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From the Ground Up: Education and Livelihoods in Southern Sudan

Women's Commission for Refugee Women and Children



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Mission Statement

The mission of the Women's Commission for Refugee Women and Children (Women's Commission) is to improve the lives and defend the rights of refugee* women, youth and children.

The Women's Commission seeks to achieve its mission by:

- assessing and monitoring the situation of refugee women, youth and children through research, field visits and consultation;
- identifying, defining and documenting key issues that are neglected, as well as new, emerging issues and needs;
- identifying, developing and promoting policies and practices that will lead to systemic change, and advocating with policy makers, donors and organizations that work with refugees for their implementation.

The Women's Commission works in consultation with refugee women, youth and children. Through our advocacy, we ensure that their voices are heard in the halls of power and taken into account in the decision-making process.

Our work contributes to long-term solutions, thereby lessening the likelihood of continuing cycles of conflict and displacement.

**The term refugee here includes refugees, internally displaced persons, returnees and asylum seekers.*

The Women's Commission was established in 1989 to address the particular needs of refugee and displaced women and children. The Women's Commission is legally part of the International Rescue Committee (IRC), a non-profit 501(c)(3) organization. The Women's Commission receives no direct financial support from the IRC.

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ACRONYMS AND GLOSSARY

ALP	Accelerated learning program
ARC	American Refugee Committee
CPA	Comprehensive Peace Agreement
GNI	Gross National Income
IDP	Internally displaced person
IRC	International Rescue Committee
MoEST	Ministry of Education, Science and Technology
NGO	Nongovernmental organization
RALS	Rapid Assessment of Learning Spaces
SPLM/A	Sudan People's Liberation Movement/Army
UNHCHR	United Nations High Commissioner for Human Rights
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

Livelihoods: comprises the capacities, assets and activities required to make a living. A livelihood is sustainable if it can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide livelihood opportunities for the next generation.^a

Youth: the stage of life between the ages of 15 and 24,^b a time of enormous potential, enthusiasm and energy, when young people make choices based on available opportunities to plan for their transition to adulthood.

Formal education: schooling that follows a regular pattern: admission of students around age six or seven, promotion from one grade to the next on a yearly basis, and use of a curriculum that covers a wide range of knowledge, skills and values. A formal education system comprises primary, secondary, tertiary and vocational education.^c

Non-formal education: educational activities targeted to specific groups, where there is a possibility to provide attention to individual learners. Activities may include courses, workshops and apprenticeships in fields such as literacy, numeracy, health and hygiene, informal-sector business training, conflict management, peace building and human rights education. (Some of these subjects may also be included in formal education.)^d

Education in emergencies: formal and non-formal education provided to children and youth whose access to national or community education systems has been destroyed by war or other humanitarian disasters. It may take many forms and serve many purposes. Types of educational programs can include: structured recreational activities, youth centers, formal education, vocational or skills training for youth, accelerated learning programs, bridging programs (designed to reintegrate young people [generally aged 10 -17] back into the national education system), life skills education, teacher training and distance learning programs.^e

Accelerated learning programs: designed to address gaps and disruptions in education experienced by many young people who have been affected by conflict. Generally these programs are designed to condense six years of education into three.^f (In Southern Sudan, eight years of schooling will be condensed into four.)

^a "Introduction: Refugee Livelihoods: Continuity and Transformations," *Refugee Studies Quarterly* 2006: 25 p. 9.

^b The age span for youth varies across cultures and from setting to setting. 15 -24 is the age grouping for youth as defined by the UN Population Fund (UNFPA) and the World Health Organization (WHO) and is the most widely accepted definition. For the purposes of the Women's Commission's work, some flexibility will be applied as appropriate to local culture and practice.

^c *Guidebook for Planning Education in Emergencies and Reconstruction*. The United Nations Educational, Scientific and Cultural Organization (UNESCO). International Institute for Educational Planning. 2006.

^d Ibid.

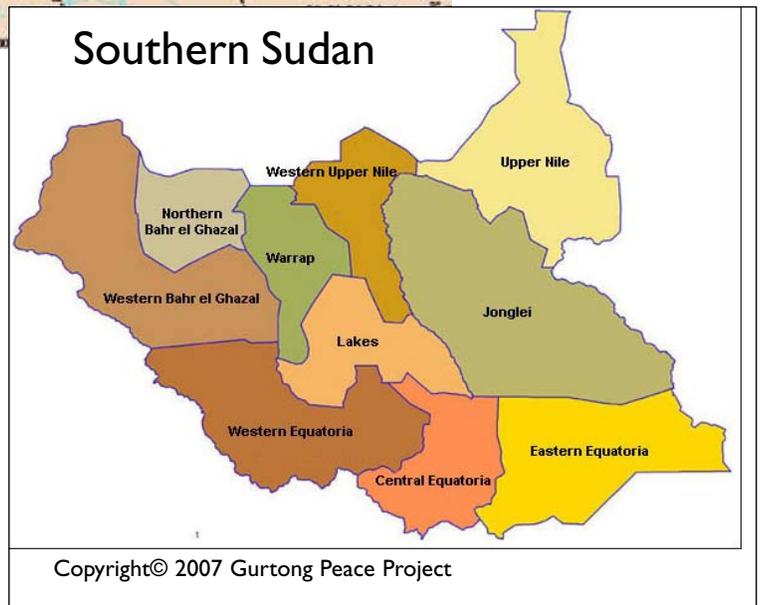
^e *Global Survey on Education in Emergencies*. Women's Commission for Refugee Women and Children. February 2004.

