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# SUDAN EDUCATION

GLOBAL THEMATIC REPORT  
JANUARY – DECEMBER 2018

PREPARED BY UNICEF SUDAN  
MARCH 2019

Cover photo: A young girl solves a math equation on blackboard at Umbatah Basic School for girls in Kadugli, South Kordofan State.

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## ACRONYMS

ALP	Alternative Learning Programme
AUHIP	African Union High-Level Implementation Panel
C2SC	Come to School Campaign
C4D	Communication for Development
CPD	Country Programme Document
CRC	Convention on the Rights of the Child
CSO	Civil Society Organisation
ECD	Early Childhood Development
EFA	Education for All
EIE	Education in Emergencies
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESSP	Education Sector Strategic Plan
GER	Gross Enrolment Ratio
GPE	Global Partnership for Education
GPI	Gender Parity Index
HNO	Humanitarian Needs Overview
IDPs	Internally Displaced Persons
MIC	Multiple Indicator Cluster
MOE	Ministry of Education
NLA	National Learning Assessment
OOSC	Out of school children
OR	Other Resources
PTR	Pupil Teacher Ratio
RR	Regular Resources
SDG	Sustainable Development Goals
SELS	Social and Emotional Life Skills
SIP	School Improvement plans
UNDAF	United Nations Development Assistant Framework
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene

## I. EXECUTIVE SUMMARY

The current context in Sudan is one of ongoing protracted and multi-faceted needs, with more than two million internally displaced people and displacement-affected communities, a total of 1.2 million refugees and vulnerable communities including significant numbers of children requiring assistance, combined with underdevelopment and a need to address the root causes of vulnerability, including conflict and climate change. In this context, multiple activities need to run concurrently across the humanitarian-development-peace equation, sometimes in the same geographical areas, to adequately address needs in ways that can achieve a sustainable impact. This includes response to emergencies and lifesaving needs; investment in preparedness and resilience; seeking durable solutions for displaced people; supporting conflict prevention, social cohesion and peacebuilding; planning for longer term development; and building and working with national capacities.

In 2018, Sudan also faced an intense economic crisis, characterised by extreme inflation and shortages of basic commodities after administrative austerity measures were adopted in January 2018. Rather than alleviate the crisis, these measures had a paralysing effect on the economy throughout the year, causing a severe shortage of fuel and other commodities such as bread and increasing social tensions. Restrictions on bank withdrawals also caused a liquidity shortage, causing a slowdown in humanitarian and development operations by the government, international and national Non-Governmental Organisations (NGOs), and development partners.

In Sudan, the population in need of humanitarian assistance went up from 4.8 million in 2017 to 5.5 million in 2018 (2.6 million of whom are children). The 2018 Humanitarian Needs Overview (HNO) estimated that 1,698,460 school-aged children needed humanitarian assistance. The population of Internally Displaced Persons (IDPs) was approximately two million, including 960,000 children and more than 300,000 returnees, as well as an undefined number of vulnerable people due to the economic deterioration. Last year, Sudan continued to receive a regular flow of refugees each month from South Sudan with nearly 30,000 people arriving in 2018. At the end of the year more than 850,000 South Sudanese refugees, including approximately 520,000 children, were living in Sudan. Nearly 80 per cent of all South Sudanese refugees in Sudan stay in out-of-camp settlements, with dire needs particularly in education, nutrition, and protection.

Poor access, retention and learning outcomes in basic education come from complex and mutually reinforcing patterns of disadvantage including: poverty, geographical disparities, gender inequities, disability, conflict, and displacement which all raise barriers to schooling in Sudan. The states with the lowest enrolment rates were those affected by conflict and forced displacement. The low government expenditure in education (Sudan spent 1.3 per cent of its gross domestic product and about 11 per cent of its total public expenditure on education) resulted in an inadequate number of schools, shortage of qualified teachers and inadequate facilities in schools with regard to toilets, drinking water, school fencing and learners' desks affecting adversely both access and retention.

Sudan recorded modest progress in increasing children's access to education; more than 86 per cent of children go to school. Almost as many girls as boys are enrolled in basic education, with a Gender Parity Index (GPI) of 0.97 in favour of boys.<sup>1</sup> Despite this progress, Sudan remained far from achieving Sustainable Development Goal (SDG) 4 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

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<sup>1</sup> The most recent education data shows that the percentage of children in schools slightly increased from 86.1 per cent (88.3 boys%; 83.9% girls) in 2016 to 86.2 per cent (88.1% boys and 84.3% girls) in 2017.<sup>1</sup> The Gross Enrolment Rate (GER) in basic education increased from 71.4% in 2016 to 72.5% in 2017.



Still too many school-age children (5-13 years) were out of school; approximately three million. The most vulnerable groups are girls, children affected by war, refugees, Internally Displaced Persons (IDPs), children in rural areas, and children from poor households. In addition, there were high drop-out rates, especially for girls and children living in rural areas. The recent Education Sector Analysis (ESA 2017) showed that the completion rate for basic education dropped from 54 per cent in 2009 to 51 per cent in 2017 with significant differences between rural and urban schools. For instance, the completion rate for urban schools is 77 per cent, more than double the completion rate in rural schools (38%).<sup>2</sup> Most recent findings from a National Learning Assessment (NLA) on learning outcomes among grade three learners showed poor learning levels. More than 40 per cent of grade three learners could not read simple familiar words and less than half of the children could comprehend what they read. For mathematics, less than half (46%) of the children correctly carried out level one addition exercises and even fewer (39.9%) were able to carry out level two addition exercises (MoE, 2015 NLA report).

UNICEF technical and financial support significantly contributed towards increasing children's access to quality basic education, specifically to achieving the following outputs and results:

**OUTPUT 1:** More out-of-school children, especially girls, and those in the most vulnerable situations, access quality pre-primary, primary and alternative learning opportunities.

**OUTPUT 2:** Education providers, parents and communities have improved knowledge and skills to contribute to quality learning in inclusive safe and protective school environments

**OUTPUT 3:** Capacity of education sector at subnational and national levels is strengthened to legislate, plan, coordinate and budget the provision of equitable and inclusive education opportunities.

- In 2018 a total of 192,398 previously out-of-school children (49.5% women) from rural, nomadic, IDP, refugee and emergency-affected communities accessed **formal and non-formal education** with UNICEF's direct support, against an annual target of 194,816 children (half of whom were girls). This result was achieved through the establishment of adequate gender-sensitive learning spaces, provision of learning supplies, school enrolment campaigns and teacher training. Of the total number of children, 59,392 (43% women) previously out-of-school children were supported to enrol in alternative learning programme (ALP) centres that were established.
- A total of 432,151 children were reached with **teaching and learning materials** and/or other supplies supporting children's school enrolment such as uniforms and dignity kits. Of the total number of children reached, 128,150 vulnerable girls received full social assistance packages including school uniforms and/or dignity kits. As one of the key barriers to education is families' out-of-pocket costs<sup>3</sup>, educational materials and social assistance helped to offset poor families' schooling costs and encouraged enrolment and retention, especially among girls.

