

Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 8 Years

Sources

UNICEF - <http://www.unicef.org/infobycountry/sudan.html>

Early Childhood Education

Early childhood education is provided.

ECE Enrollment: 386,505

386,505 children have access to early childhood development (ECD). 181,657 are female, i.e., 47%. Approximately 25% of males and 22% of females have access to ECD.

Pre-school education was increased during 1990-1998. The number of children who joined pre-school education (kindergartens or Koran schools) increased annually by 3.9%, and 9.5% for girls.

One of the goals, besides increasing the intake rate for pre-school education, is to reach gender parity. In 1990-1991, the intake rate of girls was 33.3% and became 53.6% in 1998-1999. Enrollment rates vary across the country. In the northern states it reaches 25.8% (23.5% for males and 27.9% for females). In the northern state of Al-Shamaliyah, the enrollment rate is 50.7% (44.7% for males and 56.9% for females). In the central state of Al-Wusta the enrollment rate is 37.6% (34% for males and 41.2% for females). In the state of Khartoum the enrollment rate is 24.3% only (25% for females). There is a clear shortfall in apparent enrollment rates in the south. This is due to the instability of the population, civil war and the fact that most ECD institutions are situated in the north. In the rural areas, the enrollment rate is 11.6% (10.1% for males and 13.1% for females).

Sources

Name

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

UNICEF - <http://www.unicef.org/infobycountry/sudan.html>

Arab States Regional Report - UNESCO Institute of Statistics

National Curriculum

A national curriculum exists.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

National exams - At what level are national exams written?

Grade 8

At the end of Grade 8 there is a national basic education examination to attain a basic level certificate.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

What are the key basic education challenges?

Civil war. The most affected region is southern Sudan, which has been afflicted by civil war for decades. UNICEF, working with the rebel Sudan People's Liberation Army (SPLA) in areas it controls, is trying to address the dire educational position of children in southern Sudan - where as few as 15% of primary school-aged children are in school and girls represent only one quarter of this number. "By the time the upper primary level is reached, there are hardly any girls left in school and at the territory's foremost secondary school, Rumbek, there is a solitary girl. Only 560 of the 8,000 teachers in southern Sudan are women, a mere 7% according to UNICEF."

Sources

UNICEF - <http://www.unicef.org/infobycountry/sudan.html>

Is primary education 'free' (legally)?

Sudan has subscribed to the goal of Universal Primary Education (UPE) by 2015 as proclaimed at Dakar, Senegal in 2002. School is compulsory for children aged six to 13 years old. However, the objective of universal education is lagging. Real improvements in the education system may only be possible with heavy financial support and rationalization of material and human resources.

Sources

Arab States Regional Report - UNESCO Institute of Statistics

What are the barriers to student access and participation in basic education?

- Civil war
- The decline of the school environment
- The incapability of some families to provide educational requirements for their children
- The need of families - especially in rural areas and city outskirts - for the young to help earn a living and assist with house work.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

There are 265 schools that cater for nomadic, underprivileged and marginal children, such as emigrants and refugees. (1998 est.)

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

What is the stage of development of the education system?

The most important achievements of the strategy to expand basic education are the following:

- Upgrading educational institutes to university faculties, which had a positive effect on the quality of education as it allowed for a revision of the curriculum.
- Establishing the National Center for Programmes and Educational Research which enabled the development of curricula according to the new education scale.
- In 1991, the age of entering basic education was lowered to six years old, and attending years was extended to eight years old. This system has many advantages, such as the adoption of pre-school education as part of formal education and in lowering the illiteracy rate of adults.
- Basic education institutions increased from 7,682 in 1990 to 15,184 in 1998, the number of pupils from 2,076,855 to 2,976,718 (numbers of emigrant and refugee pupils are not included) and the number of teachers from 60,674 to 103,082 in the same period.
- In pre-school education - the number of pupils increased from 259,560 in 1990 to 365,723 in 1998, the number of institutions from 5,026 to 11,312, as well as the number of guides from 7,673 to 11,922 at the same time. It is worth mentioning that the government installs pre-school education institutions in poor regions, trains the teachers and provides books.
- Completion of basic level curricula from the first to the eighth grade - printing and providing all books, despite the difficulty of financing and securing them in some schools in some states and local authorities. The government is trying to overcome this difficulty by using the State's Support Fund. 19 states out of 26 benefit from this support.
- Issuing the compulsion law in 1998 [making school compulsory for all children aged six to 13 years old] is considered in some overpopulated states to be the most important achievement.
- Taking care of underprivileged and marginal groups - like nomads - is also considered to be one of the most important achievements; the number of their basic schools reached 265 in 1998, the same care was taken for emigrants and refugees.
- Developing a curriculum for the basic level, which is founded on knowledge correlation and integration, religious and spiritual contemplation, and on the sacredness of the Arabic language.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
1999	Total	2,566,503	1,411,577	1,154,926		

SourcesUNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html**Enrollment Age**

Year	General	Male	Female	Urban	Rural
2004	6	6	6	6	6

SourcesUNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html**Are there alternatives to traditional schools?**

Yes, there is the General Organization for Technical Education and Vocational Training (GOTEVOT), which provides vocational training. The labor force pyramid in Sudan consists of unskilled workers, skilled workers, technicians, and specialists. There is a national project for technical education in Sudan, which aims to establish 10 technical education colleges. The purpose of the technical education colleges is to develop qualified technicians, with a focus on technological specializations, and to create opportunities for diploma-holders to continue a technical education at universities. The project also aims to ensure that the colleges are creating educational outputs that are relevant to the needs of the labor market, based on identifying the actual needs, and designing the suitable syllabus.

SourcesUNEVOC - <http://www.unevoc.unesco.org/arabstates/papers/>**Which approaches is the country taking to combat HIV/AIDS?**

A strong political commitment in support of breaking the silence on Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) was not evident until recently. The epidemic has continued to grow since 1986 and the number of estimated cases is now 500,000. (2002 estimate) A situation analysis identified the high-risk groups to be tea-sellers, informal sex workers, truck drivers, prisoners, refugees/Internally Displaced Persons (IDPs) and the uniformed services. The prevalence of the epidemic is evidently higher in the capital, as well as the southern region because of the ongoing civil war, eastern region to the border of Eritrea and Ethiopia due to the influx of refugees from both countries (prevalence among refugees is 4.6%) as well as the major port areas where the trucking routes are. Voluntary counseling and testing (VCT) services are almost non-existent and laboratories are poorly equipped.

A plan of action for the first year of the National HIV/AIDS Strategic Plan (NSP) has been developed and includes priority intervention areas that are considered to be feasible and essential before implementing other interventions. Noting that interventions at community level are extremely important where large segments of the local communities have never heard of AIDS, decentralization of implementation is one challenge to overcome.

To initiate the implementation of concrete actions of the NSP, the government, with the support of the Joint United Nations Programme on HIV/AIDS (UNAIDS), developed a costed one-year plan of action (POA) 2003-2004 focusing on the seven states of Sudan. Members of the Country Theme Group include United Nations (UN) agencies, national partners as well as international and national

non-governmental organization (NGO) representatives. The Sudan AIDS Network represents the national NGOs working on HIV/AIDS. The UN Agencies are providing considerable technical and financial support to HIV/AIDS related activities and supporting the NSP priorities in Sudan. Furthermore, other agencies, such as the United Nations Development Programme (UNDP), United Nations High Commissioner for Refugees (UNHCR), World Food Programme (WFP) and United Nations Industrial Development Organization (UNIDO), have begun mobilizing support by integrating HIV/AIDS into their various programmatic areas of work, such as building partnership and NGOs working on HIV/AIDS, refugees and support to People Living with HIV/AIDS (PLWHA). In an effort to coordinate their contribution to the national response, Closing The Gap (CTG) in collaboration with the Sudanese National AIDS Program, will channel support of CTG members and other partners to HIV/AIDS activities within the POA.

Sources

UNICEF - <http://www.unicef.org/infobycountry/sudan.html>

Are there political conflicts and what is the impact of these conflicts on education?

Yes. The impact is devastating. Military dictatorships favoring an Islamic-oriented government have dominated national politics since independence from the United Kingdom in 1956. Sudan has been embroiled in a civil war for all but 10 years of this period (1972-82). Since 1983, the war and war-related famine effects have led to more than two million deaths and over four million people displaced. The war pits the Arab/Muslim majority in Khartoum against the non-Muslim African rebels in the south. Since 1989, traditional northern Muslim parties have made common cause with the southern rebels and entered the war as a part of an anti-government alliance.