^f Ibid.

Sudan



UN map:
<http://www.un.org/Depts/Cartographic/map/profile/sudan.pdf>



BACKGROUND

History of the conflict

Sudan has been in a state of civil war for all but 12 years since it gained independence from the United Kingdom in 1956. The conflict has been drawn primarily along religious and ethnic lines between the predominantly Arab and Muslim government based in the north and the Christians and animists from a variety of ethnic groups in the south.¹

Sudan's first civil war began the year it became independent and continued through 1972, when the north declared Southern Sudan to be a self-governing region. Peace lasted for 10 years until 1983, when civil strife, triggered by a famine and the announcement that Shari'a, or Islamic law, would apply to all Sudanese, precipitated a new conflict between the Sudan People's Liberation Movement/Army (SPLM/A) and the northern-based government. For the two decades that followed, the country was at war.

This most recent conflict resulted in the world's highest death toll since World War II, with as many as 2 million casualties.² The war also precipitated one of the worst humanitarian disasters of the 20th century. Since the conflict erupted, more than 4 million people from Southern Sudan have been displaced or have sought refuge in neighboring countries.³

In January 2005, following more than 12 years of peace talks facilitated by the United Kingdom, the United States and Norway, the Government of Sudan and the SPLM/A signed the Comprehensive Peace Agreement (CPA) (see box, page 2). Under the "one country, two system" model, the north and south will share power, resources and wealth—including vast oil wealth, much of which is located in the disputed or transitional areas of Abyei, Blue Nile State and the Nuba Mountains. These disputed areas are still officially part of the north but are to have an opportunity to join the south pursuant to a public vote under the terms of the CPA. The north and south maintain separate armies in addition to a joint integrated army that they share. Following a six-year transitional period the south will determine whether it wants to secede via referendum.

At present, Southern Sudan is in its second year of relative peace and stability. However, the ongoing conflict in Darfur may prove to be a destabilizing force. Efforts to negotiate an end to the conflict put considerable pressure on the relationship between government actors from the north and south. Additional unresolved issues remain, including the border between the north and south, which is yet to be decided, and the contested oil-rich areas between the north and south. The extent to which conditions improve in the south may also bear on the region's long-term prospects for peace.

Impact of the war on the south: refugees and internally displaced people

At least 4 million Southern Sudanese fled their homes after the war began in 1983.⁴ The majority were displaced to other regions within Sudan; more than 400,000 sought refuge in neighboring countries,⁵ with the largest number of refugees going to Uganda.⁶

Since the signing of the CPA in 2005, the security situation has improved overall in the south, although some new and significant risks have emerged. Fighting between the SPLM/A and the Government of Sudan has largely ceased, but attacks and incidents of unrest persist in the region, many involving the Uganda-based Lord's Resistance Army and clashes along ethnic lines.⁷

Rates of return of refugees and internally displaced people (IDP) have been lower than humanitarian aid agencies predicted when the CPA was signed. Approximately 25 percent of those displaced have returned home since the cessation of hostilities. The vast majority of returns have been spontaneous, with the United Nations High Commissioner for Refugees (UNHCR) providing assistance to only 17,500 returning refugees in 2006.⁸ According to UNHCR, just over 1 million displaced people had voluntarily returned home by July 2006,⁹ including 91,000 refugees from neighboring countries.¹⁰

Major Provisions of the Comprehensive Peace Agreement between the Government of Sudan and the Sudan People's Liberation Movement/Army* Agreed to on 9 January 2005

Armed Forces - The north and the south are to maintain separate armed forces. The north is to withdraw its 91,000 government troops from the south within 2½ years. The SPLM/A is to withdraw all its troops in the north within eight months.

Autonomy - The south will have autonomy for six years to be followed by a referendum in 2011 regarding secession from the Sudan.

Oil Wealth - Oil revenues are to be shared on a 50:50 basis between the Khartoum Government and the SPLM/A.



Internally displaced people returning to Southern Sudan have to rebuild their communities from scratch.

Administration - Positions in the central, transitional government are to be split 70:30 in favor of the government in Khartoum, and 55:45 in favor of the government in the three disputed areas (Abyei, Blue Nile State and the Nuba Mountains). President Omar al-Bashir's position as Head of State is entrenched and the President of Southern Sudan also serves as Vice-President of the Government of Sudan. A government of national unity is to be formed.

Islamic Law - Shari'a is to remain applicable in the north and parts of the constitution are to be rewritten so that Shari'a does not apply to any non-Muslims throughout Sudan. The status of Shari'a in Khartoum is to be decided by an elected assembly.

Other - Each territory is to use its own flag. The north will maintain use of the current Sudanese flag and the south is to introduce its own flag.

* Source: <http://www.iss.co.za/af/profiles/Sudan/darfur/cpaprov.htm>

Lack of services, inclement weather, lack of safe and dignified transit and other risks encountered by returning refugees and IDPs may have contributed to the relatively low rates of return.¹¹ Refugees cited lack of education, health care and employment opportunities, as well as the lack of information on conditions in intended places of return, as key factors preventing them from returning home. Meanwhile, as UNHCR only received 56 percent of its requested 2006 budget for Southern Sudan,¹² the agency was forced to cut funding for education, health and other critical services in the region in order to continue supporting repatriation efforts.

