

*In the name of Allah the
Compassionate the Merciful*

Republic of the Sudan
Ministry of General Education
Education for All



**National Report
Mid Term Evaluation
of Education for All (2000-2006)**

Khartoum

July 2007



Republic of the Sudan (map)



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Republic of the Sudan
Ministry of General Education

Education for All

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Mid term Evaluation of EFA Plan

Introduction:

General education is considered as the foundation base for human development with respect to building and utilizing capacities to widen the range of options in pursuit of a healthy life of dignity and effective contribution to socio economic, political and cultural advancement towards comprehensive development. The function performed by education is, thus, increasingly gaining momentum in a globalize world where time and space gaps are diminished by information technology; whereas disparities in economic and technological development are widening as compared to educational achievements.

This report presents an analytical evaluation study of the educational policy and EFA and MDGs goals; emphasizing achievements in Pre School, basic and secondary education with its academic and technical parts; as well as education of children in difficult conditions and non-formal education. The report also tackles some educational innovations and pilot experiments, in addition to the challenges faced in pursuit of those goals during 2000-2001 and 2005-2006; including the relevant laws and acts .

The report was based on available data and information from primary and secondary sources The data and information pertaining to the southern states were compiled on basis of estimation since 2003/2004 until 2005/2006. Due to unavailability of empirically exact information, Data and information from some surveys and studies conducted on rapid basis was utilized for quick evaluation of the situation of education in the southern states for 2006.

Executive Summary

The assessment of Education for All mid Term Report for (2000-2006) reiterates the fact that great progress in access opportunities, and improvement in the basic education efficiency, has been achieved; thanks to political commitment, supportive legislative backing, significant institutional efforts and sustained strong community support. This fact is clearly manifested in the progressive growth in gross enrollment rate for basic education (5.9%) and steady increase in enrollment in non regular education, especially among Adolescents. According to some indicators referred to in this report, the quality of education is facing challenges calling for extra more efforts with tangible results, in securing the educational inputs necessary for achieving this vital objective. Furthermore, the consequences of peace, in the aftermath of signing the CPA, brought along a bunch of challenges that need to be promptly addressed. Prime challenges have manifested themselves in vital areas such as catering for the education of the less privileged children , namely those of returnee refugees from abroad and locally displaced citizens, in the southern states and war affected areas; and innovating educational initiatives to provide learning opportunities for them.

The report indicates clear inter state disparities in enrollment rates, as well as disparities among various localities within the same state. Such disparities can be mainly attributed to unfavorable factors, circumstances and policies; notwithstanding the good intentions behind them; as is the case in implementing local government in 1994. The Local Government act charged localities with all the responsibilities pertaining to basic education. Given their scanty resources, localities could not afford meeting the huge expenses of education. Further, the consecutive natural calamities and extensive armed conflicts have had crippling ramification with profound impact on basic education. Lack of security and stability fostered massive population mobility from affected areas to safe zones. Gaps between urban and rural areas have

also been evident; with declining opportunities for education in remote areas.

Considerable progress has been achieved in bridging the gender parity index in enrollment opportunities. Nationwide gender equality ratio in 2006 reached 0.9 in favor of males. This was an outcome of the priority given to this issue and the distinguished institutional efforts exerted at both national and state levels. Yet, the achieved progress should not overshadow the signs of basic education disparities in several areas. Such phenomena is particularly observed in particular states also in the southern states and others, for different reasons.

Pre school education has been accorded advanced priority. The 2001 General Education Planning Act recognized preschool education, which extends for two years, as an integral part of the basic education level, to its significance in determining the child's education future. The achieved annual growth rate in pre school education reached 7%. Yet, its gross enrollment rate has been as low as 24.7 %. Its providing institutions are mainly concentrated in big urban centers, whereas khalwas are spread in rural areas(parallel education) . One of the prominent indicators in this regard is the major role played by the private sector, which has been providing 71% of pre school education opportunities.

Available statistics indicate that some states have achieved high rates of gross enrollment for basic education, which makes them eligible for achieving the set goals for EFA by 2015. Such states include: River Nile (97.4%), Northern state (86.6%), White Nile (88.1%), Khartoum (73.5%), El Gazira state (78.6%) and North kordufan (78.0 %). It is worth noting, that the concerned states have achieved significant progress in providing education opportunities for children in difficult circumstances areas, especially nomads' children. Gross enrollment rate in nomad's education, which is considered a pioneer educational initiative, reached 15.9% during 2000-2006.

The report confirms the phenomenal decline in joining secondary education- a characteristic of all developing countries. Such decline

has been a by product of exceptional concentration on up lifting basic education in pursuit of meeting the government's obligations towards provision of EFA and meeting the Millennium Development Goals objectives. The overall Gross enrollment rate remains at 26.5%, with 4.5% annual growth rate; and a narrowing gender parity. Obvious rapprochement in gender gap.

As indicated earlier, entrusting localities with the responsibility of basic education has been posing as a great challenge for allocation of sufficient financial resources for securing the opportunities, and improving the quality of , basic education; notwithstanding the fact that localities grant education the majority of whatever scanty resources allocated for their budgets. The small amount of official funding had negative impact particularly on the quality of education. Yet, significant sustained popular support, both in cash and kind is about 53% of education running cost budget, in addition to active participation from education administrative authorities contributed considerably to effective handling of various educational issues

In conclusion, the realization of peace, security and stability in most states of the country, coupled with accelerated pace of economic growth (8% per annum thanks to progressively increasing oil export returns) - are all sound attributes of high potential for securing good quality Education for All. Given the attention it receives, and the high priority it stands, EFA is foreseen as key asset for sustainable comprehensive development.

Chapter One

General Context

General Context

1-1 socio economic and political background

1-1-1 location and Area:

Sudan is located at the north eastern part of Africa between latitudes (4 & 22) north of the equator; and longitudes (22 & 38) east of Greenwich.

Sudan is sharing borders with nine countries: Egypt, Libya, Chad, Central Africa, Congo, Uganda, Kenya, Ethiopia and Eritrea (see map). The total area of Sudan amounts to 2.506 million square kilometers.

1-1-2 Demographic Characteristics:

The population of Sudan is estimated at 36,297 million in 2006 with an annual growth rate of 2.53%, according to annual projections conducted by the National Central Bureau for Statistics (C.B.S); based on the last population census in 1993.

Population under 15 years of age is estimated at 41.50 % of the population in 2005. The percentage of urban population was 36.84%. Life expectancy at birth stands at 54 years. The overall fertility ratio in 1999 was 5.9%. A remarkably high dependency ratio of 862.0 per 1000 people, with an average family size at 6.4 individuals.

Sudan is characterized by a wide range of cultural, ethnic and religious diversity, with numerous tribes, languages and dialects. Arabic is the lingua franca for the majority of Sudanese people. The CPA and Sudan constitution state that English is also a valid language in high education and government offices. Such considerations, in addition to the vast extension of Sudan's geographical territory, necessitated the adoption of federalism as the most appropriate form of government. According to the 2005 transitional constitution, there are 25 states, each having a government headed by al wali (governor) and a number of ministers and a state's legislative council.

Federal government has the mandate of planning, coordination,

training and external relations whereas state governments have the mandate for executive work as well as participation in national planning through the prescribe channels and national councils.

1-1-3 Economic Structure:

The annual growth rate of G.D.P. reached 8.7% in 2005, due to the increase in oil production coupled with rising oil prices in international markets, thus leading to increase its contribution to G.D.P. which has reached 11%. The rate of inflation for the same year estimated at 10.6%. The agricultural sector represented 44.5% of the G.D.P; The animal production sector witnessed progressive growth where the livestock size is estimated at 135.9 millions. The industrial sector contributes 25.4 % and the service sector contributes by 30.1% of the G.D.P.

1-1-4 EFA goals and MDGs: Health and Economic indicators:

Most of the EFA goals coincide within the millennium development goals. The same MDGs indicators are utilized for EFA purposes, particularly those relating to the quality of life such as economic and health indicators, maternal and child health, education and social welfare. Such relevant indicators were derived from research and studies conducted by the Central Bureau of Statistics during 2000-2005 (see Appendix no (2))

1-2: Educational Goals and policy priorities

1-2-1 General Education Goals

As provided for in the General Education Planning and regulation act for 2001, General education aims at the following goals:

1. Establishment of religious belief and morals in the young generations with focus on the social values founded on basis of righteousness and good conduct.
2. Building the potential for good citizenship for an independent, self reliant, confident and ambitious society.
3. Consolidating the sense of belonging to the community, patriotism and enhancement of cooperative spirit, along with

- promoting culture of peace and tolerance for cultural diversity.
4. Training the minds of children by provision of adequate knowledge, skills, and training for independent thinking, management and good interaction.
 5. Encouraging creativity and developing capacities and skills through provision of training opportunities and optimal utilization of available resources and successful pursuit of comprehensive development.
 6. Promotion of youngsters' environmental consciousness and commitment to environment conservation and development.

1-2-2 Educational Policy:

The educational policies can be outlined as:

1. Commitment to providing opportunities for access to education and the principle of gender; equality; and achieving geographical balance in access to educational provisions.
2. Acknowledgement of the principle of a national curriculum and its continuous revision to enable it to respond to the ever changing needs of the society, to cope with international trends and to aspire for excellence.
3. Making secondary education a level for acquiring general culture to enable students to interact with real life situations, realize their capabilities and talents and orient their tendencies towards achieving their aspirations.
4. Making education more professional through teachers' training, capacity enhancement, improvement of their socio economic conditions, capacity building and motivation.
5. Developing the administrative systems of education towards more specialization, transparency and participation.
6. Providing for a more safe and adequate school environment; with optimal resources and to enable students of excellent achievements and results.
7. Utilizing modern advancement in communication and information technology in the education field.
8. Adoption of the principle of participation in funding education as a human investment with guaranteed socio-economic returns

for both individuals and society; and exploration of new sources of finance.

9. Improving the standards for educational evaluation and assessment to cover both the formal and nonformal education.
10. Adopting the principle of partnership in funding education between the federal state and local levels of government, on one hand, and the civil society organizations, associations and private sector on the other.

1-2-3 Educational policy priorities:

1. Providing access to excellent quality education for all with due regard to balanced educational inputs.
2. Providing adequate administrative frameworks to respond to the needs of federal government and secure adequate and balanced educational environment to promote efficiency and quality of the educational system and its outcome through mobilization and rational use of resources.
3. Optimal use of technology for building capacities of individuals and intuitions and enhance their efficacy.
4. Providing for advanced secondary education that enables students to be widely exposed to acquire well founded culture to adequately orient their tendencies and promote their intellectual capacities and equip them with knowledge and faith favorable to effective participation in their community.
5. Strong commitment to education as top priority has been reflected in the official government policy. Such commitment has been clearly manifested in political statements and inscribed in binding legislations and constitutional texts. **HE** the president's reiteration of government's commitment to making basic education available for all, and increasing the budget allocation for it were positive assurances of great impact in this regard.

1-2-4 Plans and Strategies to Promote General Education:

1. The 25 year strategy for general education (2003-2027) which was later transformed into (2007–2031).
2. The National ‘Education for All’ Plan by 2015 Plan , published on 2003 .
3. The 2004 accelerated strategy for girls education especially in the war affected areas and remote area.
4. The Sudan Joint Assessment Mission (JAM) for assessment of Sudan’s needs until 2010 (the education sector).
5. The 2005 Master Plan of the education sector.

1-3 Trends in Development of General Education:

1-3-1 Structure of General Education System in the Sudan:

The main objective of Sudan’s educational system is to prepare the youngsters for effective participation in socio economic and political life. Prolonging citizen’s productive life span and cost effectiveness were taken into consideration. The educational system is structured consist of (11) years as follows:

(See figure 1)

A-Basic Education Level: Including:

1. **Pre school education:** (khalwas and kindergartens) for two years starting at the age of four .
2. **Basic education level :**

lasts for eight consecutive years starting at the age of six . It targets children at the age of (6-13) years to be prepared for sitting for the basic education certificate exams and qualify for admission to secondary schools or the labor market.

B-Secondary Education Level:

This includes two types of education:

1. Academic Secondary Education:

Duration for three years, after which students can sit for the Secondary School Certificate examination to qualify for admission for higher academic and technical education in universities and

higher education institutions. The curricula of this level have been considerably developed to allow for wider options for the academic secondary school certificate candidates.

2. Technical Secondary Education:

It is of three years duration, leading to the Secondary School Certificate which qualifies successful candidates for joining universities and higher institutions. It comprises four types: commercial, industrial, agricultural, and women studies.

It is worth noting that there are other types of government schools and institutes that are not included in the structure of general education, and each of these education institutes has its own syllabus according to its objectives and needs, these institutes are:

- Religious institutes
- Vocational institutes
- National industries institutes
- Vocational training centers

Some of these institutions are not under direct supervision of General Education (such as vocational training centers which fall under the Ministry of Public Service and Administrative Reform). Students scoring distinguishably high grades have the opportunity to join some universities and high institutes compatible with their disciplines.

It is to be noted that the former teachers training institutes have been transformed into faculties of education associated with universities, in their respective areas, granting their graduates bachelor's degree in education (for the basic education level.)

1-3-2 School Calendar :

According to the General education Act for 2001, the Federal Education Authority has the mandate of preparation and promotion of educational curricula. It determines the duration of the educational term and weekly timetable, prescribe the subjects and sets the standards and parameters for educational evaluation as well as all the issues concerning the secondary school certificate and policy

of training and specialization in various spheres. The Act bestowed state governments with the authority for determining the suitable dates for beginning and conclusion of school calendar according to circumstances in their respective states. State authorities also have the mandate of direct supervision of educational processes leading to the basic education certificate, with due consideration for families need of their children's assistance in agriculture.

Educational curricula were initially made on basis of the idea that the ideal duration of the school year is (210) days. However, practical application proved that some states encountered difficulties in adherence to the ideal duration. A study conducted by the national Center for Curricula reveals that states achievements in this regard ranged between 175 and 190 days.

1-3-3 Legislations for Universalizing Basic Education:

1. The Local Government Act was introduced in 1994; whereby the mandate of conducting basic education was prescribed to the localities.
2. The 1998 Sudan Constitution provided for delegation of more authorities to the states to enhance decentralization. States were given mandate for administration and supervision of schools, pupils and teachers affairs, establishing educational amenities and direct supervision of basic education certifi3. A r t i c l e (22) of the 2005 Transitional Constitution reiterated the state governments' mandate and authority of administering education and conduction of education in all basic and secondary schools within their territories.
4. The 2001 General Education Act came to replace the 1992 General Education Act. Article 13 of that Act states that” **Every Sudanese child that reached six years of age shall have the right to basic education level**”. Accordingly, a National Council for Basic Education was established with the mandate of drawing general policies of education and manipulation of extra budgetary funds for education.
5. Article 13-1-a of The 2005 Transitional Constitution states that the state shall guarantee access to free compulsory basic education and adult literacy education.
6. The Ministry of General Education had already embarked on taking the necessary policy measures in compliance with the aforementioned constitutional provisions. A ministerial decree was issued whereby a committee was set up in 2005 with the mandate of revising the legislations governing the educational process to be consistent with the provisions of the Constitution and the Comprehensive Peace Agreement (CPA).