<sup>2</sup> The government target was to increase completion rate for basic education to an average of 53 per cent in 2018 and 64 per cent by 2022.

<sup>3</sup> UNICEF's out-of-school children (OOSC) report issued in 2014 stated that 31 per cent of OOSCs do not go to schools due to financial reasons, among other reasons.

- In response to emergencies in Sudan, UNICEF, in partnership with more than 30 local and international Civil Society Organisations (CSOs) and in collaboration with the Ministry of Education (MoE) at the federal and state levels, supported 99,080 children (52% women) in humanitarian situations to access formal and non-formal education in [child-friendly learning environments](#). An additional 4,565 conflict-affected children (40% women) were supported to take grade eight examinations so that they could complete basic education.
- With UNICEF support, learning environments were improved in 147 schools through the [construction and rehabilitation](#) of 493 classrooms and construction of 117 latrines. 280 schools were assisted to develop School Improvement Plans (SIP) through the establishment of SIP committees and training of 432 committee members (41% women).
- To improve learning outcomes, UNICEF supported the capacity building of teachers by providing in-service [teacher training](#) for 11,446 primary school teachers (55% women) to enhance skills in using learner-centered teaching approaches. The 2018 UNICEF target was 6,000 teachers to be trained; so, over 190 per cent was achieved against the target and 63.6 per cent against the 2018-2021 Country Programme Document (CPD) target of 18,000 teachers.
- More than 23,309 adolescents (51% women) were equipped with [life skills](#) through the establishment of 800 child clubs. 700 adolescents - out of whom 50 per cent were girls (400 in Red Sea and 300 in Khartoum, including refugee children) - were reached through the UPSHIFT programme.
- The 2018/19-2020/23 Education Sector Strategic Plan (ESSP) has been finalised. As a coordinating agency, UNICEF continued to coordinate the development of the plan and provided technical and financial support for the independent appraisal of the draft ESSP.

In 2019, UNICEF Education will pursue the following planned results as defined in the country programme and articulated in the annual work plan for 2019:

- 195,000 previously out-of-school children, especially girls and those in the most vulnerable situations, access quality pre-primary, primary and alternative learning opportunities with UNICEF support.
- 250 schools have safe and inclusive school environments and educators have improved knowledge and skills to contribute to quality learning.
- The capacity of the education sector is strengthened to legislate, plan, coordinate and budget the provision of equitable and inclusive education opportunities.



## II. STRATEGIC CONTEXT

On the political level, the situation in Sudan is characterised by the existence of unresolved internal conflicts and unfulfilled political reform. While the security situation relatively improved, it remained volatile. The comprehensive implementation of the African Union High-level Implementation Panel (AUHIP) roadmap to end the armed conflicts in Darfur, Blue Nile, and South Kordofan, and on the National Dialogue remains the basis for efforts to attain sustainable peace required to end long-standing armed conflicts in the country.

The economic situation reached a point of ‘instability and dysfunction’ (according to the World Bank).<sup>4</sup> In September, the Sudanese Government adopted a series of austerity measures, including a major cabinet reshuffle, additional exchange rate devaluation and further restrictions on bank withdrawals. However, these measures were unable to stabilise the situation, and long queues continued at cash machines, fuel stations, and bakeries across Sudan. In December, following public demonstrations and protests, a state of emergency and school closures were imposed in several cities and towns, causing major disruption in children’s access to basic services, especially in education and health care. Economic insecurity was also an important driver in government restructuring and reorganisation of presidential, executive, and national state governance bodies in terms of objectives, ranking, and mandates.

The context of basic education in Sudan is characterised by four issues: demographic pressure, high number of out of school children, striking poverty, and low government investment. With a population increase at the rate of 2.5 per cent per year, the education system in Sudan has to develop within a more demographically complex context than most of its neighbouring countries. In ten years’ time the percentage of children between 4-16 years old (school age) increased by 2.3 percentage points to 34.3 per cent in 2017. Sudan is still a long way from reaching the Sustainable Development Goal (SDG) of *Ensuring inclusive and quality education for all and promote lifelong learning* due to the high number of out of school children and high dropout rates.

**Less than half of six-year-old children, eligible to start grade one, enroll in schools.** Poor access, retention and learning outcomes in basic education come from complex and mutually reinforcing patterns of disadvantage including: poverty, geographical disparities, gender inequities, disability, conflict, and displacement which all raise barriers to schooling in Sudan. The most vulnerable groups are girls, children affected by war, refugees, IDPs, children in rural areas, and children from poor households. There were also high drop-out rates, especially for girls and children living in the rural areas. The recent Education Sector Analysis (ESA 2017) showed that the completion rate for basic education dropped from 54% in 2009 to 51% in 2017 with significant differences between rural and urban schools. For instance, the completion rate for urban schools is 77%, more than double the completion rate in rural schools (38%).<sup>5</sup>

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<sup>4</sup> Sudan Country Office Annual Report 2018

<sup>5</sup> The government target was to increase completion rate for basic education to an average of 53% in 2018 and 64% by 2022.



The 2018 Humanitarian Needs Overview (HNO) estimated that 1,698,460 school-aged children were in need of humanitarian assistance. The states with the lowest Gross Enrolment Ratios (GERs) were those affected by conflict and forced displacement.

**Low government expenditure in education** (Sudan spent 1.3 per cent of its gross domestic product and about 11 per cent of its total public expenditure on education) resulting in an inadequate number of schools, shortage of qualified teachers and inadequate facilities in schools such as separate toilets for boys and girls, drinking water, school fencing and learners' desks, affecting adversely both access and retention.

**The quality of education is generally poor.** According to the recent National Learning Assessment (NLA) for grade three children, reading and numeracy scores are low. Forty per cent of grade three children were not able to read familiar words and only 15 per cent could read at the internationally recommended benchmark. Less than half of those who could read were able to comprehend what they were reading. The numeracy levels were also low although slightly better than the reading skills. Less than half of the students (46 per cent) were able to solve level one addition exercises correctly. The report also showed significant variations amongst states. Northern State demonstrated better results (only 16 % could not read familiar words) compared to Central Darfur that had more than three quarters of learners that could not read familiar words.

**There is a shortage of basic school infrastructure, notably classrooms, school furniture, latrines and availability of water.** Only 60 per cent of the available classrooms in government schools are permanent with an average classroom pupil ratio of 1: 62. This resulted in overcrowded classrooms, open air classes under trees or children learning in unsafe temporary classrooms. Only two thirds of learners in basic education have access to seats. Separate sanitation facilities for boys and girls and access to clean and safe water is a challenge in Sudan. More than 370,000 learners (6% of learners) are enrolled in schools without any water supply with significant variations between states. Nationally, only 50 per cent of the schools are connected to the piped water network. The average toilet:pupil ratio was estimated at 1:102 for boys and 1:91 for girls which is much above the recommended acceptable ratios (1:30 for girls and 1:60 for boys).