PURPOSE AND METHODOLOGY

Purpose

The Women's Commission for Refugee Women and Children (Women's Commission) visited Southern Sudan in November 2006. The purpose of the field mission was to assess education and livelihood programs, including formal and non-formal education, vocational training, income generation and micro-credit. The trip was part of the Women's Commission's global study on appropriate livelihoods for displaced women and youth and its work to advocate for resilient education systems in the transition from emergency to post-conflict situations. The goal of the two efforts is to enhance the well-being of displaced women, children and youth by promoting high quality and appropriate educational programs and comprehensive, sustainable livelihoods that meet real market needs and build on existing skills and experience. The knowledge gained and lessons learned from the field visit will guide the Women's Commission's advocacy efforts and will inform future programming in these sectors in situations of conflict, displacement and post-conflict return, emphasizing the role education and livelihoods play in the prevention of and protection from abuse and exploitation experienced by refugee women, youth and children.

Methodology

The Women's Commission traveled to three states in Southern Sudan (Central Equatoria [Juba], Northern Bahr-EI-Ghazal [Malual Kon and Aweil Town] and Lakes State [Rumbek]) for three weeks in November 2006. The Women's Commission staff met with representatives from UN agencies, international and national nongovernmental organizations (NGOs), community-based organizations, national, state and local government officials, donors, teachers and headmasters, and refugee and IDP returnees. Project sites visited included primary and secondary schools, adult literacy classes, local markets, vocational training programs and livelihood projects.

FINDINGS: EDUCATION IN SOUTHERN SUDAN

The vast majority of children and youth from the south have not received any formal schooling, and education indicators in Southern Sudan today are among the worst in the world.

Formal education in the south was severely limited even before the most recent two decades of civil war. British colonists gave little attention to the development of education in the south; many of the formal schools built during this era were established by Christian missionaries.¹³ The colonial administration's differing educational policies in the north and south exacerbated the schism between the two regions. Children in northern schools were instructed in Arabic with an Islamic-based formal national curriculum, while those in the south were instructed in English in non-uniform curricula that often emphasized Christian religious instruction. Schools remained a locus of conflict in Sudan's contested religious and ethnic identity in the events leading up to and during the war.

Needs and challenges

Today, education conditions in Southern Sudan are abysmal. Although the Government of Sudan¹⁴ has made primary education compulsory for all children, in practice Southern Sudanese children have the least access to primary school in the world.¹⁵ According to the Government of Southern Sudan's Minister of Education, less than 25 percent of an estimated 2.2 million school-age children are enrolled in primary school.¹⁶ Three times

more boys than girls attend school and dropout rates are the highest in the world.¹⁷ A Rapid Assessment of Learning Spaces (RALS) conducted by the Ministry of Education, Science and Technology (MoEST) and the United

Nations Children's Fund (UNICEF) in 2006 found only 2,163 primary schools¹⁸ existed to serve a region with a population of approximately 7.5 million.¹⁹ School fees, charged by many schools to fund teacher salaries and other costs, also present a financial barrier to children. In addition, these fees can lead to further risks for children who may engage in dangerous or exploitative activities to procure the money needed to attend school.

Those children who do attend classes find themselves in schools lacking many of the resources fundamental to a quality education. According to the 2006 RALS report, more than one-third of primary school children attend classes in the open air, and less than 20 percent of all schools are housed in permanent structures.²⁰ Only 31 percent of all learning spaces have a toilet or latrine, and only 26 percent have any chairs or desks (of these, half have chairs and desks only for teachers).²¹ There is a severe shortage of teachers, with an adult illiteracy rate of more than 75 percent according to 2004 estimates.²² Lacking a uniform regional curriculum, teachers at many schools piece together a jumble of resources from other countries, including Kenya, Uganda and Ethiopia. As schools are funded and administered by different agencies, including NGOs and church organizations, students experience a wide range of pedagogies and teaching practices. All of these variations and inconsistencies present further obstacles to students' learning, particularly for the many who have moved from one school to another.

“Three generation of Southern Sudanese didn't have an opportunity for proper education. The girls have suffered the most.”

Dr. Michael Hussein, Minister of Education, Science and Technology



Warawar primary school is typical of many schools in Southern Sudan. Set up under a tree, there are no desks, no chairs.



Comboni mixed primary and secondary school in Aweil Town.



The Government of Southern Sudan Girls School in Aweil Town.

The effects of all of these obstacles are evident in the educational outcomes for the region. In 2004, only 2 percent of Southern Sudan’s children completed all eight years of primary school.²³ Southern Sudan ranks second to last in its rates of literacy for youth (31%), adults (24%) and women (12%).²⁴

The educational challenges Southern Sudan faces cannot be overstated as it literally rebuilds itself from scratch. Prior to October 2005, there was no functioning government; as recently as 15 months ago there were only two government employees—a president²⁵ and vice-president. Southern Sudan has no electricity and only 14 kilometers of paved roads in a region the size of France. The vast majority of its roads are inaccessible during the rainy season, which lasts from May until November.