Free Education according to the Implementation is defined as:

“State’s sponsorship of providing educational venues, teachers and textbooks .In some areas it is extended to include breakfast meals. Other indirect expenditure are borne by pupils’ Guardians”.

7. Some states, particularly in the northern parts of the country, have already issued legislations for mandatory basic education.
8. Corporal punishment has been banned in schools by directive circulated to schools by concerned authorities in their respective states.

1-4 National Frameworks and Policies for EFA:

1. According to the ministerial Decree no. 1 /2002, a national coordinator and a general secretariat for EFA were appointed, which was later restructured and a new coordinator was appointed .
2. According to the articles 30, 15, 13 of the 2001 General Education Planning and Organization, an EFA educational forum was set up by Ministerial Decree no 2/2002. Proposals are being raised recommending restructuring the forum to include a wider base of stakeholders, decision makers and civil society organizations.
3. A national plan for EFA (2001-2015) was published in 2003.
4. The EFA plan is considered as part of the 25 year plan and is well integrated in the national development plans.
5. A circular was issued to state authorities to highlight the importance of setting up educational forum at state levels. Strong responses were received, yet more efforts need to be exerted in order to enhance the efficacy of such forum.

6. The Educational policy plan is being executed in accordance with scheduled budgets within the ministry of Education's general budget and states budget allocations for education according to their order of priorities
7. The international campaign for EFA week was well observed in the Sudan. Various activities were organized with active participation by civil society organizations, UN agencies and international organizations. Such activities were addressing decision makers, parliamentarians and other relevant circles. The closing ceremony was addressed by **HE** the President who reiterated the government's commitment and directed the concerned authorities to establish a special fund for supporting education and increasing the percentage of its budget allocation, as of 2006. Presidential directives are being pursued.

Chapter Two

Expansion in General Education

Expansion in General Education

2-1 EFA Plan Objectives in the National Context:

2-1-1 EFA Plan Objectives (2000-2015):

1. Expansion and promotion of early childhood comprehensive care and education, with focus on the most vulnerable and deprived, namely: nomads' children, children with special needs and children from areas affected by war and natural calamities, to cover 35% by 2007 and to reach 50 % by 2011.
2. Assurance of providing basic education for all children at the age of 6-13 years, with focus on girls and children in difficult circumstances, to intake 90% of children at the age of 6 years by 2007, reaching a 72.5% of enrollment ratio by 2007 and above 82.8 % by 2015.
3. To ensure the meeting of learning needs of all children, adolescents and adults through equitable access to appropriate learning and life skills programs, using various channels.
4. To achieve a 25% improvement level of adult literacy by 2007, with focus on women, and achievement of equal opportunities in access to basic and continuous education for all adults, to reach 64.8% by 2007 .
5. Eliminating gender gaps in access to basic and secondary education by 2006 and to achieve gender equality by 2015 .
6. Improvement of all aspects of educational quality to ensure excellence, for achievement of recognizable and measurable learning outcomes, especially in reading, arithmetic's and essential life skills; by conducting research and studies on learning achievements, and promotion of learning environment and developing evaluation techniques.

7. Development of curricula to become more responsive to the needs of the learner and community and enable the learner to acquire self-learning skills and react positively in environmental and social issues
8. Developing EFA programs to contribute to human enhancement of comprehensive development, peace culture and alleviation of poverty.
9. Developing the EFA management systems, to ensure flexibility, transparency, accountability, participation and responsiveness.
10. Expansion and promotion of secondary education to enroll all pupils who successfully complete the basic education level; and raising the percentage of technical subjects to 60% of the secondary school curricula.

2-1-2 Pivotal issues and Principles:

Commitment to:

1. The right of basic education for all.
2. Providing opportunities of obtaining good quality education for all.
3. Achieving gender equality and geographical balance in educational inputs.
4. Achieving equitably balanced opportunities of benefiting from EFA services for the less privileged groups such as the nomads, the displaced by war and natural calamities and children in remote areas.
5. Integration of EFA plan into broader strategies for development and poverty alleviation to ensure harmony with other sector's macro plans.

2-2 Evaluation of EFA objectives:

2-2-1 First Goal: Early Childhood Care and Education:

1- Interim objectives:

- **Expansion and improvement of comprehensive early childhood care and education for early childhood with focus on the most deprived and vulnerable children- namely nomads, children with special needs, children in war affected areas and those affected by war and natural disasters- to achieve 35% by 2007.**
- **Increasing percentage of trained teachers to 60% by 2007.**
- **Expanding of government pre-schools institutions to constitute 10% of the total number of institutions.**

**Table no. 2-1
progress in Gross Enrollment in Pre School by Gender**

During the period 2000/2001-2005

Sch.year	Total No. of pupils			No. of popul. At age (4-5) years			% Gross enrollment			% achievable	% Targeted Objectives	Gaps
	Boys	Girls	total	Boys	Girls	total	Boys	Girls	total			
2000/ 2001	177004	172302	349306	944061	882899	1826960	18.7	19.5	19.1			
2001/ 2002	183372	173934	357306	955702	909735	1865437	19.2	19.5	19.2			
2002/ 2003	213748	221842	435590	974822	929207	1904029	21.2	23.9	22.9			
2003/ 2004	223865	221898	445763	984489	949007	1933496	22.7	23.4	23.1			
2004/ 2005	228944	221188	450132	993518	979512	1973030	23.0	22.6	22.8	24.7	35	10.3
2005/ 2006	253100	246381	499481	1031216	993833	2025049	24.5	24.8	24.7			
Annual Growth Rate %	6.1 %	6.1%	6.1 %									

Source: MOGE, Educational planning, 2006

2- Evaluation :

From the above table, the following observations can be drawn:

1. Annual growth rate during the period from 2000/2001 and 2005/2006 was 6.1% for both sexes, males is 6.1 % and females 6.1 %.
2. The percentage Gross Enrollment in preschool education level increased, during the same period, from 19% to 24.9% for both sexes; with 25% increase in boys and 24.8 for girls.
3. The gender gap in gross enrollment was almost bridged; with 24.8% for males compared to 25% for females.
4. **It can be observed from the above table that the achieved, despite apparent progress in national gross enrollment, it is still below the aspired levels. A 10.1% gap from the projected mid decade target (set for reaching 35% by 2007) still remains. This can be attributed to the fact that the government started by focusing on expansion of basic education, leaving preschool education for the civil society and private sector.**

The positive aspects of this phase can be summarized in:

- Legislating for recognizing pre school education as an integral level in the structural framework of education in the Sudan.
- The private sector has been playing a major role, with focus on cities.
- Development of the traditional Quranic schools by supporting their curricula with introducing Arabic Language and mathematics especially in the basic education level.
- Sudan has been one of the best five Arab countries that achieved progress in pre school education.

Table no 2-2

Progress in Gross enrollment in pre school education level by sex

During the period 2000/2001-200

School Year	No. of Pupils			No. of Supervisors and Sheikhs			No. institutions	Pupils : Teacher Ratio
	boys	girls	total	Boys	Girls	total		
2000/2001	177004	172302	349306	1844	10750	12594	7991	27
2001/2002	183372	173934	357306	948	8062	8946	8062	40
2002/2003	213748	221842	435590	2444	11790	14234	9833	31
2003/2004	223865	221898	445763	598	13018	13616	10257	33
2004/2005	228944	221188	450132	327	14637	14964	8648	30
2005/2006	253100	246381	499481	2814	15025	17839	9415	28
Annual Growth Rate %	6.1 %	6.1 %	6.1 %					

Source : MOGE, Ed. Planning 2006.

The Table 2-2 shows that:

1. The number of pre school education institutions reached 9,415 kindergarten and khalwas (traditional Quranic institution) in 2005/2006 with a 2.8 annual growth rate. The number of supervisors and sheikhs reached 17,839.
2. The period between school years 2000-2001 and 2005-2006 witnessed variations in pupils: teacher ratio ranging between 1:40 and 1:28, which indicates disparities in the quality of education in this level, mainly due to wide spread in institutions lacking adequate resources in some areas. The majority of staff in those institutions are secondary school graduates with a few number of university graduates; especially in states, despite the existence of numerous university colleges contribution to providing teachers for this level.
3. Some states have designed their own educational curricula for this level, on basis of national criteria issued by the National Council for Educational Curricula and Research
4. Kindergartens provide pre school education mainly in urban areas, whereas Khalwas are widespread in rural areas. This lead to obvious variations between and among states, as manifested in figure (2).

Figure No. 2
Enrollment of Children in Pre School by Sex and states

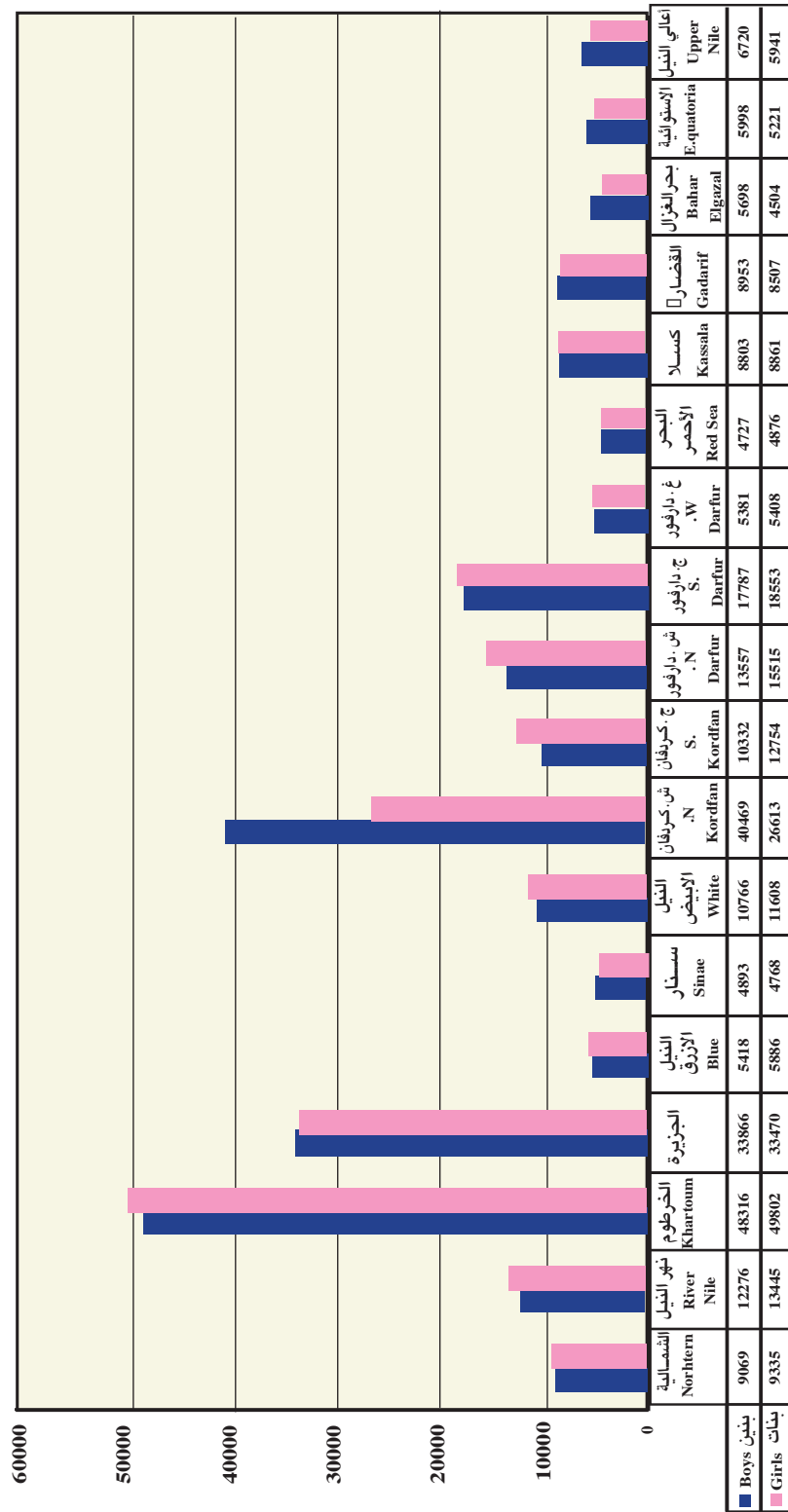


Table no 2-3
Progress of non governmental pre school education enrollment during
2000/2001-2005/2006.

Sch.year	Total No. of Pupils			No of pupils in Non-Governmental ed.			% of pupils in Non Governmental ed.			achieved progress	Targeted Objectives	Gap
	Boys	Girls	total	Boys	Girls	total	Boys	Girls	total			
2000/01	1770044	172302	349306	162844	151625	314469	92	88	90	29 %	10%	19 %
2005/06	253100	246381	499481	179701	174931	354632	71	71	71			

Source : MOGE, Ed. Planning 2006

Table No. 2-3 shows the percentage of non governmental education in

Pre school level:

1. Most of the pre-school education institutions are run by private education, though directed and supervised by state ministries of education. The percentage of beneficiaries from non governmental education in kindergartens and khalwas reached 90% in 2001. That percentage declined to only 71% in 2005/2006, due to 29% increase in enrollment for governmental institutions in 2005, compared to 10% in 2001. This indicated that enormous efforts were exerted to realize the declared policy objective of annexing a kindergarten to every basic school, thus enhancing the spread of governmental kindergartens
2. Pre-school education is facing many difficulties; such as teachers training, and inadequate structural and administrative frameworks at localities level in the states.
3. Due to lack of precise data on net enrollment and intake ratio, it is difficult to calculate the necessary relevant indicators.
4. According to the Family Health Survey primary results, the average of birth registration was only 38% in 2006 at the national level. Compared to 58% in the northern states. Birth registration is still carried out manually. Due to vast area of the country, lack of security and stability in some parts, and wide spread lack of awareness of the significance of birth registration among citizens, it is difficult to obtain precise data in order to calculate net enrollment indicators.
5. In a joint effort by The Civil Registry, concerned ministries and organizations are attempting to have all births in Sudan registered; through improving the administrative system and using appropriate electronic devices for birth registration; as well as focusing on awareness raising programs among midwives and other stakeholders, especially in rural areas.