**School environments are often unsafe, with cases of bullying, gender-based violence, abuse, and corporal punishment happening in schools, but seldom officially reported.** School fencing is one of the recommended safety options in the context of Sudan for securing learners as well as learning and teaching materials. There have been cases of schools losing property including learning materials or occupation of schools by militia groups. On average, 50 per cent of primary schools are not fenced. The absence of school fences was also linked to availability of other (human) resources including teachers who preferred to teach in schools with a fence.

**There is an acute shortage of qualified teachers in Sudan with just over a quarter of teachers in primary schools meeting the minimum requirement for teaching.** Moreover, the curricula followed in education studies give priority to theory but remain weak in providing practical and pedagogical skills for instruction. Currently, there is a lack of comprehensive national strategies for the certification and training of pre-service and in-service teachers within state schools in Sudan. In many cases, teachers are recruited without any formal qualifications and only a secondary school certificate; others may have a university degree but receive no training on teaching practice and often teach a subject different to their specialisation. Once in the classroom, most teachers receive little formal training throughout their careers.

The shortage of teachers is worse in rural areas with a Pupil Teacher Ratio (PTR) of 50.8 in rural schools and 34.9 in urban schools. There are some inefficiencies in the education system regarding teacher deployment where teachers are not deployed based on demand. The inadequate availability of teachers in rural schools puts additional pressure on poor families to pay for volunteer teachers to



© UNICEF Sudan. Girls receive UNICEF learning materials in West Darfur

improve the learning process. A cost and finance study (2017) showed that the share of spending on education by households was over 65 per cent. Close to 40 per cent of the contribution from households goes towards compensation for volunteer teachers. Female teachers are also conspicuously absent in the rural areas. The absence of female teachers denies girls of the needed role models with whom they can relate and share their concerns. Further, some parents - mostly in rural societies with deep rooted cultural beliefs - prefer their daughters to be taught by female teachers, particularly when the girls reach adolescence.

**Adolescents and youth present a new series of challenges.** Sudan has a youthful population which grows at a considerable rate (one third of these youngsters is eligible for general education). It is estimated that the proportion of children aged 4-16 years has grown from 32 per cent in 2008 to 34.3 per cent in 2017. While the young population of Sudan presents a great socio-economic potential, if properly equipped with relevant skills for a healthy and productive life, it also exerts pressure on government resources. Investment in young people starts with life skills, citizenship and skills training. For the skills training to be effective, functional literacy and numeracy must be addressed first. The MIC 2014 revealed that only about sixty per cent of young women between 15-24 years is literate.

### III. RESULTS

Three outputs were planned under outcome area 3 (education): By 2021, more children have access to early stimulation and quality basic education and learning in inclusive and safe school environments

This section provides an assessment of the results attained, constraints and challenges against the planned results.

<b>OUTPUTS</b>
<b>OUTPUT 3.1</b> More out-of-school children, especially girls, and those in the most vulnerable situations, access quality pre-primary, primary and alternative learning opportunities.
<b>OUTPUT 3.2</b> Education providers, parents and communities have improved knowledge and skills to contribute to quality learning in inclusive safe and protective school environments.
<b>OUTPUT 3.3</b> Capacity of education sector at subnational and national levels is strengthened to legislate, plan, coordinate and budget the provision of equitable and inclusive education opportunities.

### OUTPUT 3.1

More out-of-school children, especially girls, and those in the most vulnerable situations, access quality pre-primary, primary and alternative learning opportunities.

UNICEF's education programme was designed to contribute towards the Sustainable Development Goals (SDGs) and the national targets and objectives set out in the Education Sector Strategic Plan (ESSP 2018-2022). During the first year of the Country Programme Document (CPD 2018-2021), UNICEF supported a total of 192,398 previously out of school children (49.5% girls) to access formal and non-formal education in 14 states (against the annual target of 194,816). This represents 98.8 per cent achievement against 2018 targets of 194,816 and 19.5 per cent against the CPD target. Of these 59,988 children (49% girls) were enrolled in grade one (175,000 were targeted) and 82,250 (52% girls) were children affected by crises (99,080 were targeted) with direct support from UNICEF.

In response to emergencies in various parts of the country (Darfur states, South Kordofan, White Nile, Blue Nile) 82,250 (52% girls) of the planned 99,080 emergency-affected children had access to formal and non-formal education in child-friendly learning environments.

The target of enrolling 175,000 children in grade one was significantly constrained; only 59,988 children (49% girls) were enrolled, representing 34 per cent achievement of the annual target. Factors included low funding and lack of classrooms or limited spaces in existing schools to absorb all children, especially in remote rural and nomadic areas.

In 2018, a total of 432,151 children were reached with teaching and learning materials and/or other supplies like school uniforms and dignity kits, with support from UNICEF's supply section. Of these, 128,150 vulnerable girls received full social assistance packages including school uniforms and/or dignity kits (146% of the annual target of 87,500 children reached with social assistance packages). Educational materials and social assistance availability helped offset poor families' direct and indirect schooling costs, encouraging enrolment and retention.

UNICEF contributed to education results through several strategic interventions including: (i) capacity building of education stakeholders at national and subnational levels in conducting 'Come to School' campaigns (C2SC); (ii) service delivery through provision of teaching and learning material to vulnerable and at-risk children to offset the cost of schooling, (iii) establishing Alternative Learning Programme (ALP) centres for older out-of-school children, (iv) restoration of education for humanitarian-affected children through establishment of safe learning spaces, working with parent teachers associations (PTAs) to identify and support children not enrolled in schools; (iv) use of technology (Can't Wait to Learn) for the most vulnerable and hard-to-reach out-of-school children; (v) strategic partnerships with both financial and non-financial partners, i.e. Global Partnership for Education, the European Union,

Germany, Japan, the Netherlands, Sweden, the United Kingdom, other UN agencies (UNESCO, WFP and WHO) and NGOs, including UNICEF National Committees in the Netherlands, Spain and the United Kingdom.

#### ▪ Come to School Campaigns (C2SC)

A total of 32,933 people were reached through the community-based enrolment campaigns that were conducted in 55 localities in 12 states. The *Come to School Campaign* (C2SC) was conducted at the beginning of the school year and focused on the importance of education for children, with a special focus on girls and children with disabilities. The campaign was implemented in partnership with the Federal and State Ministries of Education, with technical and financial support by UNICEF. The campaign's messages targeted a diverse audience, ranging from senior government officials and decision makers at state and local levels, to community leaders, parents and children. The messages were conveyed through local media (radio, television), posters, announcements, theatre plays, and group discussions.