The weaknesses in the education system are extensive and long-standing, and precede the civil war. Nonetheless, the current degree of educational crisis in Southern Sudan was not inevitable. Southern Sudan today is emblematic of the devastating consequences of under-investing in education during conflict.²⁶ As a leader of a local women’s group said, “Today, illiteracy is our biggest enemy.”²⁷ The lack of investment resulted from numerous factors, including the presence of multiple liberation movements and militia in Southern Sudan, insecurity, lack of infrastructure and the low priority the Government of Sudan placed on investing in the south.

GIRLS AND YOUNG WOMEN

While “three generations of Southern Sudanese didn’t have an opportunity for proper education, the girls have suffered the most,” Minister of Education, Science and Technology Dr. Michael Milliey Hussein told the Women’s Commission.²⁸ According to a report issued in 2004, only 500 girls finished primary school each year.²⁹ The same low proportion is true for the higher education and vocational education programs observed for this study. At the sole vocational center in Northern Bahr-el-Ghazal State, only 10 percent of the students were female—and half of them dropped out prior to completion of the nine-month program.

“We used to send our boys to school, but now we know the benefits of education and will send our girls to school too.”

Participant in women’s health educator program, Aweil Town

There are many reasons why girls’ enrollment and retention rates are so low. Extreme poverty forces many families to marry their daughters

young in order to receive cows or other forms of dowry payment. Girls are traditionally responsible for household chores and the care of younger siblings, making it difficult to attend school. When school fees and other costs are involved, parents often favor sending sons to school. Generally, boys are better able to raise their own school fees through labor, trade and other means. Few female teachers exist to serve as mentors and role models. Parents express concern about sending girls to schools that are dominated by boys and male teachers, worried that their daughters’ safety might be compromised.

Several organizations, however, told the Women’s Commission about strategies that have worked to increase

the number of girls enrolling and staying in school: early childhood education that starts girls in school at a young age; MoEST and UNICEF-supported community girls' schools that were established in locations where no primary schools existed; scholarship programs to cover school fees and provide uniforms; the provision of sanitary materials and separate latrines; and in-school feeding programs. Additional strategies include the formation of a local women's group, Promotion and Advocacy for Girls' Education, which educates community members about the importance of sending girls to school, and the distribution of "Comfort Kits"—which contain a bar of soap, four pairs of underwear and six reusable sanitary pads—to secondary schools and teachers to help permit girls to come to school during their menstrual periods.³⁰ Women who participate in adult literacy classes learn the value of education and often, as a result, send their daughters to school.

YOUTH

Perhaps no group has experienced more missed opportunities and greater risks than the region's young women and men. Over the course of two decades of civil war, thousands of youth were taught how to fire a gun, but never how to read or write. Many young men and women witnessed countless atrocities, and many were also victims, or perpetrators, of those acts.

For the very few youth who have succeeded in completing primary school there are even fewer opportunities to continue formal education. According to UNICEF, the war "almost totally extinguished secondary education in the south, together with vocational and technical education, post-secondary institutions, teacher education, higher education, and adult education."³¹ Access to post-primary education is now extraordinarily low. According to the 2006 RALS, only 6.3 percent of communities are within walking distance of a secondary school, and only 6.8 percent of communities have access to alternative education opportunities, such as an Accelerated Learning Program (ALP) or vocational training.³² In the face of limited opportunities in Southern Sudan, some former refugees are choosing to return to Kenya and Uganda to finish their education in refugee camps, perceiving that the educational opportunities will be greater there.

Southern Sudan is left with thousands of non-literate young people who lack the basic skills necessary for life during peacetime. Without targeted and appropriate interventions, they will remain idle or in low-skilled and possibly exploitative jobs, a wasted potential resource to support the region's reconstruction and development. At worst, they may be vulnerable to recruitment into local militias if conflict re-emerges or may engage in petty crime, prostitution, drugs and other harmful activities.

A few educational programs do exist to provide under-educated youth with useful knowledge and skills. The Women's Commission observed one such program in Northern Bahr-el-Ghazal, which provides 100 young people with vocational training in fields such as carpentry and tailoring, numeracy and literacy instruction, and life skills education. This is the only vocational training program in Southern Sudan's most populous state. While the program represents a step in the right direction, it is hardly adequate to serve the youth in need in the region. Moreover, as noted previously, girls' disproportionately low enrollment, retention and completion of the program reveal the challenges educators face in producing equal outcomes for boys and girls in the region.

TEACHERS

Almost everyone the Women's Commission met with agreed that the lack of trained, qualified teachers poses one of the most significant obstacles for education in the region. With an adult literacy rate of less than 25 percent, many teachers have not completed primary school themselves. According to the 2006 RALS report, teachers in only 56 percent of learning spaces in Southern Sudan had received any training, and of those who had, most had participated in preparation courses ranging from two weeks to three months.³³



Youth such as these returnees face many risks and may miss out on opportunities to acquire knowledge and skills.



Teachers at the Government of Southern Sudan Girls School, Aweil Town. Only 14 percent of teachers in the south are women.

Southern Sudan. At present, only four formal training programs for teachers are reportedly functioning in Southern Sudan, apart from a number of NGO initiatives that provide some form of teacher training. Many individuals who wish to become teachers travel (or return) to Uganda or Kenya for their training.