2-2-2 Second Goal: Generalization of Basic Education:

1-Interim Objectives:

- **Guaranteeing access to free basic education for all children in the age group 6-13 years, with special focus on girls and children under difficult circumstances , to reach 90% of children at the age of 6 years intake to grade one by 2007 and achieve 72.5 % of enrollment rates.**
- **Raising the enrollment rate in private education to 10% of the total enrollment in basic education by 2007.**
- **Achieving 50% Reduction in the dropout and repetition ratio to raise efficiency ratio to 70% by 2007.**
- **Poverty reduction and enhancement of public interest and demand for education.**

2- Evaluation :

a. Progress in Percentage of Gross intake in First Grade of Basic Education level :

Table no 2-4
Progress in Percentage Gross Intake during 2000-2006
by Gender

Sch. year	Total No. of Pupils			No of pop. At age (6)			% of gross intake			% achieved progress	% Targeted Objectives	Gap
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
2000/01	319596	255566	575162	453516	441342	894858	70.5	57.9	64.3	68.2	90	21.8
2001/02	332842	271428	604270	456625	438514	895139	72.9	61.6	67.5			
2002/03	332912	280188	613100	467425	440796	908221	71.2	63.6	67.5			
2003/04	362492	295923	658415	494753	475910	970663	73.3	62.2	67.8			
2004/05	377152	320175	697327	518448	517245	1035693	72.7	61.9	67.3			
2005/06	386300	326789	713089	527511	518598	1046109	73.2	63	68.2			
Annual growth rate	3.2 %	3.6 %	3.4 %									

Source : MOGE, Ed. Planning 2006

Table no. 2-4 indicates the following:

1. The annual growth rate of gross intake in the first grade during the period from 2000/2001 to 2005/2006 is 3.4% for both sexes, 3.2% for males and 3.6% for girls. This implies that the gender gap has been persistent despite the rise in growth rates in favor of females.
2. The Percentage of Gross intake for the same period increased from 64.3% to 68.2% (for both sexes) whereas the ratio of increase in favor of boys rose from 70.5% to 73.2% and from 57.9% to 63% for girls for the same period.
3. Despite expansion in admission, the achieved progress is still short of the aspired goal of reaching 90% by 2007. This can be mainly attributed to the vast area of the country and lack of adequate resources in localities and the eruption of conflicts in some areas.
4. According to the 2006 Family Health Survey (sample study), the ratio of net intake for admission to first grade for the age of six years reached 13%, 29.4% for those at the age of seven years, The rest of admitted pupils for the first grade were from other age groups. This reveals that the admission system in Sudan still gives priority to older children than official age (6), so as not to miss the chance of benefiting from education, especially in rural areas.
5. According to statistics from 2005-2006, compared to those of 2001-2002 school year, the gender parity index is reached at 0.95 and 0.8 respectively, in favor of males. This was the situation despite the fact that the enacted law does encourage both sexes to avail of the opportunities for basic education; yet we find that the gender gap is not big, which indicates that there progress is being achieved towards the set fifth goal. However, notwithstanding the efforts exerted to secure access to basic education for all, there are still disparities among various states and within different regions of every state

B- Progress of Gross Enrollment in Basic Education Level:

Table no (2-5)

**% of Progress in Gross enrollment in Basic Education
During 2000/2001-2005/2006 by gender**

Sch. year	Total No. of pupils			No of pop. At age (6-13)			% of gross Enrollment			% Achieved progress	% Targeted Objectives	Gap%
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			

2000/01	1886521	1565090	3451511	3427334	3315038	6742372	55.0	47.2	51.2
2001/02	1942465	154813	3537278	3141094	2996868	6137962	61.8	53.2	57.6
2002/03	2040360	1718334	3758694	3244516	3065610	6310126	62.9	56.1	59.6
2003/04	2158057	1810370	3968727	3285350	3153295	6438645	65.7	57.4	61.6
2004/05	2332612	1967125	4299737	3402261	3348946	6751207	68.6	58.7	63.7
2005/06	2607883	2123607	4731490	3660765	3696933	7357698	71.2	57.4	64.3
Annual growth rate	5.5 %	5.2 %	5.4 %						

Source : MOGE, Ed. Planning 2006

Table no (2-5) shows that:

1. The annual growth rate in enrollment in basic education level for 2000/2001 -2005/2006 was 5.4% (for both sexes), 5.5% for males and 5.2% for females as shown in Figure (no 3).
2. Percentage of gross enrollment increased from 51.2 % to 64.3 % (for both sexes); gross enrollment for females increased from 47.2% to 57.2% for the same period.
3. According to the 2006 Family Health Survey, females' net enrollment ratio was 44.9%; compared to 47.9% for males (aged 6-13 years),which indicates that the education system still gives priority to elder children, lest that they miss the opportunity .
4. **It is evident that there has been an 8.2% gap short of the mid term target of achieving 72.5% by 2007. Despite the directives issued by state ministries to emphasize the significance of presenting birth certificates or age estimation certificates as prerequisite for enrollment in schools, school head masters have been admitting children fearing that the children may miss the chance mere chance of getting education.**
5. Due to lack of adequate data and information on pupils ages and there was no reliable database at the schools level, it was

Figure 3
Progress in Number of Pupils by Gender in Basic Education During the Period 2000

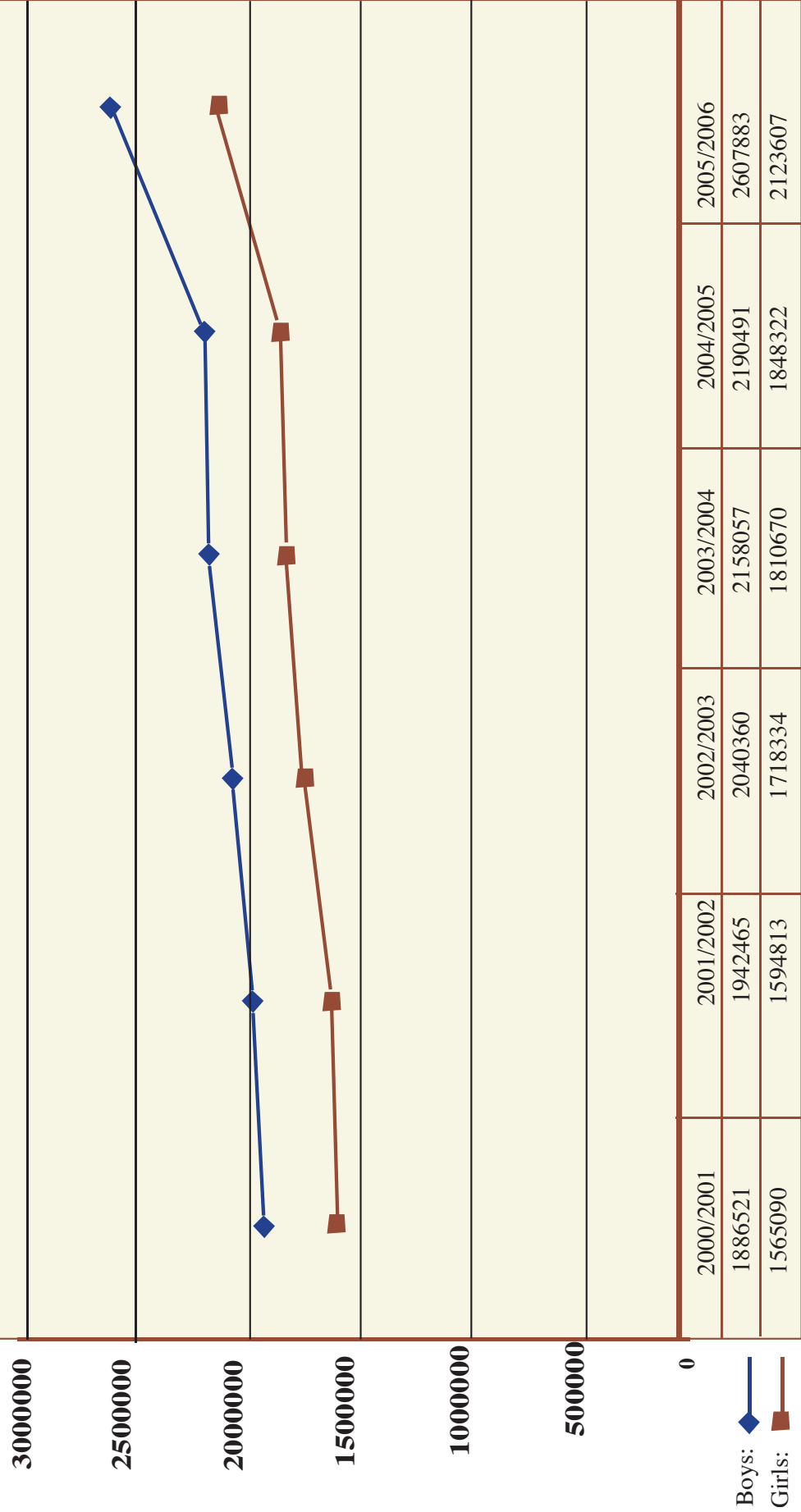


Table no (2-6)
**The percentage of students benefiting from Non governmental
Education in the Basic Education level by gender**

Sch.year	Total No. of Pupils enrolled			No of pupils in Non-Governmental Ed.			% of Pupils in Non Governmental Ed.			% Achieved progress	% Targeted Objectives	% Gap
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
2000/01	1886521	1565090	3451611	85415	66780	152195	5	4	4	6.9	10 %	3.1
2005/06	2607883	2123607	4731490	166905	161394	326473	6.4	7.6	6.9			

Source : MOGE, Ed. Planning 2006

Table no 6-2, shows that :

1. Wide spread of private schools for the basic education level. The number of beneficiaries from them (males and females) is 6% in 2005/2006, compared to 4% in 2000/2001. They are mainly concentrated in urban areas. Private education is characterized by providing better learning atmosphere for pupils, when compared to government run public schools; and they are able to attract distinguishably capable educationalists. Such expansion in private education comes as direct outcome of the declared policy to achieve a 10% expansion in private education by 2015. This counts in addition to the increase in parents' and guardians desire to enable their children of having a better quality of education, which is less available in public schools, especially in big cities
2. Despite the evident expansion in non governmental education, the private sector has been reluctant to invest in basic education, preferring investment in academic secondary education.

C- Efficiency of the Educational System:

Table no (2-7)

Survival Rate for Basic Education up to Fifth Grade

According to academic year 2001–2006

Sch. year	males	Females	Both sexes
2001/2002	81.5 %	88.4 %	84.3 %
2005/2006	91%	89.1%	90.1 %

Source: Family Health Survey, 2006, National report for Situation Analysis, 2006.

1. Accurate statistics data regarding ratios of dropout, repetition, and survival rate up to fifth grade are not available. Yet we can utilize the primary data which relevant surveys and studies already accomplished in the relevant areas. The ratio of promotion to the fifth grade (for both sexes) was 86.8%; whereas the repetition average (for both sexes) reached 5.5%; with a high dropout percentage of 7.7%, reaching a 7.9% peak at the fifth grade and a 1.6% minimum at the second grade. There were variations according to gender. The percentage of dropout among males is 8.3%, while it declines to 6.9% among girls. This can be mainly attributed to lack of stability and security in some areas; and lack of interest on the part of some pupils who would prefer engage in marginal jobs, especially in rural and remote areas.
2. The survival ratio (up to fifth grade) is 84.3% (for both males and females) in 2002, compared to 90.1% in 2006.
3. In an effort to decrease dropout, the Ministry of Education, in collaboration with World Food Program (WFP), resorted to providing breakfast meals and supporting boarding houses at schools in rural areas, and to the less privileged categories such as girls schools. State governments have been providing breakfast meals through school feeding programs. Civil society institutions and other organizations (such as the Zaka Fund) have also been supportive by sponsoring school feeding and providing school

uniform for girls. In some states, which are affected by poverty due to unfavorable natural and social conditions, food ration is given to pupils to take home. This had a positive impact on enhancing continuity in schools.

4-Secondary education Level:

1. Interim Objectives

- **Expanding and Promoting Secondary school education to enroll all successful candidates on completion of basic School; and increasing technical subjects to 60% of the secondary school curricula.**

2- Evaluation :

A- Progress of Enrollment for Secondary Education:

Table no (2-8)

The percentage of Progress in Enrollment of Secondary Education

by sex during 2000/2001-2005-200

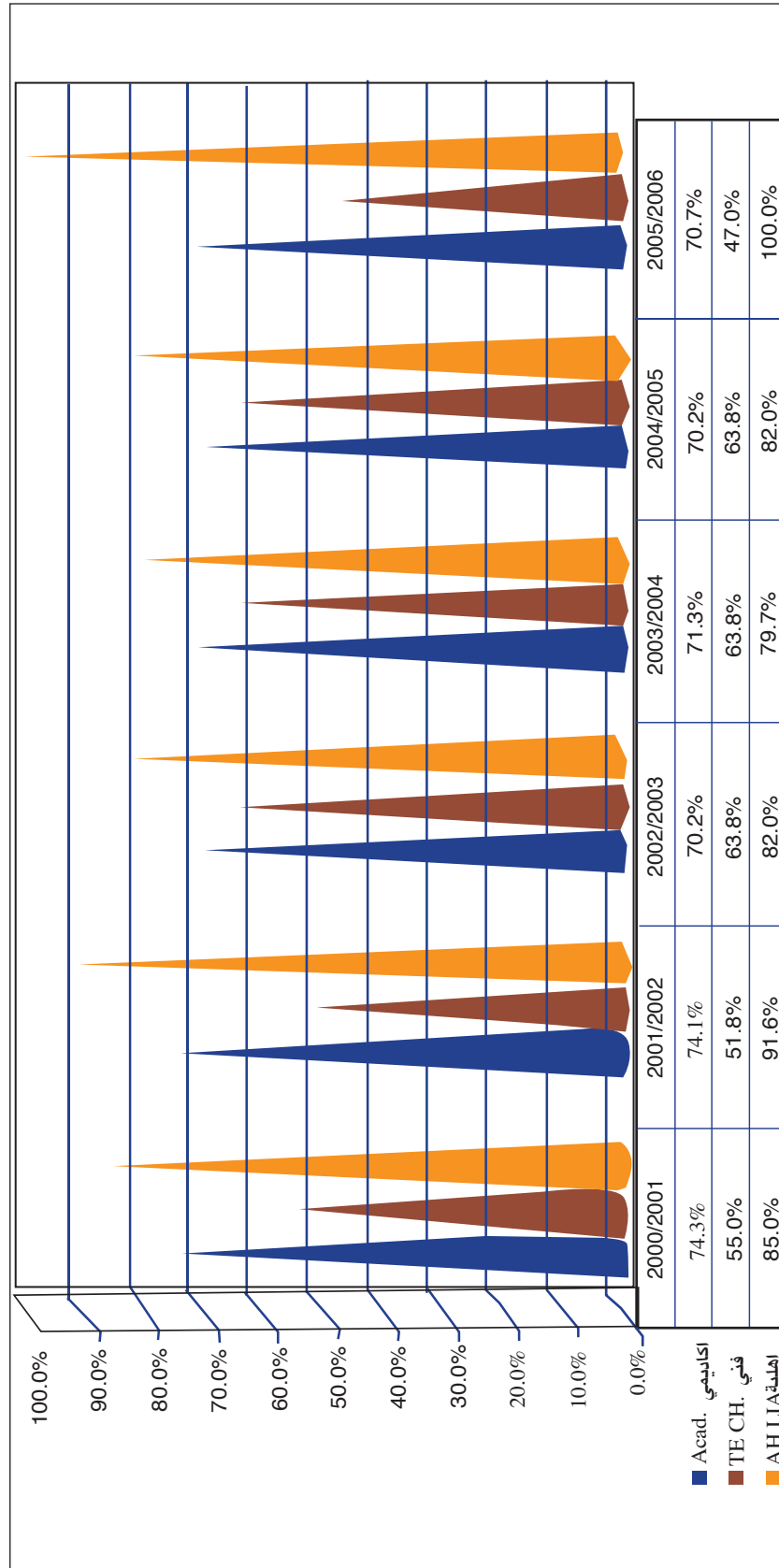
Sch.year	Total No. of Students			No of pop. At age (14-16)			% of gross enrollment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000/2001	211075	203140	414215	1169107	1102380	22714487	18.1	18.4	18.2
2001/2002	234748	251205	485953	153576	1091190	2243766	20.3	23.0	21.7
2002/2003	364551	245853	510404	111487	1125492	2306979	22.4	21.8	22.1
2003/2004	309379	298035	607413	1197562	1152047	2349609	25.8	25.9	25.9
2004/2005	318666	308091	626757	1218297	1181360	2399657	26.2	26.1	26.1
2005/2006	325324	319303	644627	1228810	1197877	2426687	26.5	26.6	26.5
Annual growth rate	7.5 %	7.8 %	7.6 %						

Source : MOGE, Ed. Planning 2006

Table (2-8) Shows that:

1. The achieved annual rate of growth in gross enrollment for secondary education during the period 2000/2001-2005/2006 was 7.5% for males, 7.5% for females and 7.8% for both sexes.
2. The gross enrollment ratio increased during the same period from 18.2% to 26.5% for both sexes, females increased from 18.4% to 26.6%, whereas the ratio, for males, increased from 18.1% to 26.5%.
3. The average of Gender parity index for secondary education reached 0.9 which is semi equitable.
4. **Evidently, there has been a clear decline in overall enrollment rates for both sexes, with closely similar absorption rates for boys and girls. This indicates that, providing favorable opportunities and circumstances, would enhance girls continuity in schools. The currently enacted policies are aiming at providing opportunities for all successful candidates in basic education certificate to have access to secondary education.**
5. Success percentages in Secondary School Certificate examinations varied from 73.3% to 70.2 in the academic Stream compared to 55% to 47% in the technical stream which including commercial, industrial, and agricultural and women studies. **while the Ahli certificate is ranging between 85% to 100%**, as shown in figure no (4).