In addition, awareness raising materials highlighting the importance of education were developed. The campaign materials emphasised the importance of children's education and retention in schools. They also included some social assistance packages for the most vulnerable girls (school uniforms and stationery) to help them attend school and reduce the risk of dropping out. These efforts contributed to the enrolment of 30,929 children in grade one (62% girls) and 59,392 older out-of-school children (43% girls) in Alternative Learning Programmes (ALP).

#### ▪ 9,392 children enrolled in Alternative Learning Programmes (ALP)

To address the schooling needs of older out-of-school children, UNICEF supported the Ministry of Education to enroll 59,392 older children (43% girls) in Alternative Learning Programmes (ALP) centers. These centers are part of the Ministry of Education's programme for girls and boys who missed the opportunity to enroll in school or who dropped out of school. The centers cover the eight-year national primary school curriculum in four years, focusing on literacy and numeracy. The programme helps children to mainstream into formal basic education or obtain the grade eight examinations, depending on when the child entered the programme.

#### ▪ Teaching and learning materials for 432,151 children

Education – both primary and secondary - in Sudan is free of cost; yet teaching and learning materials are not provided and can be an obstacle for children to attend school. Most Sudanese parents have insufficient income to buy essential learning materials for their children. In 2018, a total of 432,151 children were reached with teaching and learning materials and/or other supplies like school uniforms and dignity kits, with support from UNICEF. Of these, 128,150 vulnerable girls received full social assistance packages including school uniforms and/or dignity kits (146% of the annual target of 87,500 children reached with the social assistance package). Educational materials and social assistance helped offset poor families' direct and indirect schooling costs, encouraging enrolment and retention.



- 82,250 children in humanitarian situation accessed education

In response to emergencies in various parts of the country (Darfur states, South Kordofan, White Nile, Blue Nile) 82,250 (52% girls) of the planned 99,080 emergency-affected children had access to formal and non-formal education in child-friendly learning environments. These were established with UNICEF support through construction/rehabilitation of 725 temporary/semi-permanent classrooms with teachers' offices and gender-sensitive toilets. UNICEF also provided adequate teaching and learning materials and recreation kits for 195,162 emergency-affected children (52% girls). One of the main challenges remains that *education in emergencies* is not always regarded as a lifesaving priority by donors and further sensitisation and advocacy is needed to advocate the donor community of the importance of allocating funding for education in conflict and disaster affected regions. Furthermore, 4,565 grade eight conflict-affected children (40% girls) from Jebel Mara in Darfur were supported with travel and boarding costs to take their examinations. This was necessary for them to complete their basic education and proceed with secondary education. Of these, 1,300 were children from non-government-controlled areas. UNICEF and partners negotiated at national and state levels to allow these children to travel from their locations to the examination centres.

Despite the progress reported above, there are still many children out of school. This is caused by challenges on the demand and supply side. The demand for education is unmatched by education supplies due to inadequate investment in basic education. For example, lack of classrooms and poor school environment prevent children (including grade one new comers) from accessing education. Shortage of government teachers in nomadic, rural schools and ALPs has been reported by many states as an issue that seriously affects the quality of learning. This challenge will be addressed in the Education Sector Strategic Plan (ESSP) 2018-2022 that has just been finalised.

### OUTPUT 3.2

Education providers, parents and communities have improved knowledge and skills to contribute to quality learning in inclusive safe and protective school environments.

The key activities and interventions included: (i) in-service trainings of teachers (ii) supporting schools to develop and implement child-friendly school-base improvement plans, (iii) improving school learning environments through construction/rehabilitation of classrooms, including the provision of a full Water Sanitation and Hygiene (WASH) package and (iv) enhancing life skills of adolescents through child clubs.

- 11,446 teachers received in-service teacher training in various courses

UNICEF contributed to enhancing the capacity of 11,446 primary school teachers (55% women) by providing in-service teacher trainings. These trainings included various courses to enhance teachers' skills in using learner-centred teaching approach. With the 2018 annual target of 6,000 teachers, almost double (190%) was achieved in 2018 and 63.6% against the 2018-2021 CPD target of 18,000 teachers trained. UNICEF and partners were able to fund the additional teacher training thanks to the availability of additional (flexible) funding as well as adhering to a focus on short and cost-effective courses. With UNICEF support, the Ministry of Education revised the learner-centred training manual to make learning more effective and joyful. In addition, UNICEF equipped 30 'trainers of trainers' (ToT) to deliver trainings using the revised manual. Also, UNICEF provided sign language materials for hearing impaired children (1,000 sign language dictionaries) and capacity building for 30 ToTs who were trained in using the sign language dictionary.



Table: Number of Teachers Trained by Type of Training

Type of Training	Male	Female	Total	% Female
Head teacher	314	297	611	49
Life skills (ToT)	48	32	80	40
subject teaching	848	1875	2723	69
Learner-centered	120	160	280	57
Psychosocial support (PSS)	425	466	891	52
Hygiene promotion	20	45	65	69
Life skills education	617	598	1215	49
Education Management Information System (EMIS)	1249	1291	2540	51
ALP Facilitation	818	780	1598	49
Education in Emergencies (EiE)	673	770	1443	53
<b>Total</b>	<b>5132</b>	<b>6314</b>	<b>11446</b>	<b>55</b>

- 280 schools were supported to develop school improvement plans based on the child-friendly schools framework

Empowering schools and communities through school-based improvement planning is a key strategy that UNICEF and the Ministry of Education are using to enhance quality and inclusive education in Sudan. The planned result is to support 250 schools annually to develop, implement and monitor School Improvement plans (SIPs), based on the child-friendly schools framework. With UNICEF support, 280 schools developed school improvement plans (SIP) through the establishment of SIP committees and the training of 432 committee members (41% women). Each SIP committee has at least 12 members (one head teacher, three teachers, two students, two young people, and four members of the Parent Teacher Association). The trained SIP committees have each received a school grant of SDG 9,300 (about USD\$600) to implement the plans they developed.

School Improvement Plans aim to address quality learning and equity issues. In addition, SIP and school grants increased local ownership and empowered the community to take active part in their schools. The 2018 target to support 250 schools to develop school development plans was exceeded by 12 per cent. In addition, more than 533 Parent Teachers Associations (PTA) were strengthened through the capacity building of 3,670 members (48% women) in school co-management and community mobilisation. Also, 3,670 PTA-members (48% women) were trained in education in emergencies and psychosocial support in order to help crisis-affected children cope with displacement and the adverse effects of violence.

Financial support from various donors contributed significantly to the achievement of results. Moreover, partner coordination meetings at the Ministry of Education fora shaped UNICEF programming and contributed to the achieved results. The on-going conflict, weak capacity among government partners and inadequate availability of flexible funds affected the implementation.

- 147 schools became inclusive and safe learning environments with gender-specific latrines and quality water supply.