Another challenge Southern Sudan faces in developing a quality education system for all children is the disproportionately low percentage of female teachers, an inequity that poses an obstacle to promoting educational equality for girls. At present, only 14 percent of teachers in Southern Sudan are female.³⁵ If current enrollment in training programs is an indicator of future employment rates, this ratio is unlikely to change significantly. Only 10 of the 211 recent graduates of the Teacher Training College in the Kakuma refugee camp in Kenya, most of them Sudanese, were women.³⁶

RETURNING IDPs AND REFUGEES

While many in the region view the return of displaced persons as an encouraging sign of peace, returnees also present new challenges for the already limited services in Southern Sudan, including increased competition for scarce resources and employment opportunities. Even though the rates of return have been lower than observers expected when the CPA was signed, the population increase has created new strains on the scarce education resources in the region. Returnees face many of the same challenges in supporting their children's education as others in the region, such as the costs associated with school. Many also confront obstacles specific to their prior experience, such as children who attended school in the north or in garrison towns, where Arabic was the language of instruction, and who must now adapt to lessons in English.

COORDINATION

Many of the challenges Southern Sudan faces in building an effective education system are the same as those affecting all sectors of the government and economy. Coordination of resources and programs among multiple agencies and NGOs is a challenge, especially as Southern Sudan makes the transition from conflict to post-conflict, and as the new Government of Southern Sudan works to solidify its leadership. The government is currently working to encourage donor coordination of education programs through the MoEST. However, a government official interviewed by the Women's Commission expressed frustration that some NGOs still develop and implement programs independent of government priorities. One official stated, "We are no

Poor working conditions make the retention of qualified teachers a challenge. Teachers in schools administered by the Government of Southern Sudan have only recently begun to receive compensation. The Women's Commission was told that teachers outside of town centers have yet to receive any payment at all for their service. Many teachers returning from Khartoum and Arabic-speaking garrison towns in the south also face challenges teaching in English, the new official language of Southern Sudan.

The demand for teachers far exceeds the resources on the ground. According to UNICEF, to meet enrollment targets for 2006 alone, 9,000 additional teachers were needed.³⁴ However, there are few opportunities even for qualified individuals to study to become teachers in

Human Development Indicators—Southern Sudan

- **75% adult illiteracy rate**^a
- **90% of the population lives on less than U.S. \$1/day**^b
- **25% of newborns die of preventable diseases before the age of 5**^c
- **One doctor per 100,000 people**^d
- **1.9% finish primary school; less than 1% of girls finish primary school**^e

^a Sudan Open Archive, New Sudan Center for Statistics and Evaluation in association with UNICEF, June 2004. p. 3.

^b Ibid., p. 65.

^c Ibid.

^d United Nations. *United Nations and Partners: Workplan for the Sudan 30 November 2004*. 2005.

^e Sudan Open Archive, New Sudan Center for Statistics and Evaluation in association with UNICEF, June 2004. p. 3.

longer operating in an emergency situation, and therefore we need to start behaving like a country.” Agencies also face the challenge of determining when, and how, to balance relief efforts with post-conflict development.

LOCAL PROFESSIONAL CAPACITY AND THE LEGACY OF UNDER-EDUCATION

A lack of qualified, trained personnel is pervasive in all sectors of Southern Sudan, and the education sector is no exception. Oil revenue could provide Southern Sudan with the financial resources needed to rebuild an effective education system, depending on revenue allocation. However, with human resources devastated by three generations of under-education, government agencies and communities may in many instances lack the capacity to absorb this revenue to develop and implement educational programs.

COMMUNITY PARTICIPATION AND OWNERSHIP

Southern Sudan has a long way to go in fostering community participation and a sense of ownership in its newly emerging school system. Centuries of struggle for political dominance by remote governments, and even humanitarian interventions during its bloody civil war, have left Southern Sudan with a legacy of dependence on outside agencies for leadership and services. Today, some local leaders believe that many Southern Sudanese view schools as owned by UNICEF or NGOs rather than their communities. One official interviewed by the Women’s Commission observed that after centuries of colonialism and decades of political struggle with the north, in the collective memory of the Southern Sudanese, “...any government in Southern Sudan has been a foreign government. The challenge we face is how to convince people that this is *their* government.”

Positive developments

The Government of Southern Sudan has made real progress in laying the foundation for an education system that will improve access to and quality of schooling. The MoEST is functioning at the federal and state level and has been proactive in setting priorities and taking initiative. Priority areas of focus in its first year have included recruiting, training and supporting teachers; developing curricula; procuring books; building learning spaces; and coordinating with donor agencies.

“Even though we are not learned ladies, we can do it [community education on HIV/AIDS] and we will do it until we die.”

Member of a local women’s group, Malual Kon

In the past year, the MoEST has convened quarterly meetings with partner organizations in an effort to coordinate and streamline education activities in the region. The MoEST is in the process of establishing a unified primary and secondary school curriculum to replace the piecemeal implementation of multiple curricula from other areas. This curriculum has already been finalized for primary school grades one through four and the curriculum for grades five through eight is currently under development. In addition, the MoEST and partner organizations have developed a broad curriculum framework for ALPs for adults and youth who are not in school. The ALP condenses eight years of primary school into four, and allows graduates to sit for exams to continue on to secondary school. With the support of the MoEST, branch ministry offices at the state level have begun to establish employment and payroll rosters of teachers—a requisite first step towards effective support and management of a growing work force of education professionals.