Figure no (4)
Progress of Successful Candidates' Percentage in
Secondary School Education Certificate by year



B- Transition rate to secondary level:

Table no (2-9) showing the percentage of transition rate to secondary education during 2001-2005 reveals the following observations:

1. The percentage of transition rate to secondary education range from
2. 50.3% to 64.8% (for both sexes), compared for boys from 47.8% to 63.2% and 53.0 to 66.8 for girls, during the same period.
3. This can be mainly attributed to the holding of the basic education certificate examinations after completion of the 8th grade of basic education. An access opportunity for secondary education has not yet been secured for all successful candidates in basic education certificate exams; despite the fact that there is a directive circulated to all states directing them to admit all successful candidates into secondary education. There are also other discouraging factors, such as the location of secondary schools in remote areas far from pupils' residence place, and unavailability of boarding hose for the children. Particularly in rural areas. Such considerations motivated the government to reconsider the issue of reverting to the previous boarding schools system in some areas.

Table no (2-9)
Transition rate to Secondary Education
During the period 2000/2001 to 2005-2006

Sc .Year	No. of pupils at grade (8) Basic Ed.			No. pupils at first grade of secondary level			% of transition Rate		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000/2001	169592	148829	318421	81045	79039	160084	47.8	53.0	50.3
2001/2002	156301	133747	290048	86196	83215	169411	50.8	55.9	53.2
2002/2003	188415	168028	356443	98744	89334	188078	63.2	66.8	64.8
2003/2004	199445	169725	369170	110816	109197	220013	58.8	65.0	61.7
2004/2005	217331	181766	399097	118907	112739	231646	59.5	66.4	62.7

Source: Ministry of Education, educational Statistics (2000-2004)

2-2-3 Third Goal: Life Skills and Lifelong Learning:

1. Interim objectives:

- **Securing the Provision of basic needs for educating all children, youth and adults, through providing equitable access to availing of basic life skills programs via non formal education institutions.**
- **Equipping pupils with necessary life skills through training 3000 teachers annually to acquaint pupils during basic education level with relevant issues; such as food production, household economics...etc.**

2. Evaluation :

1- Measurement of Learning achievement for Grade four at Basic Education (MLA) (case study):

Table no (2-10)

The academic performance in Subjects(Arabic Lang. , Math. & Life Skills) for grade four in 2002/2003 By Subject

Subjects	location	Boys	Girls	Co-education
		Average	Average	Average
Arabic Language	Urban	39.95	46.14	23.14
	Rural	32.64	41.34	26.96
Mathematics	Urban	26.39	27.07	16.23
	Rural	22.22	26.31	18.58
Life Skills	Urban	49.39	49.15	33.52
	Rural	42.30	48.25	38.11

Source: Field Study for Follow up of Academic MLA, MOGE, Khartoum, 2003.

Table 2-10 shows the following:

The field study of academic achievement follow up was conducted on fourth grade pupils in basic education in Sudan during 2002/2003 academic school year. It was concerned with tests taken in Arabic language, mathematics and life skills. The study outcome indicated the following results:

1. Boys schools in urban areas achieved better records in aggregate average achievements of life skills only. Girls' schools scored better records in Arabic language and arithmetic's.
2. The study revealed some variations in girls' average achievement in Arabic language .However; no variations were found in mathematics and life skills.
3. The study indicated the existence of a strong opposite correlation between academic achievement and age. The standard age of fourth grade pupils should have been 9 years; but the system gives preference to elder children, so as not to miss the chance of joining school. However, more studies need to be conducted to investigate this area.
4. Examination of the same table's data reveals weakness in academic achievement in co-education schools.

2-Academic Performance in basic education:

Table no (2-11)

Number of Basic Education Certificate's Candidates and Successful Pupils in academic year 2001-2006

Academic Year	No. of Pupils sit for Exam.	No. of Pupils success in Exam.	% of successful candidates
2001	239486	175521	73.3 %
2006	361359	247981	68.7 %

Source: Ministry of General Education, Basic Education Certificate Analysis, 2001, 2005.

Table No. (2-11) shows that:

- The number of successful candidates in the 2006 Basic Education Certificate Examinations was 247,981 (boys and girls) out of a 361,359 total number of candidates; with an 86.7% rate of success; in comparison with results of 2000/2001, whereby the number of successful candidates was 175,521 boys and girls out of a 239,486 total number of candidates, with a 71.9% success rate. An evident decline in success rate is observable. This can be mainly attributed to of instability and lack of security in some areas; with negative impact on school attendance and academic achievement. Other factors with negative impact include deterioration of school environment, lack of trained teachers. However, assessment and evaluation and examination systems need to be revised for further development.

2. Nutritional Culture and school Gardening:

- This is a type of training supervised by Nutrition and school gardening Centres in the states; whereby guides and basic school teachers, as well as housewives, receive training on sound nutrition education, and exploring opportunities and alternatives for improving family income, utilizing available resources in their surrounding environment.

Raising nutritional, ecological and hygienic consciousnesses, as well as appropriate ways and means of interaction with natural environment through activities such as school farming and gardening are some of its prime objectives. The significance of this type of training mainly derives from the fact that it targets girls who leaked or dropped out of schools, or those who didn't join schools at all; as well as pupils mothers. The target groups receive training on appropriate nutrition and hygiene through maximum utilization of available food stuffs, and securing sound nutrition for children, particularly in rural areas; as well as improvement of family earnings, through benefiting from available food processing programs and utilization of seasonal abundance of vegetables and fruits, through introducing trainees to reservation's technical know how; and familiarizing mothers with improved meals to be prepared for basic school children

- This type of training has been facing numerous constraints such as meagre fund allocations, both at the national and state levels, and lack of clear policy lines for expanding it; despite the fact that its special curricula has already been formulated since 1998/1999, under the supervision of national and expatriate experts.

3.Vocational Education:

A professional training that targets pupils who drop out of basic school education or not successes in basic education certificate . Its prime objective is to train skilled workers and prepare them for direct involvement in the labor market, through practicing a specific craft in workshops and factories in the private or public sector. The target group receives training on promotion of traditional crafts and manufacture- such as tannery and textile , in addition to some general cultural knowledge.

The duration of the course takes two to three years; during which the pupils receive instruction on the fundamentals and basics of the relevant crafts/ industries an addition to religious education and Arabic language. The prescribed course leads to the certificate of vocational institutes in specializations such as: motor vehicles,

electricity, sewage, welding and finishing, refrigeration and cooling, rugs and carpets, and textile.

The curricula are designed in such a way that in each discipline it would be composed of general culture (9%), professional culture (21%), and practical applications (70%). The number of institutes falling under the Ministry of General Education amounts to 31 centers, enrolled 4240 in various disciplines spread over several states.

These institutes need of reviewing their educational policies regarding their curricula and teachers training. Their educational environment, as well, needs to be further improved.

2-2-4 Fourth Target: Literacy:

1-Interim objectives:

- **Achievement of 25% improvement in literacy levels by 2007; especially among women.**
- **Achievement of equity in access to basic education and life long learning for all adults to reach 64.8% by 2007.**
- **Raising literacy rates among Adolescents and youth to 67% by 2007.**

1. Evaluation:

1. The overall illiteracy rate in Sudan was 57% in 2006. The total number of Illiterate for both sexes is 8623718 / 3277125 of whom were males constituting 43%, and 5346565 females constituting 71%. Such high rates were mainly due to acceleration in population growth rate coupled with delay in generalization of basic education, as well as limitations on literacy programs opportunities hampering their spread, especially in rural areas.
2. Illiteracy rate among adolescents (9-14 years) is 47%. Their total number was 2513278 / 901296 of whom were males; the percentage was 33% and 1611982 were females constituting 61%.

- In the year 2000, illiteracy rate among population aged 15-24 years was 45% ; 47% of them were males and the rest 42.8% were females.

Table no (2-12)

Number of Classes, Beneficiaries and Teachers in Adolescents and Adult Education Centers According to Academic

items	Class/ Centre	Beneficiaries			Teachers/ Pioneers
		Male	Female	total	
Adult Education (various age groups)	4,588	23,189	98,562	121,751	4,834
Adolescents education, age from (9-14)	5,042	39,750	148,916	188,666	6,021

Source: Ministry of Education, Educational Statistics Year Book, 2006

Table (2-12) shows that :

- The General Secretariat of the National Council for Literacy and adult education (NCLAE) is the official focal point in charge of literacy enhancement; there are literacy offices in each locality in every state all over the Sudan.
- The number of beneficiaries from literacy programs in the year 2006 reached 121,751 students, belonging to 4588 classes, taught and supervised by 4834 teachers. National Service recruits are being utilized in literacy programs after receiving training on adult education techniques.
- Due to the large number of out of school children and their enormous pressure on the system, a program for adolescents' education and training called complementary education was set

up to serve the educational needs of adolescents within their own local environment. It represents a flexibly adaptable education targeting these group at the age of 9-14 years. Out of its 188,666 beneficiaries, girls were 39,750 representing 60%, whereas 40% were boys reached 148,916. The gender equity indicator was at 3.7 in favor of girls. The total number of centers was 5,042 centers operated by 6,021 pioneers.

4. These centers have been suffering from many structural problems and logistic constraints; as they are found in poverty stricken environments where local communities cannot afford funding and sustaining their activities.

2-2-5: Fifth Target : Literacy Gender Equity :

1-Item Objectives :

- **Reducing gender disparities in basic and secondary education by 2006.**

2- Evaluation:

Table no 2-13

Gender Equity in Basic Education for all pupils and Teachers during the period 2001-200

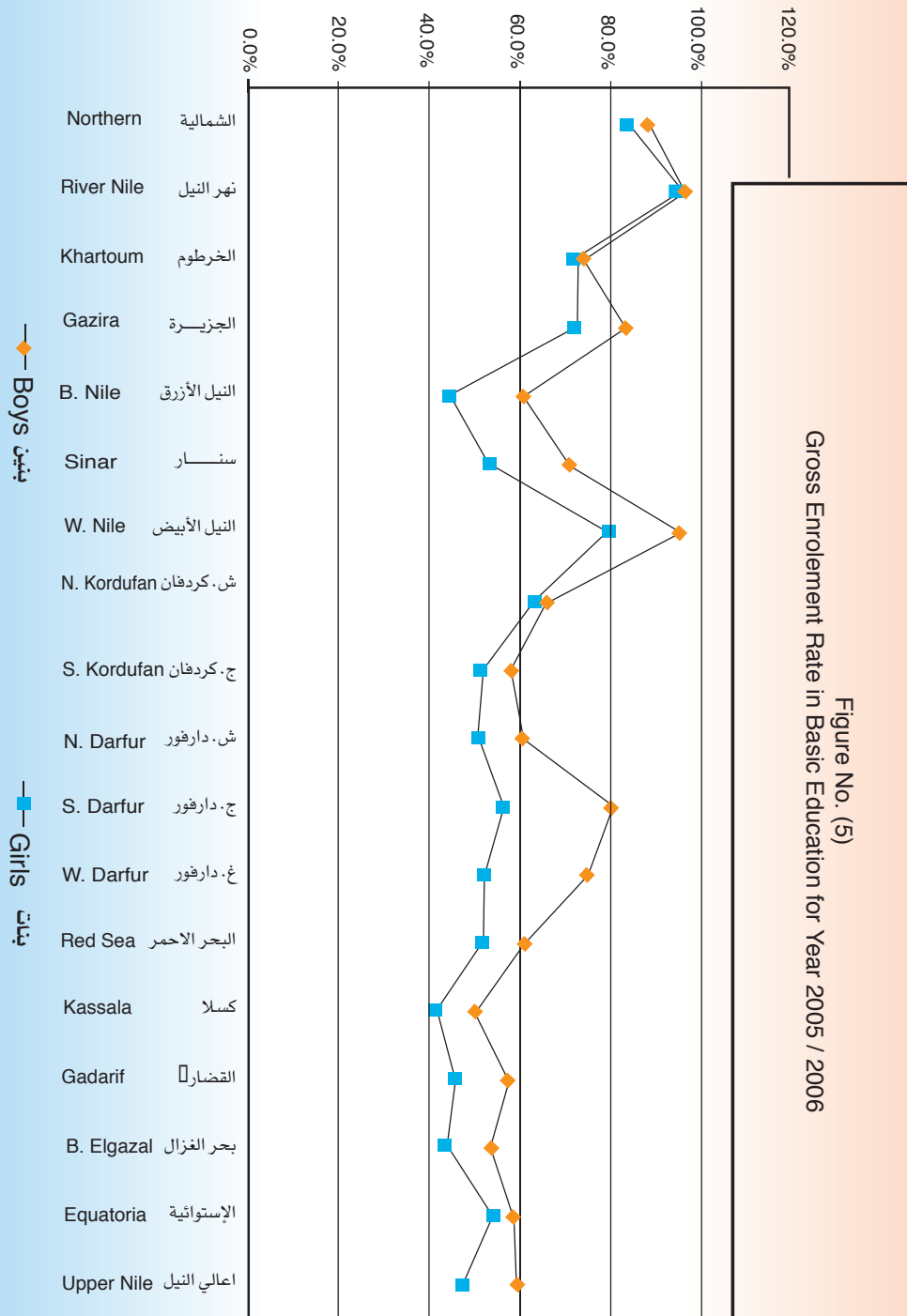
year	Gender Equity for pupils	Gender Equity for teachers
2001/2002	0.82	1.49
2005/2006	0.81	1.61

Source: Ministry of General Education, Educational Planning Directorate, 2006

Table no 2-13 shows that :

1. In the school year 2001/2002 the indicator of gender parity index for basic education was 0.82, compared to 0.81 in 2005/2006 in favor of males. Although they seem to be good indicators at the overall national level, they conceal large disparities in some areas is to 0.6 in favor of boys in peripheral states and rural areas. Girls' education stands in need of exerting more official and popular efforts to manipulate more resources and cooperation from communities and organizations. This is especially needed for some peripheral and remote areas to encourage families to have their daughters enrolled and sustained in schools (please review figure no 3). Nevertheless, the indicator of gender parity index in secondary education seems to be more consistent with the trend, as its (0.89) is almost an equitable indicator.