Military activity was renewed in January 2003, in the oil provinces of the Upper Nile (or Unity/Wahda Province), south of Bentiu. The attacks were carried out by the Sudanese army and southern militias allied to it against towns and villages, particularly those along a road being constructed by the Sudanese government between Bentiu and Adok.

Despite peace talks in 2003-2004, political violence in the western state of Darfur exploded. Contrary to the Sudanese government assertions that the security situation in Darfur has improved, civilians displaced by the conflict insist that violence perpetrated by Janjawid militias is continuing. The Darfur conflict, according to the UN, has displaced about 1.2 million people within the region, while at least 180,000 others are refugees in neighboring Chad after fleeing continued and vicious attacks.

Sources

Human Rights Watch - <http://www.hrw.org>

Are there on-going, recently completed projects relating to the following areas?

Girls' Education: The UNICEF Global Action Week for 2004, included the following activities in Sudan: an opening ceremony of the Week of Action on April 19, 2004, where Sudan's National Girls' Education Strategy was launched. The President, together with the Minister of Education attended the launch. Children addressed the ceremony. UNICEF supported the participation of 13 year-old Halima Mohamed Maour El Basha. Halima is from Kadugli, the capital of South Kordofan state. Unable to attend school as a young child, she has been attending school for the last two years. Halima spoke about how education has changed her and her family's life. There was also an exhibition, games and sports, which was hosted by the Federal Ministry of Education in partnership with a coalition of national and international NGOs.

The government's National Strategy aims at broadening basic education, by opening youth schools, which are equivalent to basic education schools. The youth schools focus on pupils, especially girls, who have either never attended school or dropped out at an early age.

Sources

UNICEF - <http://www.unicef.org/infobycountry/sudan.html>

Sources

UNAIDS - <http://www.unaids.org>

What is the status of Muslim education?

Sudan's population consists of the following religious groups: Sunni Muslim 70% (in the north), indigenous beliefs 25% and Christian 5% (mostly in the south and Khartoum). Koranic schools provide the bulk of pre-primary education, primary and secondary education.

The project "Read in the Name of Your Lord" aimed to enrich religious teaching was established by the Arabic Organization for Education, Culture and Sciences. It offers a comprehensive curriculum to eliminate illiteracy relying on the contents of the Holy Koran and on prophetic tradition (Hadith). It takes advantage of existing religious institutions.

Sources

CIA World Fact Book - <http://www.cia.gov/cia/publications/factbook/>

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Financial Information About Education

Donor Information

USAID - 2004

Support for Internally Displaced Persons and Refugees

UNICEF - 2004

Basic Education

UNESCO - 2004

Basic Education

Islamic Bank - 2004

Building schools and upgrading technical education

African Development Bank - 2004

Building schools and upgrading technical education

Country Spending on Education - Total Government Expenditure by Budget Type and Year

Type	Year	Amount
Primary Education Budget	1998	US\$ 126,383,352

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Teacher Training

Number of Teachers by Level

Level	Number
Total (1)	142,970
Tertiary (2)	4,407
Secondary (3)	42,513
Primary (4)	96,050

(1) - 1999 est.

(2) - 1999 est.

(3) - 1999 est.

(4) - 1999 est.

Sources

Arab States Regional Report - UNESCO Institute of Statistics

Number of Primary Teachers by Gender

Total	Male	Female
96,050	35,538	60,512

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Primary Teachers by Education/Grade

61.1% of teachers have at least the minimum of academic qualifications (secondary education), 27.4% are teachers without the Sudanese certificate. The remaining 11.5% could include holders of training certificates from teachers' institutes. The increase in enrollment, due to the changing and expanding education system, pushed the educational authorities to appoint teachers with only a secondary education certificate.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Percentage of Primary Teachers Certified to Teach

Certified: 70 %

Untrained: 30 %

Sources

Arab States Regional Report - UNESCO Institute of Statistics

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total	27:1	30:1	25:1

Lower pupil/teacher ratio does not mean that educational services in rural areas are better than in urban areas, especially if the quality of teaching is considered. The main reason for the decrease, is there are generally fewer children in higher grades and there is a marked increase in the drop-out rate compared to urban schools. The drop-out rate for rural areas reaches 15.2% in the sixth grade, 15.2% in the seventh, while it is 7.1% and 4% in the urban areas. Survival rates until the seventh grade are 77.1% for urban areas and only 48% for rural areas. The ratio is 66:1 in the southern states (1999 est.).