The government’s plan to establish local education centers to train more teachers is another positive sign that the Government of Southern Sudan and its partners are being proactive in developing the region’s much-needed professional resources. The University of Juba, currently located in Khartoum, is tentatively scheduled to move back to Juba. However, due to the growth of the university while based in Khartoum and the limited facilities available in Juba, only a couple of departments are expected to relocate in 2007; the full relocation of the university could take years. Nonetheless, if this move eventually occurs, it will significantly improve higher educational resources in teaching and other professions. In addition, the UNHCR-established Teacher Training College based in the Kakuma refugee camp in Kenya is also considering moving to Southern Sudan, a change that could help mitigate the current need for qualified individuals to go to neighboring countries to seek higher education.

The priorities the MoEST has set, and the initiatives undertaken, reflect a recognition of the real steps that are required to build an effective education system. Moreover, they indicate educational leaders' understanding of lessons learned from post-conflict reconstruction in other regions. The priority areas also reflect the reality that a quality education system cannot be built overnight.

At the international level, the development of the global *Minimum Standards on Education in Emergencies, Chronic Crises and Early Reconstruction*³⁷ provide useful guidance and a common framework upon which quality education programs can be designed, implemented, monitored and evaluated in Southern Sudan.

Above all, every girl in school, every teacher trained and every youth employed is a mark of success. Indeed, in light of the almost overwhelming obstacles they face, the efforts of the people of Southern Sudan to provide an education for their children have been extraordinary. The Women's Commission met Southern Sudanese from all sectors of society whose commitment to education was expressed through word, initiative and personal sacrifice. Staff were told about children who walk two hours each way to school without either breakfast or lunch. Hundreds of teachers continue to teach each day without receiving any pay. Researchers conducting the 2006 RALS noted that the oldest student they encountered was 71 years old.³⁸ Indeed, their own determination may be the Southern Sudanese people's greatest resource in building a quality education system.

FINDINGS: LIVELIHOODS IN SOUTHERN SUDAN

The southern region is endowed with the greater proportion of Sudan's natural resources, including more fertile land, heavy rainfall and a larger percentage of the country's oil fields. In fact, according to *The Economist*, 80 percent of the country's oil lies in the south.³⁹ Southern Sudan is one of the areas richest in natural resources in sub-Saharan Africa, but the region has one of the least developed economies in the world.

Largely as a result of the devastation wrought by decades of civil strife, Southern Sudan suffers from chronic underdevelopment and some of the worst humanitarian indicators of any region in the world. In 2004, just prior to the signing of the peace agreement, the Gross National Income (GNI) per capita of Southern Sudan was estimated to be less than U.S. \$90 per year, less than the *daily* GNI of some of the wealthiest Western nations.⁴⁰ Poverty rates are the highest of any region of the world, with over 90 percent of the population living on an income of less than U.S. \$1 a day.⁴¹

Resources for subsistence and survival are severely lacking in Southern Sudan. According to a report by the United Nations Commission on Human Rights, food shortages continue even in regions in which assistance has been provided by international agencies.⁴² In 2004, less than 30 percent of those living in the south had access to clean drinking water, and every fourth child died of preventable and water-borne diseases by age five.⁴³ Health care resources, too, are far from adequate, with only one trained medical doctor for every 100,000 persons.⁴⁴

Little data is available on current unemployment figures or families' economic coping strategies in the south. The Women's Commission's findings indicate that some of the traditional livelihood practices, such as cattle raising and crop production, have been re-established in the region. However, many returnees interviewed were eking out an existence collecting and selling firewood—the income from which does not even cover their daily food requirements.

Despite these desperate economic conditions, there are real reasons to believe that the situation can improve. In particular, the signing of the CPA provides new opportunities, as it includes a provision that revenues from oil are to be shared equitably between north and south. As reported by the United Nations, the Government of Southern Sudan currently receives \$95 million in oil revenue from the Khartoum-based Government of Sudan each month.⁴⁵ In 2006, the Government of Southern Sudan's budget was \$1.7 billion, a figure comparable to the budget of Uganda.⁴⁶ With appropriate planning and provisions, this income could serve as an ample resource for the region's economic development.



IRC and Ministry of Youth and Sports carpentry center.



IRC tailoring project, Juba.



Masonry project run by Save the Children/Sweden in Malual Kon.

Opportunities and challenges in existing livelihood sectors

AGRICULTURE

Historically, agriculture has been the mainstay of Southern Sudan's economy, and it remains so today. Many families produce and procure foodstuffs for both subsistence and trade through a variety of means, including farming, herding, hunting, gathering and fishing. Activities and products vary across the different climate zones. Among the main crops produced are sorghum, maize, cassava and millet, particularly in the rainy, fertile areas that include the Nuba Mountains and the area surrounding the regional capital of Juba. In the flood plains and the zones surrounding the Nile and Sobat rivers, gathering of wild plants, fishing and hunting are more prevalent. Livestock products, including meat and milk, are the most important food sources for households in the arid southeastern region.⁴⁷

Cattle raising has particular economic and cultural significance throughout all of Southern Sudan. Cattle are the primary long-term assets for many families, and the size of a herd connotes both wealth and status. Cattle ownership and exchange also form the basis for social interactions and networks⁴⁸; for example, dowries are often paid in cattle.