2. Girls education has considerably been receiving government attention since a long time. Due to the evidently diverse variations between various geographical and cultural regions; the girls' education program was based on surveys and studies to investigate and define the underlying constraints hampering girls' education .Historical and socio economic factors were researched to highlight their impact on girls' education. This was accomplished in collaboration with UNICEF.A round table conference on girls' education was held in 1990. Areas for prompt action - such as expansion in general education with focus on girls, awareness raising, exploring alternatives to enhance girls' access to education in and outside regular schools, and fund manipulation - were identified.
3. The outcome of the aforementioned efforts was reflected in the 2004 strategy for accelerating girls' education. The strategy emphasized the implementation of awareness raising programs to encourage parents to register their children, and send them to school with special emphasis on girls. Other initiatives for providing school uniforms, breakfast meals...etc were raised with focus on the needs in remote and rural areas.
4. There has been persistent improvement in the gender equity indicator for teachers of basic education in favor of women (from 1.49 in 2002/2003 to 1.61 2005/2006), which is consistent with global call for women empowerment in accordance with the Millennium Development Goals (MDGs).
5. There are evident disparities and variations in gross enrollment ratios. The highest was in River Nile state (97%) and the lowest was at 43.8 as in the southern states, Darfur and other peripheral states. There are also considerable variations among different areas within the same state as demonstrated **in table no (5)**. Such variations are mainly attributed to budget limitations in localities lacking adequate resources for enhancing education opportunities. It is evident that entrusting the task of generalizing basic education to such localities is a major constraint.



2-5-5 Sixth Goal: Improving the quality of Education

1. Interim objectives :

- **Improving all aspects of education quality to guarantee excellence for all for achieving recognizably measurable results especially in teaching of reading, arithmetic, and basic life skills; performing research and studies to promote academic achievement, and improve educational environment and assessment methods.**
- **Developing the curricula to help creating balanced character in recipients, strengthening nationalist and religious feelings, acquiring self learning and logical thinking skills and qualifying them for positive participation and interaction with their society and surrounding environment.**
- **Developing EFA programs to contribute to enhancing human development, promoting peace culture and poverty reduction.**
- **Accomplishment institutional and human capacitybuilding to raise the percentage of trained teachers to 80% by 2007.**

2 Evaluation:

a. Teacher Training :

Table no 2-14
Progress in number of schools and teachers for basic education

S c h . year	No. of Schools in basic education				No. Of Teachers								% of Trainers			
	boys	Girls	Co-ed.	total	trained				Un Trained							
					Male	Female	total	Male	Female	total	Male	Female	total			
2001/02	3010	2838	3977	11825	39800	45013	78839	17538	31643	49181	65.2	58.7	61.6			
2005/06	3395	3168	10066	16629	36123	36199	92322	18205	31514	49719	66.5	64.1	65			
Annual growth rate	2.4%	2.2%	12.5%	7.8 %												

Source: Ministry of Education, Educational Planning 2006.

From table (2-14) shows that:

1. In 2006, trained teachers were 65% of the total number of 142,041 for both sexes teachers engaged in basic education. The percentage of trained female teachers was 64.1% compared to that of males (66.5%). The percentage of females whose working as the teachers were 61.8% of the total number of teachers in basic schools. Teachers training courses in educational sciences and teaching methods varied between short courses, for up to two weeks, to long courses lasting for six months.
2. Despite the 3.4% increase in the rate of teachers training compared to that of 2001/2002, the achieved progress is still 15% short of the set mid term goal that targets 80%. Due to lack of sufficient funds, focus was mainly concentrated on short training sessions as a priority need. Implementation of educational policies of enabling teachers to have university education was far fetched.

There are on going efforts to avail of the Open University services in providing on job training for teachers. In addition to that there is the UNESCO initiative to revert to the system of Teachers Training Institutes to train teachers in the future.

b. Educational services :

Table no (2-15)

The Average Class size and Teacher :Pupils Ratio

Level	Pupils :teacher ratio	Average class size
2001/2002	34:1	41
2005/2006	33:1	49

Source: Ministry of Education, Educational Planning, 2006

Table 2-15 shows that : In 2001/2002, the average size of class room is was 41 pupils per class, whereas the pupils: teacher ratio was 34. There has been large variations among states in average of the class size. According to 2005/2006 educational statistics, the class size could exceed 100 pupils. This is especially relevant to the situation in densely populated areas especially in urban area. In most of the rural areas the number the average of class size can be less than 25 pupils per class. The same can be argued about pupils: teacher ratio.

Studies researching in the school mapping techniques and quality of the offered educational services revealed some indicators that can summarized in the following:

- 1. Availability of Books** : school text books were not easily available in the beginning of 2002. Due to federal government intervention by providing and subsidizing school books, particularly in rural and remote areas the ratio reached to 1:2 , the government efforts are being made to improve the ratio to 1: 1 during the coming years.
- 2. Access to drinking water:** Surveys indicate that, during 2006, 78.8% of basic education schools have available drinking water, whereas 21.2% of them do not have any source of drinking water within their schools; for lack of water networks in their vicinity.
- 3. Pupils' seating** : According to 2006 surveys, only 77.5% of pupils were seated on (stools/chairs), whereas 22.5% were seated on the ground, usually in the first, second and third grades.
- 4. Schools Building** : The need for construction of new class rooms were 17.8%, whereas only 38.7% of class rooms were in good condition, 29.6% need maintenance and 4.3% need to be reconstructed.

- 5. Availability of Latrines:** 34.4% of school latrines were in good condition, 13.5% were in need of repair and the rest of latrines, mostly in rural areas, need to be reconstructed.
6. The aforementioned review indicates that school environment need to be considerably improved. For that purpose, The National States Support Fund and the National Education support Fund were set up to provide federal funds to subsidize the states and localities budgets for public services, including education. Some localities had to resort to loans to cover cost of maintenance and repairs. Civil society and community organizations (educational councils), school friends and other community organizations have been actively involved in recognizable efforts in support of schools running costs. International organizations have been important partners in the development of education; especially in the remote and less privileged areas.

Chapter Three

Funding and partnerships

Funding and partnerships

3-1 Finance of Government :

3-1-1 Funding at the Federal Level:

Table no 3-1:

Spending on Education as Percentage of Public Expenditure and GDP

For 2002-2005 in Millions of Pounds

Items	2002	2003	2004	2005 *
Total public Expenditure	5178.503	7390.059	11038.337	14510
Total Expenditure on Education	238.289	308.849	404.01	424.21
% of ed. Expenditure from public expenditure	4.6 %	4.2 %	3.7 %	2.9 %
GDP per current prices	39238.17	45494.49	52452.45	61501.74
% of ed. Sector from GDP	0.6 %	0.7 %	0.8 %	0.7 %

Source: Ministry of finance and National Economy 2006 . *2005 data was estimated ., the exchange 1\$ = 2 Sudanese bounds.

Table no 3-1 shows the following observations:

1. The data on financing and the expenditure on education was not available, due to difficulties in compilation of such data from its various sources. That was mainly due to the multiple sources of finance under federal government system ; in addition to traditional constraints surrounding the availability and reliability of data on funding.
2. The allocated budget for education in 2002 amounted to 0.6%of

the GDP. It was increased to 0.8% in 2004; and decreased to 0.7% in 2005 in real terms.

3. The expenditure on education is 4.6% of public expenditure in 2002; though it declined to 3.7% in 2004, and further declined to 2.9% in 2005. As a result of federal system of government, the responsibility of spending on education has been delegated to localities. There has been evident variations in the financial capacity of various localities in different states to spend on education. This was mainly due to variations in availability of financial resources among the states, and even among the different localities belonging to the same state, which is manifested in variations in their level of expenditure on education and other services at large.
4. In view of the above, the federal government had to resort to subsidize state governments through the States Support Fund, to cover the expenses of school textbooks, pupils' seating, rehabilitation of schools building and other services, according to the state's order of priorities.
5. As to projects such as educating nomads' children and school feeding, an agreement was reached with UNICEF and WFP, to the effect that Sudan Government would cover 60% of the expenses, while the UNICEF and WFP would cover 40% of the programs.

3-1-2 Funding at State Level (case study):

Table no 3-2

Percentage of Education budget of the General State Budget According to expenditure items for 2006

(In Khartoum and Blue Nile States)

Amount = in thousand pounds

States	Items	States budget	Educational budget	Educational budget as share of general budget
Average of two states	Chapter 1	377974.63	97481.82	25.8
	Chapter 2	307489.52	15830.50	5.1
	Chapter 3	52134.73	3148.00	6.0
	Development	619722.00	40169.49	6.5
	States support Fund	1357320.88	101268.00	7.5
	Grand total		2714641.76	257897.81

Source: Results of Field Survey on the Cost and finance of basic Education(pilot studies2006)

* The exchange rate is 1 \$ = 2 pounds(SDG)

Table (3-2) Shows the following observations:

The initial results of the study on the cost and finance of basic education in the two states of Khartoum and Blue Nile that the allocated budget for education in the state is 9.5% of the state total expenditure. Nevertheless, 77.8% of that allocated budget was spent on wages and salaries; directly paid by state government as subsidies to poor localities. Basic education is funded by localities

and does not receive direct funds from state government.

3-1-3 The Education Budget as share of General budget of Localities :

Table no 3-3

Budget allocations for Education as Percentage of localities General Budget (Khartoum and Blue Nile States) in SDG

Amount = in thousand pounds

Localities	items	States Budget	Educational Budget	educational budget as share of general budget
General average for localities	Chapter 1	228840380	118212377.17	51.7
	Chapter 2	52493940	5000077.46	2.2
	Chapter 3	21600750	1125503.65	0.5
	Development	118058340	23548286.09	10.3
	State support fund	48841620	1919598.57	0.8
	Grand total	469835030	149805842.94	65.5

Source: Results of Field Survey on the Cost and finance of basic Education(pilot studies2006) * the exchange rate is 1 \$ = 2 pounds (SDG)

Table no (3-3) Shows the following observations:

1. The share of basic education of the general budget of the localities under investigation was 65%. Interestingly, 78.9 % of the share of chapter1 was spent on wages and salaries for the education sector.
2. Development fund and subsidies from the States Support Fund is 11.1% of the total budget .Such funds are normally allocated for construction and maintenance of school buildings and provision of textbooks; as, according to Presidential directives,

the federal government has pledged to subsidize textbooks cost.

3. As allocations for chapters two and three of the budget (which are supposed to cater for the actual operation and running costs) are extremely small, the major part of the cost is covered by the community and civil society organizations -such as the educational councils and Mothers school friends.

3-2: Consolidating partnerships:

3-2-1: Community Contribution to Support Funding Basic Education:

Popular contribution has been playing significant role in the operation of educational process in schools, contributing 136091.56 Sudanese Pounds in the two states. This represent 52.7% of the total expenditure on basic education's running costs (current expenses, maintenance, daily services, pupils' breakfast and other miscellaneous expenses).

3-2-2 International Organizations:

The education sector has benefited a lot from considerable assistance provided by the United Nations agencies and other international and regional organizations, banks, funds and other institutions. Such assistance has been of great impact on development and stability of education, especially in remote and other less privileged areas. **Appendix no 5** provides brief account on international cooperation in the field of education.

1-United Nations Agencies:

A-Joint Programs with UNICEF Organization:

UNICEF has been the main contributor to funding basic education programs in the Sudan. Such programs include various

activities targeting:

1. Increasing access to quality education in targeted states (Blue Nile, Kassala, ELGaderf, greater Kordufan, Greater Darfur and the Southern states) by 2006.
2. Reducing the number of out of school children by 30 % in the ten states by 2006.
3. Promoting educational policies through better measurement of academic achievement, teachers training, girls education, educating children in remote areas and in difficult situation , and educating less privileged children such as the nomads and displaced children.
4. Enhancing the on going efforts to achieve the EFA set goals according to the set landmarks towards achieving the objectives outlined in Dakar Declaration and the MDGs.
5. Integration and dissemination of concepts and activities promoting peace culture, protection against AIDS and realization of human right to education and equity.

Basic education programs are being implemented within four major projects, sub divided into a group of annual activities including:

- Support of national polices and developed Planning
- Expanding education and enhancing its quality in the targeted states.
- Girls Education Initiative.
- Expanding nomads' education and improving its quality.

The initially allocated budget for 2006 was 18908955 US

dollars, though it was reduced to 837213 US dollars due to insufficiency of funds. However, positive cooperation with UNICEF is going very well.

B-World Food Program (WFP):

The School Feeding project was launched in 1969 in the framework of the assistance provided by the United Nations World Food Program. Its purpose was to enhance the achievement of educational policies through increasing the enrollments and sustainability and improving academic achievement. Achievement of such objectives has been sought through securing breakfast meals for pupils in hardship conditions, with focus on girls and other less privileged categories, particularly in rural areas where instability, poverty and hunger have negative impact on education.

The program target areas include north and south Kordufan, North Darfur, West Darfur, Kassala and Red sea states. The number of beneficiaries reached 412189 pupils till 2006; including 389480 basic school boys and girls, 13709 secondary school boys and girls -including those in boarding schools- in addition to 9000 pre school children. The cost of implementing the program since its beginning was as follows :

- **Foreign Component:**

Donors have spent 158132548 US dollars including the cost food materials, transportation, in addition to the cost of vehicles, handling equipment and other necessary implementation logistics.

- **Local component:**

Sudan government has spent the equivalent of 66.133.200 US dollars; in terms of handling and logistic services, transportation to beneficiary schools, staff entitlements, fuel, in addition to managerial expenses such as monitoring and evaluation.

Among the benefiting schools, 650 basic schools were rehabilitated,

1840 basic schools were provided with kitchenware, tableware and other necessities .Such expenses were funded from the local component.

The program has been extended to cover the period 2001-2006 and further extended for three years with a fund of 619000\$ to cater for 1083070 school children, particularly in war affected areas, in addition to 5000 secondary school girls in boarding schools; and 9000 children under the age of five years.

Such activities were integrated into the five year country program which was signed with Sudan Government in 2002.