The rate of qualified female teachers certified to teach reaches 61.6% in rural areas. The rate of teachers holding the Sudanese certificate differs from one state to another. For example, in the southern states the rate of teachers holding the Sudanese certificate is 73.1%; it is followed by Darfur state with 75.6%, then the eastern state (Ash-Sharqiyah) with 65.2%. This shows that these states include great numbers of male and female teachers who need basic in-service training in order to prepare them for work as teachers.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

What are the barriers to teacher sufficiency?

In addition to the civil war another major barrier to teacher sufficiency is the entrustment of basic education to the supervision of local authorities according to the fourth constitutional decree of 1991, and the development of these authorities on an unequal economic basis. This led to a deficit in spending on education in some of the authorities, especially regarding the payment of teachers` wages. The weakness of the local authorities has a big impact on the learning environment. Some authorities are unable to attract competent teachers. The weakness of local authorities also affects the school environment including lack of teaching equipment and other educational requirements. The financial deficit of some local authorities renders them unable to provide schoolbooks, which negatively affected pupils` performance.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

What is the design of in-service teacher training programs?

The Ministry of Education and Teaching — under the supervision of the Administration for Pedagogical Further Qualification — was obliged to organize short intensified two to three weeks in-service courses as a means to deal with the increase in pupil enrollment. These courses include education psychology, teaching methods and other training/instruction to facilitate instructors and in-service and pre-service teachers to teach the new basic education curricula.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 1

Contact(s):

University of Khartoum
P.O. Box 321, Khartoum, Sudan
Phone: +249-11-772601
Fax: +249-11-780295
<http://www.uofk.edu>

Science

Number of Institutions: 1

Contact(s):

Sudan University for Science and Technology
Phone: +249-1-468628
<http://www.sustech.edu/master.htm>

Technical

Number of Institutions: 1

Contact(s):

Sudan University for Science and Technology
Phone: +249-1-468628
<http://www.sustech.edu/master.htm>

Minimum Requirements for Teacher Training Recruitment

General

One of the most important problems facing basic education in Sudan, is how to train qualified teachers. Although the 1992-2002 global national strategy considers university education as a minimum to qualify teachers, and consequently, to allow them to teach at basic education schools, the goal is to establish the Sudanese certificate as the minimum required academic qualification for the basic level teacher. Currently graduates of the education institutes and faculties are considered academically and technically qualified basic level teachers.

Early Childhood Education

The pre-school education level is considered new, as it became part of the formal education system in November, 1990. The supervisors have insufficient professional qualifications and the central administration is weak. Pre-school education institutions are considered social institutions and are administered and financed by NGOs.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Demand for Teacher Training

Only 6.9% (1998-2002 est.) of Sudanese enrolled in tertiary education.

Are alternative routes to teacher certification available?

Alternative routes for teacher training exist.

Distance education is available through the University of Khartoum, where 3,000 male and female teachers have already been trained using this method. (1999 est.)

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Are there incentives for teachers to teach in rural areas?

The El-Kawahla community in Sodary province, Kordofan state, for example, has created incentives to attract teachers, with community members taking responsibility for supporting the teachers allocated to them by providing housing, cereals and a pledge of livestock at the end of a four-year contract.

Sources

UNICEF - <http://www.unicef.org/infobycountry/sudan.html>

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

Girls are less likely to have access to education than boys because of domestic chores and duties, early marriage and pregnancy and nomadic lifestyle. The transition rate from primary to general secondary education is 10% lower for females than males. 86% of males and only 76% of females successfully pass from Grade 8 to Grade 9.

Sources

Arab States Regional Report - UNESCO Institute of Statistics

Is there evidence of curriculum revision?