Despite the abundant fertile land in Southern Sudan, patterns of rainfall and other natural factors, such as pests and disease, have always posed challenges for farmers and herders in the region. The long civil war has also taken a severe toll on agricultural production. During the conflict, displaced persons seeking security abandoned their crops and livestock, and obstacles to mobility prevented those who remained from using methods of herding and farming that relied on migration following patterns of climate and rainfall.

OTHER SECTORS

While agriculture accounts for the majority of the livelihood activities in the region, many Southern Sudanese engage in other revenue-generating activities. Petty trade is common, particularly in the regional and state capitals. Some traders are farmers, herders and fisherman who sell their own produce for supplementary revenue. Others earn income by producing and selling goods for local use and consumption, such as construction materials and alcoholic beverages. While some of these goods are produced locally, over the course of the war many traders relied increasingly on imported foods and manufactured goods from neighboring countries, resulting in high prices for basic foods, as well as for materials necessary for building and road construction.⁴⁹ At present, virtually all market goods are imported.

Camps housing expatriate workers also offer a source of employment in positions such as grounds maintenance, laundry, food and beverage service and administration.⁵⁰ As the Government of Southern Sudan has added ministries and positions and begun to establish services and payrolls, some Southern Sudanese have also found employment as civil servants and in government-administered sectors such as education.

In a recent analysis of economic opportunities and needs in Southern Sudan, the organization Transitions International found that additional opportunities for income generation could be developed in the coming years in some of the sectors named above. The region has many of the resources needed to produce and exchange

goods locally, thus replacing high-priced imports with lower-priced products. Demand for new products and services, such as baked goods, furniture, leather goods, vehicle and machine repair and transportation may grow as the pace of local economic activities increases. Service-sector activities, such as those in restaurants and guest camps, are likely to continue to offer employment opportunities, while new reconstruction efforts in the aftermath of the war (for example, construction of roads, water sources, buildings and demining) should also create additional opportunities.

In addition, government efforts to expand essential services such as education and health care will result in an increase in employment in those fields. Some agencies have expressed tentative optimism that new income from oil production flowing into the south as a result of the CPA's revenue-sharing agreement may provide financial support for targeted economic development activities, such as rebuilding the region's infrastructure and supporting government service initiatives.⁵¹

Re-establishing sustainable livelihoods: challenges prevail across all sectors

The challenges all Southern Sudanese face in re-establishing sustainable livelihoods are overwhelming. The extraordinarily low economic indicators described above reveal the harsh reality that most people in Southern Sudan lack even the sustenance for daily survival. Those interviewed by the Women's Commission provided further understanding of the challenges Southern Sudanese face in attempting to subsist. Many returnees the Women's Commission spoke with were unaccompanied women with children, whose husbands were dead, had stayed behind in Khartoum or whose whereabouts were unknown. Many women collect firewood to sell in the markets and/or have their children doing so. They are eking out a hand-to-mouth existence with no plan or strategy for their longer-term economic livelihood.

As agriculture has been the mainstay of the economy, and may offer the most promising immediate source for livelihoods, challenges affecting that sector are of particular concern. Patterns of displacement during the war, and now of reintegration and settlement, present obstacles for revitalizing agricultural activities. Many IDPs returning from the north are settling first in urban areas. One reason for this may be the extremely poor and treacherous condition of the roads in Southern Sudan, which inhibit travel to rural areas. In addition, returnees may be choosing to resettle in urban locations because they lack the skills necessary to work as farmers after years of living in northern cities or refugee camps, or because they lack interest in returning to the agro-pastoralist lifestyle. This is particularly true for youth. Some, too, anticipate that economic and educational opportunities will be superior in urban areas.⁵² As is often the case in conflict and post-conflict situations, uncertainty over land ownership presents a variety of challenges. IDPs have identified uncertainty over their families' land holdings in the south as a disincentive to returning.⁵³ Regardless, at present it appears that employment opportunities are not sufficient to absorb the influx of people. Given the region's agrarian history, absorbing large numbers of individuals into urban regions will require a significant economic and social shift.

The development of the rural and agricultural sector, too, will require a shift in the types of goods produced. As noted above, cattle raising and exchange has been the foundation of both economic and social interactions. However, it is unlikely that cattle raising will become a primary source of livelihood for a significant portion of the 7.5 million people currently living in Southern Sudan—a prospect that is made even less tenable as the population continues to grow with returns. Moreover, revitalizing a predominant herding sector could cause further instability in the region, as disputes between cattle owners and land owners over grazing rights have been a historic cause of conflicts between rival ethnic communities. Breakdowns in traditional mechanisms for negotiating herders' access to land could exacerbate such conflicts, and make them more difficult to resolve.