C- UNESCO Organization:

- UNESCO has been supporting the education sector in both general and higher education level ; education sector is one of the major recipient sectors for UNESCO assistance.
- UNESCO annually contributes 200000 US dollars in supporting the education sector through its main participatory programs. In addition to sponsoring ten training workshops on educational planning, economics of education, educational statistics during 2003-2006; UNESCO sponsored 62 opportunities for participation in seminars, conferences and other international activities.
- UNESCO has been playing an important role in the enhancement of EFA programs, through supporting workshops, conferences, seminars and other activities to help building capacities and encourage educationalists' exchange of knowledge and experience with professionals from other countries.
- UNESCO participated in the preparation of the main program, in cooperation with the Ministry of General Education,

which included the program's proposals for the Five Year **Plan 2007-2011**. A field office has been established in Sudan (for both North and south Sudan) and it is already engaged in numerous activities, mainly in training and institutional capacity building. Its current activities include: establishment of early childhood development centers, basic schools teachers training, and development of **literacy programs**.

D- United Nations Fund for Population Activities UNFPA:

UNFPA's cooperation with the Ministry of General Education is mainly focused on funding the following activities:

- Introducing the Population Education Program in both the formal and non formal of general education. This program has contributed to integrating the concepts of population education in the basic education curricula, in addition to publication of the necessary reference book.
- A comprehensive project on integrating population education concepts in secondary school curricula has already been submitted to the ministry of international cooperation for funding.
- Preparing the necessary brochures on combating HIV/AIDS for both basic and secondary education which cost amounted to 4765 US dollars.
- Support to national school tournament with a total fund of 16442\$

F-United Nations Development Program (UNDP) UNDP sponsored the survey study on the basic education sector, in collaboration with UNESCO. The study was accomplished in 2001 for a cost of 148000 US dollars; 42000 of which was contributed by UNDP for financing cost of education and health program in North Kordofan.

G-The European Union (EU) :

The European Union recently started cooperation with the Ministry of general Education with the baseline survey of the basic education sector with an estimated cost of 447000 euros. The project was launched in 2006, and is scheduled to be accomplished in 2007. It is expected to provide educational indicators for the Sudan's commitments to declared goals. The survey is considered as essential for developing the EMIS educational information system, which is expected to be also financed **by the European Union.**

2. Regional Organizations

a-The Arab League for Education, Culture and Science (ALECSO) and the Islamic Organization for Education, Science and Culture (ISISCO)

These two organizations have been helpful in supporting activities in the spheres of culture, science and education. They directly contribute to institutional capacity building in their area of domain. They also contribute to manpower training and capacity building .They have been sponsoring participation in many conferences, workshops, seminars and other activities in spheres relevant to their domain. ALECSO contributed 28000 US dollars to promoting the performance of the Educational Documentation Center at The national Committee for UNESCO. Their contribution was in the form of advanced electronic software to help connecting the center with national, regional and international networks; staff training and support of the Khartoum Institute for Arabic Language in terms of staff salaries, training...etc.

ISISCO contributed 8000 us dollars to the Cultural Diversity Seminar, in addition to organizing the workshop on talented persons in 2006.Sudan has been appreciated for its active participation in the activities of its various committees.

b-Islamic Bank for development:

Contributed a one million dollars loan for covering the rehabilitation costs schools class rooms, laboratories and furniture; in addition to supplying schools in southern Sudan with textbooks. The Bank's total contributions during 1979-2006 amounts to 40343413\$ to finance projects agreed upon with Sudan Government.

c-The Islamic Daawa Organization

This organization takes part in projects sponsored by the Islamic Bank for development with the ministry of General Education.

d-the Saudi Fund for development: The Saudi fund for Development donated 25 million Saudi Riyals in terms of schools furniture and equipment and construction of ten schools in six states in western and northern Sudan.

3. Non governmental Organizations (NGOs):

Other organizations contributing to the development of education in the Sudan such as plan Sudan, Oxfam, Save the children Sweden, UK, USA , ADRA, GOALS .. etc :

a. Plan International (Sudan) organization :

- Which is a nongovernmental organization engaged in activities for promotion of child welfare covering various areas including health and education. It started activities in Sudan since 1977. In the sphere of basic education; it has been engaged in activities for improving the quality of education and contribution to promoting non regular education.
- Plan- Sudan has been engaged in enhancing the role of local communities to contribute to improving education. Its contributions focus on construction of classrooms, schools maintenance, construction of latrines and supply of school

furniture and equipment.

- Plan Sudan's annual contribution amount to the equivalent of US 500000. Its activities are mainly focused on direct action in states, mainly in White Nile and kassala states.
- In addition to adopting some initiatives in areas such as birth registration and child rights, through organizing workshops and rallies. Its approach focuses on planning methods at the schools level involving **community participation**.

b. OXFAM Organization :

- OXFAM has been active in Sudan for along time. Its main activities have been in the field of basic education, in addition it supports church sponsored education among displaced people and in remote and peripheral areas for basic education .
- Its current activities are presently confined to Khartoum State and Port Sudan. Its offices in Darfur had been closed.
- Oxfam activities include provision of educational inputs, constructing basic schools, teachers training at the localities level, as well as civil society empowerment activities, through basic skills to enhance its role by effective participation in educational councils.
- Oxfam has been participating in the national campaign for “Global EFA week” celebrations since 2003 with other NGOs and leadership of the government (Ministry of General Education).
- Oxfam contributes to financing some school map training courses for Khartoum state localities staff.
- Oxfam played remarkable role in funding the pilot survey study on funding basic education, in collaboration with the

Ministry of General Education' educational planning directorate and a save the Children Sweden organization . The total contributions is \$ 472705 during 2003-2006.

3- 3: External Cultural Relations:

1. Cultural Relations:

Sudan has been engaged in cultural relations with many countries. Cultural relations with several nations are organized by agreements and protocols. Cultural agreements organizing Sudan's relations with other countries in the general education sphere amount to 41. They include 8 agreements, 22 executive programs and 11 memorandums of understanding 8 agreements and 4 executive programs were signed. Some of these agreements are already put into force; whereas some are in the process of final conclusion before being enacted. Other parties to such agreements include 7 Arab countries, namely: Egypt, Syria, Jordan, Qatar, Morocco, Tunisia, and the United Arab Emirates.

2-Teachers'Seconded:

Sudan has a long experience in teachers' seconded, both as a donor and a recipient. Sudanese teachers and education experts have been seconded to many neighboring and friendly countries in .Foreign teachers from other countries were also brought to Sudanese schools. This was mainly arranged by bilateral cultural agreements or other arrangements with foreign parties. However, many cultural agreements and protocols need to be revised and updated , respond to the actual present and future needs. Concluding new agreements with neighboring and friendly countries need to be considered.

Countries receiving Sudanese teachers include the Sultanate of Oman and Yemen. Sudan's cooperation with these countries had positive impact on the development of their education. The role played by Sudanese teachers and education experts is highly appreciated in

these countries. However, teachers seconded , to some countries has been facing some difficulties; mainly due to various economic and social reasons

3- Friendship Schools:

Friendship schools represent a distinguished form of cooperation in the sphere of cultural and educational relations. Friendship schools in Iran, Chad and Libya were established to serve several purposes; and mainly to provide Sudanese curricula education (basic and secondary) for Sudanese children abroad, in such a way that keeps them attached to their homeland. They were also meant to serve as an educational and cultural link with the native people of the host countries.

There are three friendship schools so far. The number of beneficiaries were 1339 in basic education and 1438 in secondary education. The number of teachers in the three schools was 42 males and females.

Table no 3-4

Number of Pupils and Teachers in Friendship Schools 2005 - 2006

Countries	No. of basic schools and secondary	No. Students		No. of teachers
		Basic	Secondary	
Chad	1	1003	1233	11
Libya	1	228	168	26
Iran	1	108	37	5
total	3	1339	1438	42

Source: Ministry of education, friendship schools directorate, 2006

Chapter Four

Educating Children in difficult circumstances

Educating Children in difficult Conditions

4-1 Educating Children in Hardship Areas

4-1-1 Educating Nomads Children:

The Nomads Education Directorate was established by presidential directive in 2000, to serve the following objectives:

1. Provide easy access to education for nomads children (boys and girls)
2. Develop the livelihood in nomads' society without prejudice to their life pattern.
3. Enable nomads to be acquainted with the necessary information and ideas to enhance socio economic and political development of their communities.

The nomads' children education program targets children at the school age. The mobile school is considered as an innovative educational initiative in this area. This form of education is a good example of creative partnership between the government, the nomads' local communities and the donor organizations. It concentrates on raising the general rate of enrollment for nomads' children with focus on girls' education. Nomads spread over vast areas covering 14 states in the Sudan. Nomads Children Education Program is perceived as a pioneer experience in the area of providing education to all categories in the society.

Table no (4-1)

Development of Nomadic Education

Sch. Year	No. of School	No. Pupils			Gender parity Index
		Boys	Girls	Total	
2001/2002	762	41690	22400	64090	0.5
2005/2006	1285	88921	45214	134138	0.5
Annual growth rate	11 %	16.4 %	15.1 %	15.9 %	

Source: Ministry of General Education, Nomads Education2006.

Table no 4-1 Shows the following observations:

Nomads' children education has been witnessing obvious progress

Annual growth rate in enrollment reached 15.9% (for both sexes), 15.1% for girls and 16.4% for boys. The gender equity indicator is still weak, is 0.5. The number of mobile schools during 2005/2006 was 1285 schools running up to the fourth grade. Such schools is consider as multi grade teachers. Teachers receive special training sessions to be prepared and equipped with necessary skills relevant to the nature of such schools.

However, the main problem in nomad education schools is that they provide education up to fourth grade of basic education. They need to be completed up to the eighth grade. For that matter, it is necessary to have boarding schools to enable children of staying in school when their families move. Some efforts in that direction have already started in some states, backed federal support. Teachers' training represents another challenge in this connection. Nonetheless, more efforts need to be exerted to further improve nomads' education

to this important sector which constitutes a significant component in the structure of Sudan economy.

4-1-2 Educating Displaced and Returnee children:

Table (4-2)

Number of Schools and Pupils in Returnees Schools

By states in academic Year 2005/2006

States	No. schools	No. of pupils		
		boys	Girls	total
Blue Nile	12	1632	1335	2967
Kassala	19	1647	1033	2680
Northern	20	1146	3368	4514
El Gazira	28	3262	1186	4448
West Darfur	89	32468	23141	55609
North Darfur	84	24976	21930	46906
South Darfur	68	33152	29168	62320
Total	320	98283	81161	179444

Source: MOGE, statistics year book 2006.

1. Educating the children of displaced people has been perceived as great challenge for education in the Sudan. Designated schools were 320 ; serving 179444 pupils; of whom girls count as 81161 while boys were 98283. The number of pupils per class varies between 23 to 35 pupils according to population density. Schools are operated to match the same educational calendar of regular schools in the recipient state, as far as possible. They mainly depend on volunteer teachers from civil society organizations and NGOs. Schools suffer from acute shortage in textbooks; with sharing rates reaching 1 : 5.

Schools are mainly hosted in temporary buildings.

2. After the signing of comprehensive peace agreement, a big number of children, who were under arms, without receiving any education, returned home. Their ages range from 14 to 18 years. The Ministry of General Education, in cooperation with UNICEF designed a compressed or compensatory curriculum to respond to the educational needs of such children. The compressed course reduces the duration of basic education to four years, instead of eight, to enable pupils of joining the next stage of the education system. This program is under implementation.

3. The conditions of refugees and returnees need to be thoroughly researched to identify the real educational needs. Considerable data and information was compiled by the Joint Assessment Mission (JAM) covering various areas, including education, for purposes of identifying needs and manipulating funds for rehabilitation, reconstruction and resettlement of displaced people.

4-1-3: Educating Children in War Affected Areas:

1. Southern states suffered from war and conflicts for decades. War and conflicts, apart from their immensely high human cost, hampered the development process in most parts of the southern states, destroying infrastructures and halting the process of human institutional capacity building. The service sector, including health and education services, was profoundly affected. Considering the surrounding threats of war and insecurity, lack of services and unavailability of basic needs, people were forced to displace to northern states or refugees to neighboring countries.

2. The Comprehensive Peace agreement CPA came to put an end for the war and pave the way for comprehensive development. The Southern Sudan Government has already embarked on reconstruction and development in the southern states. The education sector is considered of prime significance and is being accorded high attention, with focus on basic education.

- The Ministry of General Education, in cooperation with

UNICEF, conducted a survey study in 2000 to analysis the situation of education in safe areas.

- Another baseline survey was conducted in 2003, in cooperation with the Ministry of General Education and Africa Educational Trust for assessment and evaluation of the situation of education. The outcome of the survey studies revealed the following:
 1. In 2002, the population size was estimated at 7.9 million people; Children at the age of 7-14 years were 1.4 million, of whom only between 800-to 2000 were in schools. Due to lack of administrative structures, it was difficult to estimate the actual number of children in schools or the actual number of schools.
 2. The survey covered 1426 schools in the Bahr al Ghazal, Equatoria and Upper Nile regions. The total number of enrolled pupils was 306408 of whom girls were only 27% .Average school size was 212 pupils and average ratio of enrollment was 22%. In Upper Nile states, enrollment rates were noticeably low, especially in grades (5-8); which indicate a high dropout rate in the lower grades (1-4). In grades 1-8 the dropout ratio was 11% for senior grades (4-8) whereas the ratio was 89% for grades (1-4) .
 3. There had been wide variations in the gender parity index indicator among grades. In the first grade, for example, we find two boys against every one girl (2:1); whereas in t^{he} 8th grade we find four boys against every one girl (4:1).
 4. The number of teachers was 8,655 males and females. The gender equity was 94% in favor of males. The overall pupils: teacher ratio was 35:1with wide inter state variations. The average class room capacity was 45 males and females. Only 6% of teachers received training.
 5. Most of schools are merely bush schools, set up under trees without protection from rain and wind. The majority of pupils sit on the ground, whereas teachers use black boards hung on a tree. Only 10% of class rooms were made of permanent building materials (normally found in big cities).

6. Most of the schools suffer of poor environment. More than 52 % of them don't have drinking water, whereas 68% of schools don't have toilets.
7. Only 48% of the surveyed schools were using the national curricula; and only 16% of pupils were having textbooks. The book: Pupils' ratio was 1:2 .In other schools the curricula of neighboring countries were used for studying.

§ A rapid survey to investigate learning space was conducted. The survey was carried out by the Ministry of Education, Science and Technology of Southern Sudan Government, in cooperation with UNICEF. The study was accomplished after the signing of the CPA, to assist in building a comprehensive educational system for the southern states. The learning space schools are considered as a major initiative adopted by the government for generalizing basic education in the aftermath of war and instability to address the needs of the returnees and displaced.

Main findings of the Survey:

1. As shown in table no (4-3), the survey covered 2,922 learning spaces in the ten states, including community schools for girls, community schools, and accelerated education school for returnees; in addition to literacy schools, secondary schools an adult education programs. The study only covered basic schools because they are the most commonly spread schools in southern states.
2. The number of enrolled pupils were 758,207 boys and girls. 700, 448 were enrolled in basic schools. Girls were 236,434 compared to 464,014 boys. Females constitute 34% of the total number. The rest of pupils represent various types of education, such as secondary education; accelerate education, adult education and vocational training.
3. Average age for admission to basic education first grade was 6 years, though it varies from one state to another. In Bahr al Ghazal state it is 5.3 years, whereas in Warab state it is 7.7 years.