General

The strategy of basic education includes adapting the pupil's history, culture and environment to the curriculum by:

- Allowing states to add a chapter or more to the national program in the fields of ecology, health, culture, history and geography while considering the following:
 - The information should be valid from a scientific point of view.
 - It should conform with the pupils' capacities and the magnitude of the national program.
 - It should concur with national unity concepts.
 - The National Center for Curriculum and Educational Research supervises the additional chapters to the national program, and authorizes it in the light of mentioned restraints.
- Embracing cultural and tribal groups' initiatives to develop their language and teach it in their

local schools

- Paying special attention to teaching the Arabic language in pre-school education within regions which overlap linguistically
- Preparing special curricula for those returning to school from the rebellion movement. These curricula should take into consideration the ages and kinds of experiences these learners had to undergo at rebellion camps
- Intensifying efforts to expand education in the regions affected by emigration
- Encouraging cooperation with regional and international organizations as to attract financial and technical support in favor of educational projects (especially training, and laboratory and workshop equipment)
- Encouraging cultural agreements and protocols between Sudan and friendly countries
- Supporting the National Committee of UNESCO with scientifically and administratively qualified personnel and assistants, who can coordinate with regional and international organizations
- Supporting the Projects Unit responsible for the implementation of the projects related to the Islamic Bank and the African Bank for Development, in building up schools and upgrading technical education.

Relevance to the world of HIV/AIDS

The United Nations Population Fund (UNFPA), UNICEF and the World Health Organization (WHO) are currently supporting, among others, blood safety and infection control, surveillance and provision of testing kits, integration of HIV/AIDS into the school curricula, training of workers in health and social sectors, training in sexually transmitted infections (STIs) and social mobilization across Sudan.

Life Skills

The project "Read in the Name of Your Lord" aims to use 35 Koran cells for women, where each one includes 35 pupils. It also aims to open two literacy classes for men and 14 for women, each one including 25 pupils. This project was to be expanded from 1999-2000 to cover 19 states, three of them in the south.

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

- Increasing the number of female teachers
- Improving the quality and coverage of education through provision of adequate and dependable financial resources.

Considering annual growth rates and current intake rates, providing universal basic education is possible according to the annual growth rate of the population, which is less than the annual increase of pupils enrolled. However, if the current political situation continues, expanding basic education will exceed 10 years. Hence, more efforts should be deployed to increase the percentages of intake rates. However, the disparity rate between the enrollment rates of males and females is continually decreasing - 14.4% in 1990/1991, 7.2% in 1995/1996, and 5.8% in 1998/1999.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

Schools are unsafe for girls. The most common threat is due to the civil war which exposes girls to physical and sexual violence.

Is there evidence of reforms to reduce the cost of schooling?

Sudan has subscribed to the goal of UPE by 2015.

Teaching and Learning Resources

Are textbooks free?

Free textbooks are available.

Textbooks are provided by the government of Sudan.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Are teaching guides and other resources available?

Teaching guides are available.

In 1998, the number of teaching guides for pre-primary education increased from 7,673 to 11,922.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

It is part of the strategy for basic education to:

- Embrace cultural and tribal groups` initiatives, by developing their language, and teaching it in local schools
- Pay special attention to teaching the Arabic language from pre-school to secondary school.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

What are the mechanisms for development/distribution of teaching and learning material?

Development

Textbooks are printed and provided by the government of Sudan, despite the difficulty of financing and securing the books in some schools in some states and local authorities. The government is trying to overcome this difficulty by using the State`s Support Fund; 19 out of 26 states benefit from this support.

Distribution

The weakness of the infrastructure means of transport and communication affected to a large extent the transfer of educational services to distant areas and the close follow-up through supervision and administration. This reflected negatively on the learning quality and efficiency of the distribution of learning materials, as well as on the quality of teachers who work in these regions. Besides that, the weak infrastructure also affected the flow of the necessary information for the planning operation of providing schools with books and supplies at the beginning of every scholastic year.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Perception of Adequacy of Learning Resources

The 1990 general results of the basic level certificate exams are as follows (the examination results can be viewed in part as a measure of the adequacy of learning resources): 148,167 out of 224,543 pupils passed the exams with a success rate of 60.7% (50.5% females, 113,367 of the total who wrote the exams). The general success rate for males was 67.99% and 59.16% for females. There is a great difference between the success rates of states. It reaches a maximum of 74.2% in the state of Khartoum. This is followed by the northern states (the Nile River, the Northern state) with 69.7%, then the Central state (El-Jezira, Snar, the Blue Nile, the White Nile) with 66.1%, Darfur (North Darfur, South Darfur, West Darfur) with 64.5%, the Eastern state with 54.5% and Kordufan 50.5%. In examining the percentages of grade eight pupils, only 27.7% achieved 60% or higher in mathematics. In Khartoum state 44.1% of pupils achieved 60% or higher in mathematics, in Kordufan state only 12.5% of pupils achieved this result.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

To what extent is information communication technology available/used in basic education?