Learning environments were improved in 147 schools through the construction and rehabilitation of 493 classrooms. The newly constructed and rehabilitated classrooms have been provided with students' bench/desk sets and blackboards. The new classrooms reduced overcrowding in and reduced the number of classes conducted in open air. The shortage of classrooms in Sudan is a major challenge for the education sector. The Education sector analysis (ESA, 2018) showed high student: classroom ratio of 76:1 in government primary schools.

In addition, 117 latrines were constructed, with separate toilets for girls and boys. Availability of gender-sensitive WASH packages in schools contributed to the retention of adolescent girls and has significantly improved the sanitary conditions of all the schools.

- 23,309 adolescents (51% women) in formal and non-formal education participated in skills-based extra-curricular activities.

Psychosocial support and life skills education for 23,309 adolescents was provided through 800 child clubs. The life skills manual was revised with UNICEF's technical and financial support to include social and emotional life-skills (SELS) to foster self-control, negotiation skills, reconciliation, joint problem-solving, and leadership skills. Implementing the UPSHIFT programme - a social enterprise model to support marginalised and out of school adolescents (15 to 17 years of age) in using human-centered design methodologies - was an example of UNICEF's integrated approach to address adolescent education and child protection issues. The programme focused on experiential learning and developing skills like creativity, communication, critical thinking, and collaboration. In total, 700 adolescents, half of them girls, were reached through UPSHIFT in Red Sea and Khartoum districts (including refugee children).



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The on-going conflict, weak capacity among government partners and inadequate availability of flexible funds affected the implementation. Early marriage, child labour (household chores), especially in rural areas amongst poor uneducated families, continued to be major barriers especially for girls.

### OUTPUT 3.3

The capacity of the education sector is strengthened to legislate, plan, coordinate and budget the provision of equitable and inclusive education opportunities.

UNICEF continued supporting the federal and state ministries of education in the delivery of nationwide education interventions. UNICEF support focused on strengthening coordination, strategic planning, and monitoring and evaluation in the sector. UNICEF provided technical and secretariat support for the Education Coordination Group chaired by the Minister for Education and co-chaired the Education Partners' Group with DFID. The education sector coordination mechanism enabled partners to: engage in policy dialogue and reform, improve harmonisation and alignment of financial and technical support, and hold the government accountable for key commitments, especially implementation of the GPE-funded Basic Education Recovery Program (BERP) and new application for the next GPE funding round.

- **Quality and timely data**

With UNICEF's technical and financial support, considerable progress has been made towards timely and quality education data (one of the main challenges affecting the education system in Sudan). The 2016-17 EMIS statistical year book has been finalised and was published in 2018. Eight out of fifteen targeted states produced 2017-2018 EMIS statistical year books, achieved through capacity building of 2,540, state-level Ministry of Education staff and 47 head teachers in data collection, entry, analysis, and reporting. The strengthened EMIS will ensure quality and timely data to guarantee evidence-based planning for equitable quality education.

Despite the timely issuance of the EMIS statistical report, data quality remained a concern. Statistical department staff used different data sources to compile the annual statistical report. The data sources included state reports, rapid survey report and online EMIS data which weakened results indicators' reliability. The reliability of the data was further compromised due to the outdated population projection data from the 2008 population census that is used to estimate the current population, particularly in regions with high population mobility such as the Darfur states. UNICEF is planning to invest in strengthening school level data monitoring.

- **The Education Sector Strategic Plan (ESSP) 2018-2022 has been finalised**

One of the significant achievements in 2018 for the education sector has been the completion and approval of the Education Sector Strategic Plan (ESSP) 2018-2022. As a coordinating agency, UNICEF continued to coordinate the development of the 2018/19-2020/23 education sector strategic plan (ESSP) and provided technical and financial support for the independent appraisal of the draft ESSP. The Education Sector Strategic Plan was supported at state and national levels. UNICEF was the communication link between Global Partnership for Education (GPE) partners, i.e. the government, GPE Secretariat, World Bank, and the Education Coordination Group which included donors, UN agencies and civil society organisations (CSOs). UNICEF coordinated meetings during which partners discussed policy reforms, including mainstreaming refugee education into the national system and holding the government accountable for key commitments, especially the implementation of the Global Partnership for Education funded basic education recovery programme. One of key 2018 achievements from these meetings was the integration of refugee education into the 2018/19-2022/23 ESSP. UNICEF leveraged its role as the coordinating agency for the education sector for both humanitarian and development contexts to engage in policy dialogue and reform, including discussions on the humanitarian development nexus.

One of the anticipated constraints towards implementation of the developed ESSP is the low public expenditure on education. Despite the government's commitment to dedicate additional resources to basic services including education, the current economic downturn is expected to hamper the allocation of public resources towards implementation of the ESSP and poverty levels are expected to increase significantly. It is expected that the national currency devaluation will further increase poor families' education opportunity costs and negatively impact enrolment and retention in general education.

The 2018 government education expenditure is not yet available but in 2017 the Government of Sudan spent 1.2 per cent of GDP on education and about 11.2 per cent on public expenditure<sup>6</sup>. This low investment placed a lot of burden on families who contributed twice as much to the education of their daughters and sons. UNICEF continued to raise awareness among senior government officials of the need for increased budgetary allocations to education.

Strategic partnerships with both financial and non-financial partners i.e. the Global Partnership for Education, the European Union, Germany, the, Qatar Foundation, Japan, the Netherlands, the United Kingdom, WFP, UNESCO, UNHCR and other UN agencies, Civil Society organisations (CSOs) and Non-Governmental Organisations (NGOs) contributed to the achievement of results. In 2018, UNICEF partnered with more than 30 local and international organisations, in collaboration with the Ministry of Education (MoE) at the federal and state levels, to increase access to quality education among school-aged children.

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<sup>6</sup> ESSP 2019- 2023 as per Interim Poverty Reduction Strategic Paper estimate

#### IV. FINANCIAL ANALYSIS

The following tables illustrate the expenditures as per the planned activities and results.

**TABLE 1: PLANNED BUDGET BY OUTCOME AREA EDUCATION (IN USD)**

Intermediate Result	Funding Type	Planned Budget
Output 3.1 More out-of-school children, especially girls, and those in the most vulnerable situations, access quality pre-primary, primary and alternative learning opportunities.	RR	377,000
	OR	3,607,005
	Total	3,984,005
Output 3.2 Education providers, parents and communities have improved knowledge and skills to contribute to quality learning in inclusive safe and protective school environments.	RR	377,000
	ORR	3,607,005
	Total	3,984,005
Output 3.3 Capacity of education sector at subnational and national levels is strengthened to legislate, plan, coordinate and budget the provision of equitable and inclusive education opportunities.	RR	188,500
	OR	1,803,503
	Total	1,992,003
<b>Total</b>	RR	942,500
	OR	9,017,513
	<b>Total</b>	<b>9,960,013</b>