4. The average age of elderly pupils admitted to first grade reached 17.7 years, though there are variations from one state to another. In West Bahr al Ghazal state the average stands at 15.2 years while it goes as up as 20.7 years in Jongly state.
5. 94,841 of pupils were exposed to violence (including soldier children, orphans, handicapped and homeless children. These constitute 13% of enrolled children).
6. The total number of teachers serving at these schools was 17,920 of whom 2423 were females was (14%) and mainly concentrated in cities. Only 56% of female teachers received on job training.
7. 461 out of 2922 schools have permanent building; while 913 classes study in open areas. 313 community schools use tents or local materials.
8. The catchments area for each school represent 7 to 8 of the community; hence, pupils have to walk for long distances to reach school.
9. The class average size was 42 pupils for males and females.
10. Only 13% of schools have latrines. Only 40% of schools have drinking water within or near their schools.
11. Pupils in the majority of schools don't have school feeding services, as their schools do not come within the school food distribution program; except 456 schools, representing 16% of the total number of schools, which students avail of school feeding services.
12. 26% of the surveyed schools has chairs and tables for teachers where the majority of the schools don't have seats for pupils.

Table no 4-3
Number of enrolled pupils in all levels in southern Sudan stat

States	No. of students at all level	No. of Learning Spaces
Lakes	82528	281
Equatoria	92590	404
East Equatoria	50174	161
West Equatoria	67200	449
Jongli	117571	275
Upper Nile	93571	272
North Bhar El Gazal	74085	411
West Bahar El Gazil	38304	144
Warab	89078	298
Unity	53097	277
Total	758207	2922

Source: GOSS, MOEST, Rapid Assessment of Learning Spaces, draft report 2006.

4-1-4 Special Education for children with special needs:

The Ministry of General Education has accorded considerable attention to education of children with special needs. Ministerial decree no (4) for year 2004 directed state ministries of education to set up departments for special education in order to cater for the education of children with special needs.

The total number of institutions under special education directorates reached to 53 institutes spread all over the northern states , only 14 institutes are mainly responsible under direct supervision of government . They cater for physical disabilities, sight disabilities

and mental disabilities. The total number of beneficiaries reached to 9966 pupils (boys and girls). The number of teachers working on these institutes is 210 both sexes, including 28 specializes in psychology, (11) specialized on sociology, (16) teachers specialized on signal while there are (155) teachers specialized in different type, as in table (4-4). However, special education needs to be further researched for drawing a strategy for its development, during the coming plan.

Table No. (4-4)

Number of the institutions, pupils and teachers according to specialist and school year 2005/2006

No. of Institutions			Pupils		Teachers
Gov.	Non. Govern.	Total	Type	Pupils	
14	39	53	Visual	2782	210
			Audio	2413	
			mental	959	
			Physical	3226	
			others	458	
			total	9966	

Source :MOGE, statistics year book2006.

Chapter Five
**Educational Innovations &
pioneering Experiments**

Educational Innovations & pioneering Experiments

5-1: Educational Innovations in Curricula:

1. The education curricula have been updated to include contemporary innovations and requirements for coping with their accelerating pace of change. Computer sciences have been introduced to the secondary level in curricula; in addition to their incorporation into pre school level curricula. Arrangements for introducing computer studies into basic education curricula and teachers training have already started.
2. Introducing English language for the basic education in the third grade
3. Is being experimented, making use of “Garnet Grade Three”. The state of Qatar funded the experiment, which covered 100 basic schools in Khartoum State, hosting 7000 boys and girls. 1000 teachers as well as 21 supervisors had been trained. Evaluation of the experiment indicated encouraging results, as 97% of respondents were of the opinion that the experiment should be adopted for application all over the Sudan.
4. Experimenting the Malaysian UC math program has just started in six schools within Khartoum state, and it is still on trial.
5. The National Centre for Curricula and Educational Research is working on preparation of special curricula for talented children; within the framework of the national curricula (from 4th to 8th grade). Experimentation of these schools has already started in the three major cities of Khartoum state, under the auspices of the National Council for Nurturing Talented Children.
6. Conceptual frameworks on educational innovations have been developed on the syllabus of peace culture, human rights, health education for protection against HIV/ AIDS, population education and education output in cooperation with related national institutions.

5-2 pioneering Experiments in Basic Education :

5-2-1 Educating Nomads children:

Educating nomads children is perceived as an urgent necessity, so as to enable them of getting along with their own community, fulfill their obligations effectively, and boost their productivity, bearing in mind that they constitute a significant category in the Sudan's social and economic life.

The innovation of this type of education was introduced on basis of a study conducted by the National Center for Educational Curricula and Research. The study investigated the social, health and economic aspects of nomads' life. The study revealed that mobile schools are the best to suit nomads' condition and way of life. A mobile school is a four grade school with a multi grade single teacher. Such teachers receive special training to prepare them for playing a leadership role in the targeted communities.

This project is based on real partnership with local communities; whereby the local community offers financial and logistic support for sheep/cows, a camel for riding as well as accommodation and support and commitment to move the school belongings when they are on the move,).The state ministry of education and the concerned localities cater for provision and training of teachers and paying their salaries . UNICEF provides tents, school kits and other inputs as mentioned earlier.

5-2-2: Adolescents Education and Training In the Context of their Local Environment :

This type of education is meant to address the need for educating and training children within their own surrounding local environment. It targets children aged 9-14 years, who did not receive any education; or those who dropout from school education for whatever reason; with special focus on adolescents girls targeting 60% of them. This type of education is characterized by flexibility in order to accommodate the participants' direct concerns. As

mentioned earlier in this report, it targets equipping participants with basic learning skills and life skills, opening up wider opportunities for pursuing further education (continuous education) and enabling them to live with dignity. One of its main advantages is that it provides education for the least possible cost. Besides, it shortens the educational course span into only four levels; leading to the basic school certificate examination. This helps opening up channels between the formal and non formal of education to enable those interested to continue their education.

The program started in 1994 in cooperation with UNICEF. An evaluation and assessment needs to be conducted for analysis for further improvement and development of this type of education in order to enrol more than 2600000 children out of formal schools as parallel education.

5-2-3 Educational Councils and School Friends (Community Participation)

Community participation, through popular contribution, has been playing a significant role in supporting schools. Such participation is channelled through the educational councils; to assist schools in running their daily affairs and providing their requirements. Schools management, therefore, always try to set up such councils, comprising parents' councils and school mothers friends-usually pupils mothers and female relatives- who play a significant role in securing pupils welfare while in school. This concept was recently introduced in urban areas schools; whereby each class is assigned a group of friends, who work closely with the class supervisor, and pay frequent visits to the school. They contribute to securing the educational requirements –such as covering the stationary expenses of monthly evaluation tests, school celebrations, reception of school visitors- as well as taking care of solving pupils' problems in cooperation with class supervisors. They also play a linkage role between the schools and the parents' councils. The educational councils take care covering the school running expenses, while the

localities fund the teachers salaries and training expenses.

5-2-4 Literacy and Adult Education:

Sudan is one of the leading Arab countries in focusing attention on literacy and adult education. This has been manifested in the implementation of many experimental programs that contributed considerably to promoting literacy among people. One of the latest experiments is the computer literacy sponsored by the UNESCO chair for science and technology. The program was prepared by ALECSO and it targets women at the age of 16 years and above. The program was implemented in the EL Gazira state in a wide area extending from Al Nuba to Al Kamlin in 76 centres. According to the beneficiaries, the experiment achieved 80% of its objectives; and it is thought that more advanced programs should be introduced to protect beneficiaries from illiteracy set back.

5-2-5: School Feeding for Reducing the dropout children:

Some states-such as the Red Sea state- have resorted to school feeding to decrease the dropout children schools and boost educational sustainability; especially in poverty stricken and remote areas. They adopted a system for supporting boarding houses attached to schools; and extending food assistance to pupils in both secondary and basic schools illiteracy. This is done through providing monthly food assistance in the form of take home ration. The food grant include: (sorghum), five pounds of sugar, in addition to five pounds of cooking oil and two pound of coffee beans. The food grant is monthly distributed to pupils in the presence of their respective parents or guardians. Each secondary school student receives 40 Sudanese pounds every month.

The program had a positive impact on increasing enrolment rates in 2006; as well as increasing parents' interest in the continuity of their children, especially girls, in school.

Chapter Six

Challenge and Suggested Remedies

Challenge and Suggested Solutions

6-1 Challenge:

1. Providing adequate good quality educational inputs to secure favourable educational environment for all students, especially those less privileged ones, to have access to good quality education; utilizing limited resources
2. Securing commitment to provision of steady sources of finance by designating a fixed share of the G.D.P or general budget for education.
3. Accelerated population growth and social mobility within the country and abroad
4. Lack of an efficient educational data management system for developing adequate mechanism for monitoring and assessment of EFA objectives.
5. Providing equitable access, for all, to benefit from good quality education opportunities in various parts of the Sudan; in the aftermath of the civil war; and measuring up for the CPA obligations; despite limitations in local resources , limited foreign aid, and weak financial and institutional capacities.

6-2 Suggested Remedies:

1. Establishing the educational database at all levels for backing up sound decision making ; proper policy planning, monitoring and evaluation.
2. Increase of genera budget allocations for education to reach a minimum of 6 % of the G.D.P of which 50% are for basic education.
3. Intensifying training in various managerial aspects; with focus on, educational planning, statistics and modern educational innovations.
4. Providing continuous training for teachers' capacity building to

cope with the pace of developments in their professional field, and match with the increasing localities need for qualified teachers.

5. Improving school environment for to create a favourable educational atmosphere and an attractive healthy environment.

6-3 Future perspective for 2007-2011

Future perspective, In brief, can be summarized in :

- **The overall strategic goal of accomplishing an education system that responds efficiently to the Sudanese people's aspirations for national integration, peace, stability and sustainable development; in a society of excellent achievement in ethics and knowledge.**

In accordance with the provisions of the constitution and the CPA, and in compliance with the general directives of the quarter centennial educational strategy, the Ministry of General Education's five year plan for 2007-2011 focus on dealing with the major challenges; mainly summarized in:

1. Rectification of the tilting balance and disequilibrium, among states and within different regions of the same state, in availability of accessible education, for achieving fair opportunities and equitable access to education.
2. Enhancement of the quality of education to lay the basis for sound human development by securing excellence.
3. Improvement of educational environment through promotion and development of all its human and material components.
4. Improvement of spending on education.

The above stated challenges necessitate initiating qualitative changes to assist in enhancing the institutional capacity of the general education executive and administrative organs, during 2007-2011, to enable them of dealing with challenges while proceeding towards the set goals. Priority remedies can be briefly stated as:

1. Maintaining balance in available opportunities for education, among various states, and among various areas and categories within the same state; for achievement of equity. Obviously, such arrangements are very costly, as they entail enormous spending on education in the states that have lower rates enrolment of education; as well as those affected by war, instability and violence. Huge funds would be needed for education of, e.g., the nomads, displaced, returnees, and integration of children with special needs and other less privileged categories into education.
2. Improvement of the content of education; and laying sound foundations for high quality education that fore sees, and responds to, the future needs of the Sudanese people. To achieve that, the present educational curricula need to be innovatively revised and updated in terms of both subjects and delivery techniques and methods; with the view of enhancing their responsiveness to the need of various categories. Educational innovations, such as special education for talented children, UC math, mobile schools for nomads, and introduction of English language in basic schools, should be accorded more attention and allocated more resources to be implemented nationwide.
3. Promotion of educational environment through allocation of sufficient financial and human resources for improving the levels of schools staff efficiency, premises, utilities, appliances, technical equipment; as well as developing the educational information management system from the school level upwards to federal level. Enhancement of teachers' capacity through advanced academic and professional training should be accorded much more attention and allocated adequate resources.
4. The strategy was formulated on basis of setting the guide lines detailed into specific bench marks and time frame for every component, to be achieved within the plan's five years span.

Interim Objectives can be briefly stated as:

1. Improvement of opportunities for admission, coverage, efficiency, and quality so as to fulfil the declared obligations towards EFA.
2. Revision and development of general education's costing and funding.
3. Improvement and promotion of curricula and learning aides, especially in the spheres of mathematics , science and technology and languishes .
4. Expansion in teachers training to enhance their capacity to respond to EFA and MDGs needs.
5. Development and expansion of alternative learning programs characterized by flexibility and high quality to respond to the needs of educating adolescents, adults and contribute to sustainable comprehensive development.
6. Improvement and development of basic skills in technical spheres through training and vocational education.
7. Institutional capacity building for the education system's administrative structures.
8. Guaranteeing effective coordination, monitoring, follow-up and evaluation for EFA program.
9. Reconstruction and restoration of schools destroyed during the war time, provision of public services for educational staff; as well as consolidation of psycho social rehabilitation of pupils and teachers and improvement of their living conditions and welfare.

Main Indicators of EFA plan:

No.	Main Indicators	Base Year 2007	Targeted to 2011
	Gross enrolment for preschool education(4-6)	25.3 %	50 %
	Gross intake ratio for grade (1) (6)	68.3 %	100 %
	Gross enrolment for secondary education(6-13)	64.3 %	82.4 %
	Gross enrolment for secondary education(14-16)	26.5 %	40 %
	% Illiterate of population	57 %	25 %
	5 of literacy between population (15-24)	55 %	75 %
	Share of education from general expenditure	2.9 %	6 %

Source : MOGE, Ed. Planning 2007.

6-4 Evaluation of programs Targeting realization of EFA six goals.

6-4 General Summary (Evaluation of programs targeting realization of EFA six goals as in national EFA plan)						
	goals	programs	objectives	Achievement 2000-2006	gap	Future Plan 2007-2011
1-early childhood care and education::	Expanding early childhood care and education opportunities and improving its quality	Expansion in establishing pre school education institutions an teachers training centers, development a special early childhood curricula	Reaching 35% absorption rate by 2007, and 75% absorption rate by 2015	Gross Enrolment ratio stands at 24,7%	10.30%	Reaching 50% absorption/ enrolment rate
2-Universalization of basic education for all	Securing free access to good quality free education that suits all children in the age (6-13 years) by 2015.	Establishing more schools and class rooms	Increasing enrollment ratio to 90% by 2007 and to 100% by 2015	68,3% Gross Admission ratio for first grade	21.70%	Reaching 100% admission/ enrolment rate for basic education first grade pupils.
		professional and specialized training -advocacy and awareness raising programs for promotion of education of girls, nomads and other less privileged categories	Increase gross enrolment to 82.8% by 2007. and to 90% by 2015	Basic education gross enrollment ratio to 64.3%	8,20%	Raise basic education gross enrollment rate to 82.4% .