ICT Available

Generally, Sudan has a large, well-equipped system by regional standards and it is currently being upgraded. Cellular communications started in 1996, and have expanded substantially. Domestically, Sudan has microwave radio relay, cable, radiotelephone communications, tropospheric scatter, and a domestic satellite system with 14 earth stations.

Telephones - main lines in use: 671,800

Telephones - mobile cellular: 190,800 (2002 est.)

Internet Service Providers: 2

Internet users: 84,000 (2002 est.)

ICT Used

The government supports the "Projects Unit", which is responsible for the implementation of projects related to the Islamic Bank and the African Bank for Development, in building schools and upgrading technical education.

Sources

CIA World Fact Book - <http://www.cia.gov/cia/publications/factbook/>

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Description of Transportation Systems and Projected Improvements

Railways: 5,978 km (2002 est.)

Highways: 11,900 km, paved: 4,320 km, unpaved: 7,580km (1999 est.), Waterways: 5,310 km

Ports and harbors: Juba, Khartoum, Kusti, Malakal, Nimule, Port Sudan, Sawakin

Airports: 63 (2003 est.)

Airports - with paved runways: 12, over 3,047 m: 1, 2,438 to 3,047 m: 8, 1,524 to 2,437 m: 3 (2003 est.)

Sources

CIA World Fact Book - <http://www.cia.gov/cia/publications/factbook/>

Community Participation in Basic Education

In what ways is the community involved in basic education?

Provision of labor

The El-Kawahla community in Sodary province, Kordofan state has created incentives to attract teachers, with community members taking responsibility for supporting the teacher allocated to them with housing, cereals and a pledge of livestock at the end of a four-year contract.

Serving in committees for school development, PTA

There is evidence of community members serving in committees for social development, such as the El-Kawahla community in Sodary province.

Recruitment of Teachers

The El-Kawahla community in Sodary province, for example, is lobbying the state government for external resources to support community-identified needs, including trained teachers.

Sources

UNICEF - <http://www.unicef.org/infobycountry/sudan.html>

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

What is the level of community participation vs. government share of social and financial responsibility for basic education?

The strong social demand for basic education is confirmed by the huge contributions of the local society, for example, building school premises, providing schoolbooks, equipment and motivating teachers. In 1995 this support reached a rate of 53% of the general education budget. Another big indicator for the strong social demand for basic education is the increase in the enrollment of girls, where their numbers jumped from 889,806 in 1990 to 1,370,653 in 1998. In spite of this strong demand, the given support is small in comparison to the demand.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html

Are NGOs and civil society involved in education? What role do they play?

Who are they?

NGOs and civil society are involved in education.

Kind Hearts Committee for Human Rights Education held a number of meetings to discuss and develop a plan to extend awareness of human rights. The members of the committee were strong opponents of the idea of working under the governmental shelter, thus, they decided to keep a low profile until legal registration of the organization was achieved. The teachers who are members of the committee taught human rights to children in school by means of direct contact in classrooms and theaters. To train and teach human rights to women, in particular, the committee emphasized the social sector as an effective field. This was achieved through various social occasions. Many women have been involved in the process, and their input through different social meetings was remarkable. Every member was provided with copies of human rights educational materials.

Sources

Peoples Movement for Human Rights - <http://www.pdhre.org/projects/sudan.html>

Impact of HIV/AIDS on Basic Education

Is there provision for the education of orphans and vulnerable children?

There is provision for education of orphans and vulnerable children.

Sudan is committed to various international conventions ensuring learning opportunities for all. For example, the Rights of the Child Convention, in which articles 28 and 29 stipulate providing education for all. In addition, the International Convention for Economic, Social and Cultural Rights claims in article 14 that all member countries that cannot provide compulsory and complimentary basic Education for All, should commit themselves, during a limited period, to prepare and adopt a detailed plan of action and implement it. Sudan started elaborating education plans, programs and legislation to achieve the Education for All goal before the year 2002.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/sudan/rapport_2.html