**TABLE 2: COUNTRY LEVEL THEMATIC EDUCATION CONTRIBUTIONS IN 2018 (IN USD)**

Donors	Grant Number*	Contribution Amount (USD)	Programmable Amount (USD)
SIDA - Sweden	SC1899040102	744,540	692,422
United Kingdom Committee for UNICEF	SC1899040078	65,445	62,173
<b>Total</b>		<b>809,985</b>	<b>753,286</b>

**TABLE 3: EXPENDITURES BY KEY-RESULTS AREAS (IN USD)**

Organizational Targets	Expenditure Amount			
	Other Resources-Emergency	Other Resources-Regular	Regular Resources	All Programme Amounts
22-01 Equitable access to quality education	3,280,306	5,792,210	167,920	9,240,435
22-02 Learning outcomes	1,393,120	2,070,961	206,727	3,670,808
22-03 Skills development	81,069	153,028	17	234,115
<b>Grand Total</b>	<b>4,754,495</b>	<b>8,016,199</b>	<b>374,664</b>	<b>13,145,359</b>



**TABLE 4: THEMATIC EXPENSES BY PROGRAMME AREA (IN USD)**

	Grants	Expenses amount
Other Resources - Emergency	TOTAL	0
22-01 Equitable access to quality education		0
22-02 Learning outcomes		0
22-03 Skills development		0
Total		0
Other Resources - Regular	TOTAL	
22-01 Equitable access to quality education	SC149905	1,253,622
Total		1,253,622
22-02 Learning outcomes	SC149905	272,117
	SC189904	706
Total		272,823
22-03 Skills development	SC149905	14,572
Total		14,572
<b>Grand Total</b>		<b>1,541,017</b>

**TABLE 5: EXPENSES BY SPECIFIC INTERVENTION CODES (IN USD)**

Intervention Codes	Expenses
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	1,207,278
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	6,512,330
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	607
22-01-06 System strengthening - inclusive education for children with disabilities	59,602
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.	66,939
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	18,537
22-01-09 Peacebuilding education	84,712
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	7,290
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	99,781
22-01-13 Education humanitarian cluster/humanitarian sector coordination	2,855
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	65,659
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	459,832
22-01-16 Public finance management for education	1,520
22-01-18 United Nations Girls' Education Initiative (UNGEI) Secretariat	21,652
22-01-99 Technical assistance - Equitable access to quality education	138,930
22-02-01 Provision or procurement of early learning / pre-primary education learning materials	1,798
22-02-02 Provision or procurement of primary education learning materials	1,216,409

22-02-07 Provision of early learning / pre-primary education teacher training	107,143
22-02-08 Provision of primary education teacher training	784,641
22-02-09 Provision of secondary education teacher training	13,525
22-02-12 Provision of training of school communities e.g. parent teacher associations, school management committees	190,816
22-02-13 Provision of training of other education staff excluding teachers (e.g. inspectors, district, ministry staff, etc.)	14,676
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	1,415
22-02-15 System strengthening - early learning / pre-primary standards and governance	-2,046
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	3,464
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	52,602
22-02-24 Education humanitarian cluster/humanitarian sector coordination	21,023
22-02-25 Education Management Information System (EMIS) (excluding learning assessment systems)	17,224
22-02-26 Education sector planning including coordinating role, SDG 4, etc.	8,644
22-02-28 School Related Gender-based Violence (SRGBV)	19,321
22-02-99 Technical assistance - Learning outcomes	757,761
22-03-02 Provision of skills development for adolescents (10-19 year-olds) (including in temporary learning spaces)	163,072
22-03-99 Technical assistance - Skills development	59,680
26-01-01 Country programme process (including UNDAF planning and CCA)	1,894
26-01-02 Programme reviews (Annual, UNDAF, MTR, etc.)	1,166
26-02-02 MICS - General	2,078
26-02-03 Data architecture and use	1,152
26-02-04 Stimulating demand for and capacity to use data	4,636
26-02-05 Administrative data, registers and non-MICS household surveys and censuses	7,089
26-02-06 Analysis of data	187
26-02-07 Data dissemination	563
26-02-08 Programme monitoring	91,010
26-02-09 Field monitoring	1,231
26-03-03 Children, adolescent and youth engagement and participation	1,352
26-03-04 Community engagement, participation and accountability	524
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action	900
26-03-99 Technical assistance - Cross - sectoral communication for development	6,064
26-05-06 Building global / regional / national stakeholder evaluation capacity	50
26-05-11 Building global / regional / national stakeholder research capacity	123
26-06-04 Leading advocate	9,351
26-06-05 Leading voice	500
26-06-06 Supporter engagement	202,833
26-06-07 Leading brand	118

26-07-01 Operations support to programme delivery	730,778
27-01-06 HQ and RO technical support to multiple Goal Areas	-13,599
27-01-15 CO programme coordination	6,598
27-01-16 CO advocacy and communication	16,777
28-07-04 Management and Operations support at CO	-106,711
<b>Grand Total</b>	<b>13,145,356</b>

TABLE 6: PLANNED BUDGET FOR 2019 (IN USD)

Output	Funding Type	Planned Budget	Funded Budget	Shortfall
Output 3.1: Access to Education	RR	377,000	198,891	-178,109
	ORR	3,607,005	3,459,831	-147,174
	ORE	0	4,605,189	4,605,189
	Total	3,984,005	8,263,911	4,279,906
Output 3.2: Learning outcomes	RR	377,000	61,360	-315,640
	ORR	3,607,005	3,973,035	366,030
	ORE	0	919,399	919,399
	Total	3,984,005	4,953,794	969,789
Output 3.3: Skills development	RR	188,500	8,900	-179,600
	ORR	1,803,503	884,112	-919,391
	ORE		25,869	25,869
	Total	1,992,003	918,881	-1,073,122
Education TOTAL	RR	942,500	269,151	-673,349
	ORR	9,017,513	8,316,978	-700,535
	ORE	0	5,550,457	5,550,457
	<b>Total</b>	<b>9,960,013</b>	<b>14,136,586</b>	<b>4,176,573</b>

## V. FUTURE WORK PLAN

UNICEF Sudan developed a new country programme (2018-2021) which builds on the previous country programme results. In line with the Government of Sudan Education Sector Strategic Plan (2018-2022) and strategies, and the UNICEF Strategic Plan 2018-2021, the country programme of cooperation aims to achieve equitable outcomes for the poorest, most in need and hardest-to-reach children. In support of efforts to reach the Sustainable Development Goals, this will be achieved through addressing development as well as humanitarian needs while building resilience of families and communities against future shocks. In 2019, UNICEF Education will pursue the following planned results as defined in the country programme and articulated in the annual work plan for 2019:

195,000 previously out-of-school children, especially girls and those in the most vulnerable situations, access quality pre-primary, primary and alternative learning opportunities with UNICEF support.