		<p>Integration of the handicapped in regular education by integrating their classes into normal schools, intensifying special education training for teachers and trainers</p>	<p>Setting up 770 classrooms for the handicapped at normal schools; training 78 trainers and 250 teachers during plan span</p>			45 schools
<p>3-Life skills and lifetime learning</p>	<p>development of local crafts and equipping students with income earning livelihood means.</p>	<p>Poverty reduction and enhancement of demand for education.</p>	<p>Establishing training centres for training adolescents and building their capacities in their own local environment and development of local crafts</p>	53%	14%	75%
		<p>Raising enrolment ratio in private education to 10% of total basic education enrolment by 2015</p>	<p>%29</p>	<p>%19</p>	<p>Increase private education enrolment for basic education by 10%.</p>	

4- Literacy	Reducing illiteracy rate among adolescents and youth outside schools to 50% by 2015	Establishing new centres and rehabilitated the existing ones.	Rising literacy rate among youth and minors to 67% by 2007, and to 95% by 2015.	53%	14%	75%
	Development of local crafts and equipping students with income earning livelihood means. To rid illiterate adults off script and digital illiteracy			43%	21.8 %	75%
5-literacy gender equality for both sexes	Abolishing gender disparity in access to education opportunities by 2015.		Balancing the access/opportunities for both sexes by 2007.	0.8	0.2	1

6-Quality of education	Administrative development programs (planning, organization, monitoring, follow up, assessment/evaluation, educational data base.)	Building institutional and human capacities by 2007, raising percentage of trained teachers to 60% by 2007., accomplishment of educational data bases in all states and accomplishment of teachers training to 100% by 2015.	80%	65%	15%	80%
	Increasing retention and continuity rate with focus on girls and children in remote areas	Providing school breakfast meals, and establish boarding houses in assembling areas for nomads children.	Reducing repetition and leakage/ drop out ratios by half to raise efficiency coefficient to 85. by 2007	78%	7%	90%
	Providing school text books	Providing school text books	Providing text books at 1:1 ratio by 2007,	2:1	2:1	1:1

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Appendices

Appendix no 1
Data Compilation and R

1-Collecting Data & Writing Report Drafting Committee

1	Dr.Ibtisam Mohamed Hassan	National EFA coordinator
2	Mr. Salih Abu el Yaman	National Center for population Census
3	Ms. Ihsan Sharafeldin	Ministry of finance and National Economy
4-	Mr Khild Elamin El Mousherf	Educational planning and statistics Directorate
5-	Mr. Abdelhafeez Salah	National Council for Literacy and Adult Education
6-	Ms. Amna Mohamed Babker	National council for literacy and Adult education
7-	Mr. Mousa Hussain Abdullah	Educational planning and statistics Directorate
8-	Ms. Um Salma Elamin Ali	Educational Planning and Statistics Directorate
9	Mr. Abdurrahman Mousa	Nomads Education directorate
10	Ms. azza Ahamed Mohamed	Girls Education Directorate

2-Typing Committee

1	Ms Amna Hassan Abdul Samad	Educational planning
2	Ms Ghada Mohamed Hussain	University of Khartoum
3	Mr. Ahmed Mohamed Ali	University of Khartoum

Appendix no. (2)

Data available With Central statistics Bureau on EFA indicators for 2000-2005

1. First goal : Early childhood Care Development and Education

Indicator	Indicator as referred to in source	Year	Distribution	Magnitude	Data source
Basic Indicators					
Joining private centers as % of Gross enrollment in early childhood care & education programs	% of pupils in private sector	2002/2003	North Sudan	35%	Abu Elyaman, Services Survey data analysis, Central statistics Bureau
			Urban South Sudan	64	
%of families consuming salt with iodine	%of families consuming sufficient salt	2000	N. Sudan	0.6%	Abu Elyaman,, Services Survey data analysis, Central statistics Bureau
			Urban S. Sudan	0.5%	
% of trained teachers in early childhood care & education centers	% of trained pre school education teachers		N. Sudan	55%	Multi indicator cluster survey- final report
			N. Sudan (males)	60%	
			N. Sudan (females)	54%	

Additional indicators:

Pupils: teacher ratio(% of child care providers)	% of trained teachers in pre school education	2002/ 2003	N Sudan	22	Abu Elyaman,, Services Survey data analysis, Central statistics Bureau
			Urban S. Sudan	33	
-5 Child mortality below the age of 5 years	-5 Child mortality rate(below the age of 5 years)	2000	N. Sudan	104/ 1000	Multi indicator cluster survey-final report
			Urban N. Sudan	101/ 1000	
			Rural N. Sudan	105/ 1000	
			N. Sudan (males)	108/ 1000	
			N. Sudan (females)	99/1000	
% of infant under weight at birth	%of live births of infants weighing less than 2500 grams	2000	N, Sudan	31%	Multi indicator cluster survey-final report
			Urban S.Sudan	17%	
			Urban North	24%	
			Rural North	34%	
Ratio of Vitamin A supplementary dose coverag		2000	N. Sudan	44 %	
			Urban S. Sudan	34%	
% of one year old children vaccinated against whooping, tetanus,DPT3,Polio and measles	%of 6-59 months old children already given vitamin A supplementary dose during the last six months	2000	N. Sudan	42%	Multi indicator cluster survey-final report

% of children vaccinated against diphtheria, polio and tetanus by reaching the age of one year % of children immunized against measles by the age of one year		2000	N. Sudan	51.5%	Multi indicator cluster survey-final report
	% of children immunized against polio by reaching the age of one year	2000	Sudan	44.2%	Multi indicator cluster survey-final report
			N. Sudan	64.5%	
			Urban S. Sudan	46.2%	
	% of children immunized against tuberculoses	2000	N. Sudan		
	% of children immunized against diphtheria, polio and tetanus by turning one year old	2000	N. Sudan	64.5%	
			Urban S. Sudan	46.2%	
			Urban S. Sudan	55%	
	% of children immunized against measles by turning one year old				Multi indicator cluster survey-final report
	% of children immunized against polio by turning one year old		Urban S. Sudan	49%	Multi indicator cluster survey-final report
			Urban S. Sudan	74.1%	Multi indicator cluster survey final report
% of children immunized against tuberculosis				Multi indicator cluster survey final report	

% of population using improved drinking water Sources	% of population using potable drinking water		N. Sudan	60%	Multi indicator cluster survey-final report
% of population using adequate health utilities	% of population using hygienic methods to dispose of waste	2000	N. Sudan	60%	Multi indicator cluster survey-final report
% of children aged 0-6 years who are solely breast fed	% of children less than 4 months old who are solely breast fed	2000	N. Sudan	19%	Multi indicator cluster survey-final report
	% of children aged 12-15 years who are breast fed	2000	N. Sudan	44%	
	% of children aged 20-23 months who are breast fed	2000	N. Sudan	44%	
Birth registration ratio	% of children whose births were registered	2000	N. Sudan	58.5%	

Third Goal: Life Skills and Lifelong Learning

Indicator	Indicator as in source	year	distribution	value	source
Basic indicators					
Literacy rate among youth(15-24 years)	% of learning how to read and write within the age category (15-34 years)	2000	N. Sudan	44.1%	Multi indicator cluster survey-final report

Knowledge of HIV/AIDS preventive practices among the youth	% of women within the age category 15-49 who ever heard of AIDS	2000	N. Sudan	40%	Multi indicator cluster survey-final report
			Urban N. Sudan	61%	Multi indicator cluster survey-final report
			Rural N. Sudan	28%	Multi indicator cluster survey-final report
			S. Sudan	67%	Multi indicator cluster survey-final report

Fourth Goal: Literacy

indicator	Indicator as in source	year	distribution	value	source
Basic indicators					
Adults Literacy ratio		2000	N. Sudan	50.6%	Multi indicator cluster survey-final report
Youth literacy ratio (15-24)		2000	N. Sudan	44.1%	Multi indicator cluster survey-final report

Sixth Goal: Quality of Education

Basic Indicators					
indicator	Indicator as in source	Year	distribution	value	source
Public expenditure on education as percentage of GDP	% of final government expenditure on education as% of total government/public expenditure	2004	Sudan	0.8%	National income report- Central Statistics Bureau
% of schools having drinking water	% of schools having drinking water sources- pre school education	2002/2003	N. Sudan	57%	Services Survey Analysis Report- Abu Elymen
			Urban S. Sudan	76%	
	N. Sudan		39%	Services Survey Analysis Report- Abu Elymen	
	Urban S. Sudan		43%		
	N. Sudan		78%		
	% of schools having drinking water sources- secondary education		Urban S. Sudan	65%	

% of schools having adequate health utilities	% of schools having water closets-pre school education	2002/2003	N. Sudan	60%	Services Survey Analysis Report- Abu Elymen
			Urban S. Sudan	81%	
	% of schools having water closets-basic education		N. Sudan	44%	
			Urban S. Sudan	46%	
	% of schools having water closets-secondary education		N. Sudan	86%	
	Extra indicators		Urban S. Sudan	79%	
% of schools having libraries or reading centers	% of schools having libraries or reading centers				
	% of schools having libraries or reading centers-basic education	2002-2003	N. Sudan	5%	
			Urban S. Sudan	0%	
	% of schools having libraries or reading centers-secondary education		N. Sudan	14%	
	Urban S. Sudan		12%		

(Appendix (3

The percentage of Gross Intake In First Grade for 2005/2006									States
Both Intake %	Both pop. Age 6 sexes	Intake Both Sexes	Females Intake %	(pop. (6 Females	Girls pupils	Boys Intak %	Pop. 6 male	Boys Pupils	
86.5	19044	16479	83.6	9439	7889	89.4	9605	8590	Northern
96.5	27850	26881	89.2	13967	12453	103.9	13883	14428	River Nile
67.6	142648	96449	68.2	69408	47330	67.1	73240	49119	Khartoum
76.3	109573	83625	70.3	55334	38899	82.5	54239	44726	Elgazira
76.6	41203	31575	65.5	20226	13252	87.3	20977	18323	Sinnar
73.3	22942	16826	65.0	10991	7144	81.0	11951	9682	Blue Nile
88.5	46757	41391	87.7	24990	21916	89.5	21767	19475	White Nile
71.1	45515	32346	70.3	20315	14289	71.7	25200	18057	El Gadrif
58.7	44568	26160	58.3	20449	11921	59.0	24119	14239	Kassala
53.7	32181	17280	53.1	14914	7918	54.2	17267	9362	Red Sea
70.3	104582	73502	60.7	53383	32387	80.3	51199	41115	N. Kordofan
58.6	86620	50768	56.0	41300	23134	61.0	45320	27634	S. Kordofan
73.1	52028	38021	64.8	25314	16412	80.9	26714	21609	N. darfur
56.5	52475	29654	47.8	25214	12055	64.6	27261	17599	W. darfur
61.1	94488	57721	52.3	47112	24622	69.9	47376	33099	S. darfur
61.0	31949	19494	52.1	15383	8012	69.3	16566	11482	Grader* Upper Nile
67.0	33639	22550	51.3	14454	7415	78.9	19185	15135	Grader* Equatoria
54.3	41180	22367	49.9	19538	9741	58.3	21642	12626	Grader* Baher Elgazal
68.3	1029242	703089	63.1	501731	316789	73.2	527511	386300	Sudan

Source : MOGE, Ed. Planning and Statistics 2006.* Estimation

(Appendix 4

The percentage of Gross Enrollment In Basic education for 2005/2006

.Both Sexes Enroll				Enroll. girls				Enroll. Boys			States
Both .Enroll %	Both pop. Age 6-13	.Enroll Both Sexes	.Femal .Enroll %	pop. (6-13 Females	Girls pupils	Boys .Enroll %	Pop. 6-13 male	Boys Pupils			
86.6	124785	108060	84.6	61924	52376	88.6	62861	55684	Northern		
97.4	177411	172862	96.8	84719	82037	98.0	92692	90825	River Nile		
73.5	979302	720030	72.6	482631	350497	74.4	496671	369533	Khartoum		
78.6	767308	603463	73.2	382176	279746	84.1	385132	323717	Elgazira		
62.4	282856	176470	53.3	140357	74777	71.4	142499	101693	Sinnar		
53.1	147333	78216	44.7	72335	32339	61.2	74998	45877	Blue Nile		
88.1	289423	255034	80.1	145820	116826	96.2	143603	138208	White Nile		
52.1	332808	173469	46.1	162473	74856	57.9	170335	98613	El Gadrif		
44.8	325048	145723	39.3	163328	64235	50.4	161720	81488	Kassala		
57.1	146238	83454	52.2	70706	36892	61.6	75532	46562	Red Sea		
78.0	507531	395696	63.8	302017	192591	98.8	205514	203105	N. Kordofan		
52.0	493911	256988	45.6	244010	111296	58.3	249901	145692	S. Kordofan		
54.6	359316	196062	47.9	174817	83679	60.9	184499	112383	N. darfur		
69.2	357070	247120	52.5	187358	98322	87.7	169712	148798	W. darfur		
42.8	636420	272401	34.5	314760	108645	50.9	321660	163756	S. darfur Grader*		
59.4	540538	321291	51.2	265411	135833	67.4	275127	185458	Upper Nile Grader*		
64.2	408868	262654	61.0	202085	123171	67.5	206783	139483	Equatoria Grader*		
54.5	481532	262497	44.0	240006	105489	65.0	241526	157008	Baher Elgazal		
64.3%	7357698	4731490	57.4%	3696933	2123607	71.2%	3660765	2607883	Sudan		

Source : MOGE, Ed. Planning and Statistics 2006.* Estimation

Appendix no (5)

General Summary/ overview of joint programs between Ministry of General Education and International organizations/NGOs during the period 2002/06

serial	organization	operation Area	Funding (in Us \$)	Executing Authority	Remarks
1	UNICEF	1-Basiceducation 2-Policies support 3-Expanding and improving the quality of education 4-Girls education initiative 5-Expanding and improving the quality of nomads education	312738	Ministry of General Education: Dir. of educational\ planning, educational training, nomads education, girls education	
2	World Food Program(WFP)	School\Feeding Program for: 1-Achievement of educational policies through increasing enrolment rates. 2-Improvement of absorption levels through securing school breakfast meals and manipulation of community participation	619000	N. Kudofan, S. Kurdufan, N. Darfor, W.Darfor, Kass ala and Red Sea States	Expanding the program coverage to include northern Sudan states (scheduled to be signed in 2007)
3	UNESCO	1- Development of adult education programs 2- Workshops seminars and other activities for Staff capacity building, e.g. educational planning, teachers training, UNESCO National Committee	399000	-Educational planning, -adult education, -1 UNESCO national committee	

4	UNFPA	1-Introducing population education subjects into school education curricula. 2-Integrating population education concepts into basic education curricula and publishing a reference book thereof. 3-Preparing Para curricula brochures and pamphlets on combating AIDS for basic an secondary schools. 4-Supporting the 2007 School Tournament Competition, held in Gazira State.	663000		
5	UNDP	Funding the survey study on basic education-in collaboration with UNESCO	42000		
6	European Union (EU)	Funding the base line survey for the basic education sector	624000	Educational planning directorate-in coordination with the ministry of International Cooperation	Agreement on EMIS program shall be signed.....
7	Regional organizations: ALECSO & ISESCO	1-Promotion/development of the Data & Documentation Center of the UNESCO national Committee 2-Funding the expenses of delegations participation in conferences and multi lateral activities held abroad	65000	-Khartoum International Institute for Arabic language. -Various educational circles	
8	Islamic Bank for Development	Rehabilitation/ reconstruction of schools affected by floods and rains	40343413	Gen. Directorate for Projects, in coordination with relevant authorities	
9	Saudi Fund for Development	Provision of seats for 310000 pupils and Furniture for 6000 basic school teachers	8333000	Gen. Directorate for Projects, in coordination with relevant authorities	