- To reduce the high number of out-of-school children in Sudan, UNICEF will support the establishment of Alternative Learning Programme centers to provide second-chance learning opportunities in emergency and non-emergency situations. The education programme seeks to intensively engage in mobilisation and outreach towards communities. Based on the premise that informed and empowered decision-making is the basis of sustained behaviour change, UNICEF and its partners will seek to provide holistic information to decision-makers and children within vulnerable communities about opportunities for education and development, through community enrollment and Back-To-School campaigns.
- To address the disproportionate deprivations affecting children in IDP and refugee communities, nomads, children in rural areas, girls and children with disabilities, UNICEF and its partners will work at the policy level to promote the protection, education and integration of marginalised children into the public education system. More than 50 per cent of out-of-school children are from conflict-affected areas, therefore UNICEF will continue its *education in emergencies* advocacy and programmes<sup>7</sup>. Technical assistance for institutional staff capacity building will be provided at all levels for development of gender-responsive, conflict and disaster-resilient service delivery models to improve the quality and continuity of primary education, including during conflict and disasters, and to reach the most marginalised and excluded girls and boys through such approaches as child-friendly schools and gender-responsive teaching and learning methods including development of emergency preparedness plans, teacher training packages that will include disaster risk reduction (DRR) and emergency aspects.
- Investment in pre-primary education and integrated Early Childhood development (ECD) as a means to further increasing enrolment into, and learning achievement in, primary education. Short-term and non-formal early education can result in improved school readiness of grade one entrants. UNICEF Sudan will advocate for the development of a national ECD cross-sectoral strategy to ensure that services for children under five are better coordinated. UNICEF will provide technical and financial support for the finalisation of the ECD policy and development of early learning and development standards. In addition, UNICEF will support capacity building of sectoral ministries and departments to assist them in developing integrated action plans and advocate for increased resource allocations to reach the most vulnerable children.

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<sup>7</sup> Education in Emergencies preparedness framework includes the components of education in emergency preparedness planning that should be done prior to an emergency including collection of baseline data, rapid assessment planning supply planning, emergency education curriculum and training planning, planning coordination and partnerships HR planning and resource mobilisation.

- UNICEF will support social assistance initiatives aimed to decreasing the costs of education for poorer families through free distribution of education supplies (e.g. textbooks, uniforms, dignity kits). This will off-set, at least partially, the real and opportunity costs to families who have children at school.

250 schools have safe and inclusive school environments and educators have improved knowledge and skills to contribute to quality learning.

UNICEF will contribute to improving the quality of teaching and learning at school level, increasing demand and reducing financial barriers for enrolment and retention into (formal and non-formal) education for children between 5 to 16 years of age.

Quality education is crucial to keep children in school. Providing such quality services throughout the continuum of formal or non-formal schooling, from pre-primary, to primary, and into secondary, significantly increases the likelihood of having good learning outcomes for children. UNICEF will invest considerably in improving quality of learning outcomes through various interventions that will include:

- In-service teacher trainings through clustering of schools.
- Development and piloting of an early grade reading programme.
- Improving student achievements in key subjects of language, math and science through enhancing teacher's skills in gender-responsive and learner-centred approaches.
- Scaling-up teacher trainings on inclusive education.
- Scaling-up of the school improvement planning and monitoring, including gender-sensitive WASH in schools.
- Scaling-up of the e-learning innovation to reach girls and boy in remote areas/nomadic communities/conflict areas without access to schools.
- Targeted construction and rehabilitation of learning spaces and separate WASH facilities for boys and girls, including accessibility adjustments for children with disabilities, in addition to equipping them with the necessary learning and recreational materials.
- Developing and piloting a 'package for children with disabilities'. The package will articulate the minimum requirement for infrastructure, teacher skills and teaching and learning materials needed to support the education of children with various disabilities.<sup>8</sup>
- UNICEF in collaboration with the Ministry of Education will pilot a comprehensive package of adolescent and gender-friendly life-skills and citizenship education relevant to the Sudanese context, which will be piloted and mainstreamed into national school and teacher education curricula. The pilot will be implemented through the child clubs in schools.
- UNICEF will support a range of Communication for Development (C4D) approaches, which will be used to inform and engage with children, adolescents and their families and communities on adolescent boys' and girls' rights and the effect of harmful social practices including child marriage. Through the expansion and strengthening of existing participation platforms (youth and adolescents clubs and social media networks), adolescents will be empowered to voice their concerns, access information, and demand and use services, avoid risky behaviours and engage as active agents of change. Families and communities will be informed and mobilised to contribute to an enabling environment that protects children's rights.

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<sup>8</sup> Together with UNESCO, WHO and UNDP



The capacity of the education sector is strengthened to legislate, plan, coordinate and budget the provision of equitable and inclusive education opportunities.

- UNICEF Sudan will contribute to enhancing the capacity of the Ministry of Education and institutions to effectively use evidence-based data to plan, coordinate, implement, and monitor public education sector (formal and non-formal).
- In partnership with the Ministry of Education and other stakeholder, UNICEF will contribute to the development of relevant policies, strategies, action plans, curriculum and standards. Specifically, UNICEF will provide technical and financial support for the development of the national Early Child Development (ECD) policy and actions plans, revision and operationalisation of the national teacher training package, including pre- and in-service training;
- Strengthening EMIS and reporting frameworks in order to promote accountability for children.
- UNICEF will continue to play a coordinating role in education sector development in Sudan

## VI. EXPRESSION OF THANKS

UNICEF Sudan deeply appreciates our donor's generous contributions in support of education in Sudan. The funding enabled many children to gain access to quality education, which is one of their basic rights. UNICEF would like to thank the United Kingdom National Committee, the Spanish National Committee and the Swedish Government for their generous, flexible contributions to the education programme in Sudan. The flexible funding enabled UNICEF to reach most vulnerable and at-risk children to access formal and non-formal education.

UNICEF would also like to thank colleagues from the Ministry of Education for their cooperation and support at the federal, state, locality and school community levels. We equally value and appreciate the local communities' contribution in ensuring girls and boys access to education. Finally, UNICEF treasures the collaboration with our humanitarian and development partners, local and international, in Sudan.

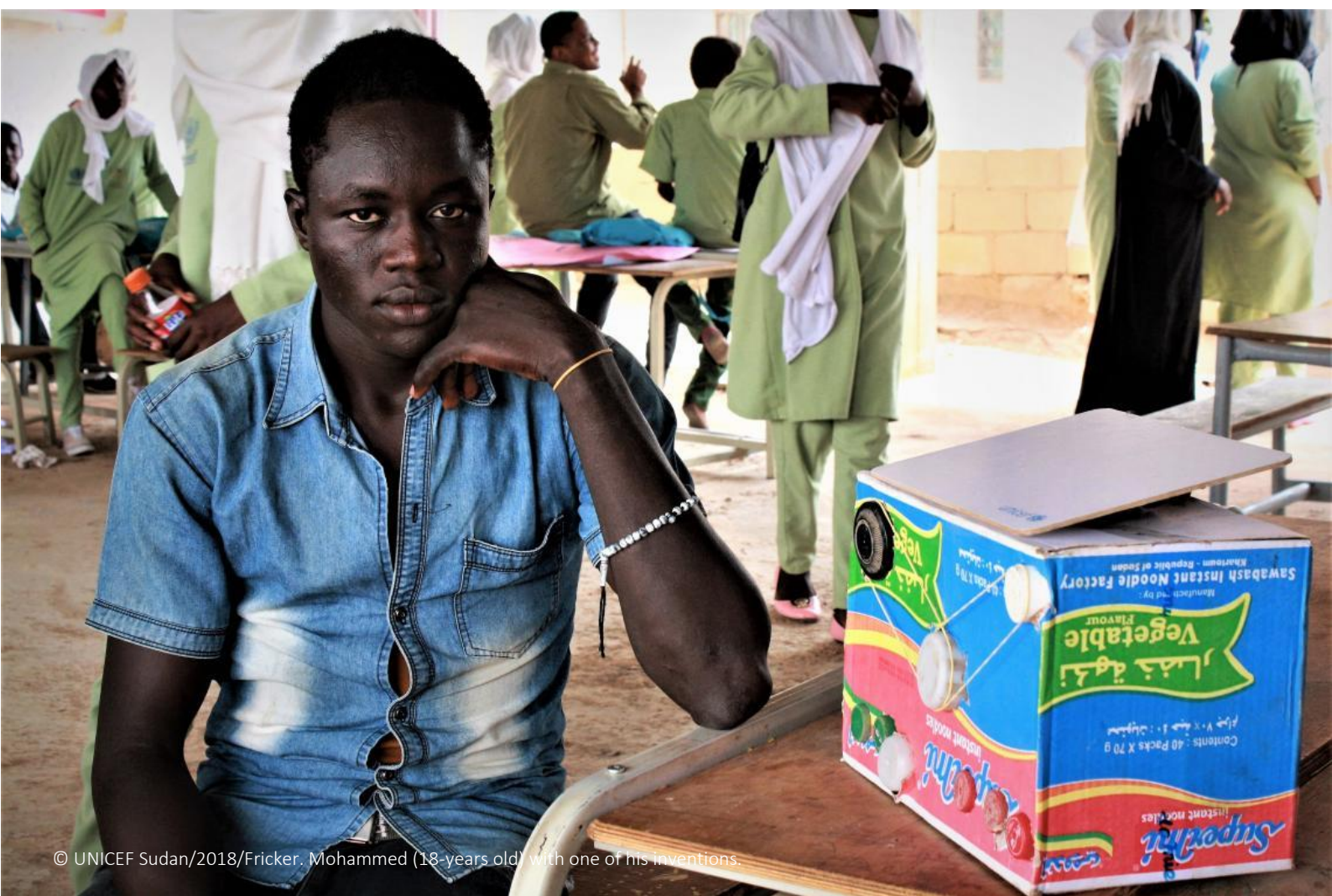
## ANNEX 1: HUMAN INTEREST STORY

Bahri market, north Khartoum, bustles with activity, as buyers hustle to get the best deal possible on colourful fabrics, food and other goods – a typical market scene. But there's a different kind of energy coming from an unassuming first-floor space that overlooks the action.

Fifty young Sudanese are bouncing ideas off each other to try and find solutions to the issues that affect them in everyday life. Most of the youth here, between the ages of 14 and 24, have never been to school. Many of the boys work in the market and the girls are mostly confined to helping their mothers at home.

'I had no idea about school, there was no one helping financially', says 18-year old Mohammed, referring to the cost of school supplies and transport that can keep vulnerable children out of classrooms.

Sixteen-year-old Nafisa has also never set foot in class. She married at 14 but divorced shortly after. 'I can't read or write but I think education is very important in life, without this I can't read a form, a paper, if someone needs something written I can't do it', she says.



© UNICEF Sudan/2018/Fricker. Mohammed (18-years old) with one of his inventions.



18-year old Mohammed, from Samklap, Khartoum, sits with the model that he built with his peers to demonstrate their idea to create a generator that can run on solar or fuel energy. Mohammed never went to school but now he attends one of UNICEF Sudan's 'UPSHIFT' programmes at the 'Nile Dream' learning centre in Bahri market, Khartoum.

### SOCIAL INNOVATION

So Nafisa and Mohammed, along with their peers, joined 'UPSHIFT', a youth and adolescent development programme that helps some of the most disadvantaged young people become social innovators. The programme combines innovation workshops with mentorship, materials and seed funding to equip young people with the skills and resources to identify problems in their communities and build solutions (in the form of products or services).

Beyond tapping into the creativity of some of the most vulnerable children in Sudan, the 'UPSHIFT' sessions also provide some basic education, conflict resolution and presentation skills. 'The idea now is to think how to solve problems, like electricity, to help create power for the market', says Mohammed, as he displays a model generator he made with his team.



© UNICEF Sudan/2018/Fricker. Nafisa (16-years old) with her peers.

Their innovative plan is to design a generator that can be powered by either solar or fuel energy. His idea was sparked by the economic crisis in Sudan that led to a recent fuel shortage and affected local trade.

‘It’s a very good feeling whenever you find solutions for a problem you face, a very good feeling’, Mohammed stresses. His group just returned to the class from a field trip to a mechanics workshop, where they explored ideas on how to put their concept into practice.

16-year old Nafisa and her team work out plans on how to improve access to education for children and young people in Khartoum. Nafisa and her peers attend the UNICEF supported UPSHIFT programme in Khartoum. Most of the children and young people here have never been to school.

### GENERATION UNLIMITED

Meanwhile Nafisa’s group is studying a chart they put together, which lays out plans for breaking through the barriers that prevent access to education.

‘I’m working on a project here to get every child into school. We went to the local education authorities to convince them to build more schools and to enroll more children’, she says, with a determined smile. ‘This will help me to be educated and then to help my sons and daughters to get educated, it will help in my personal life’, Nafisa adds.

After the session, Mohammed goes back to work at the market and in a greenhouse where they grow cucumbers and tomatoes. ‘Now I learn so many things. Like how to express myself, how to be self-confident, and responsible and how to talk to and deal with people who I work with’, says Mohammed. ‘In the future, it will help us to make more money’.

The plan now is to reach vulnerable young people across the country by scaling up the programme and taking it nationwide through partnerships with young people and communities, government, civil society and the private sector.

The ‘UPSHIFT’ programme is part of Generation Unlimited, a new partnership – launched during the 73<sup>rd</sup> Session of the United Nations General Assembly – aimed at getting every young person into quality education, training or employment by 2030.

In Sudan, the ‘UPSHIFT’ programme is funded by the German, Italian, UK Governments and UNICEF Netherlands.



## ANNEX 2: FEEDBACK FORM

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. The form is available on line at this link: [English version](#) or [French version](#).

Thank you!

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