The lack of infrastructure poses immense difficulties to all sectors. The transportation of goods and raw materials to and from markets is crucial to promoting development. The opening of roads from Sudan to Kenya and Uganda, for example, has resulted in a flood of goods coming from those countries. In general, obstacles to mobility present a significant impediment to traditional livelihood sources, and to food security. At present, the poor condition of the region's roads hinder trade, as well as resettlement to the region's rural areas. A further obstacle to transportation and agricultural revitalization is the presence of as many as 1 million landmines left

over from the war.⁵⁴ Efforts to improve the infrastructure are, however, be further hampered by the price of imported building materials.⁵⁵

Another challenge in all sectors in Southern Sudan is the lack of widespread entrepreneurial experience. At present, markets are dominated by Ugandans, Kenyans and, further north, by Northern Sudanese. Even the employees at local guest camps, such as those housing expatriate staff working for NGOs, are overwhelmingly Kenyan or Ugandan. Few people were hired from the local community, representing a lost opportunity to support the development of capacity in potential growth areas such as service or management. Had education and training programs been more widely available, more appropriate and more targeted during the many years of displacement, the Southern Sudanese could have developed the requisite literacy and entrepreneurial skills needed to more fully participate in the rebuilding of their communities.

Southern Sudanese hoping to establish small businesses encounter many obstacles and receive little support. Micro-credit loans and savings programs are not accessible to those most in need; current services target existing businesses and those with substantial collateral. Job placement programs or employment services do not exist, with the exception of one that targets only the diaspora outside of Sudan and generally focuses on job placements in government ministries. Low literacy rates also significantly impact employment options for many adults. In addition, in many places in Southern Sudan, a cash economy barely exists, further inhibiting economic development.

An additional challenge will be ensuring that economic development includes ample opportunities for women to participate in revenue-generating activities. At present, local customs and laws provide some support for women's active participation in the formal economy. Some local jobs are almost exclusively held by women (such as bread baking and brewing alcoholic beverages), and others are commonly held by both men and women (such as market trade, farming and service sector jobs). By law, women have the right to own land, buildings and other property; however, by custom, many women do not enjoy equal rights to land ownership.⁵⁶ In addition, women are hampered from full participation in potentially higher-paying professions, such as teaching or the civil service, by obstacles to pursuing higher formal education or vocational training. Given the proportion of women who are now single parents and heads of households, balancing work and childcare, and supporting children with income from only one parent, will pose additional challenges.

New wealth from oil revenues could be a boon for the region, but could also present new opportunities for corruption. Additionally, inequitable distribution of oil revenues among states and communities—or perceptions of inequity—could fuel new conflicts in the region. Moreover, oil-based economies often produce disincentives for the development of other sectors, such as food production. Without planning and assurances of appropriate allocation, oil wealth could undermine sustainable economic development in the long run.

A final challenge is the overwhelming lack of current, research-based knowledge about Southern Sudan's economy. This deficit is particularly striking given the limited number of agencies and organizations currently implementing projects intended to support sustainable livelihoods that will integrate effectively into the region's economy. Little is known about unemployment figures or the economic coping strategies people in the region currently use and little attention has been given to anticipating the economic impact of returning refugees and IDPs. Several NGOs have developed plans to support Southern Sudanese and returnees as they enter the job market. Most, however, are focused on basic vocational training programs such as carpentry, tailoring, masonry, bread making and knitting. There is little indication that such programs are aligned with market need or capacity.

While further study is greatly needed, Women's Commission research and informal observations support one essential conclusion: both formal and non-formal education programs and livelihood programs for returning IDPs, refugees and receiving communities have not been effectively coordinated to provide the people of Southern Sudan with the skills and knowledge they need to rebuild sustainable livelihoods in that region.



Members of an IRC-supported women in development and recovery group, Aweil Town.

Positive developments

Encouragingly, some agencies appear to be attempting innovative programs that bridge the gaps between capacity and needs in the region. SKILLS for Southern Sudan, a local NGO, recruits professionals from the diaspora for short-term job placements, mostly into government-level positions. Such programs may encourage people to return, in particular those most skilled and qualified to build effective leadership in the region. American Refugee Committee (ARC) has also begun a pilot program to support returns and reintegration by offering returnees comprehensive training in production and small business management. The targeted sectors ARC has identified as offering promising prospects for sustainable livelihoods include production of lulu nuts (a staple for soap production), mangoes and honey.⁵⁷

In addition, in recent months, a few NGOs have begun to fill the need for research into the region's economy. Transitions International, with support from the IRC, conducted an assessment of current livelihood activities, resources, needs and potential sectors for growth. Save the Children UK has published an analysis of livelihood profiles, including mapping of activities in each region, for use by humanitarian and development planners. Such studies and reports may provide the foundation for the development of effective, targeted training and employment programs. Additionally, the Government of Southern Sudan has written into its constitution an affirmative action clause reserving 25 percent of government positions for women. While the government is currently unable to find qualified females to reach this percentage, the law (and the potential for employment) may inspire girls to stay in school.

CONCLUSION AND RECOMMENDATIONS

As Southern Sudan emerges from decades of conflict, a number of lessons can be learned. One critical lesson is that **formal and non-formal education, including skills training, cannot wait until the fighting is over. Rather, these must be seen as essential components of humanitarian assistance at the onset of conflict and displacement, for only then will those displaced be able and prepared to fully participate in the peace.** The vast majority of Southern Sudanese have been denied their right to education and have missed opportunities to learn practical skills that could prepare them for employment. The international community needs to **make far greater investments while populations are displaced so that those years are not wasted opportunities but time used constructively to develop skills and prepare people for the rebuilding and reconstruction of their own countries, communities and lives.** Engaging the Southern Sudanese in the rebuilding of their own region is vital. They must be consulted and included and, in fact, they must lead the process.

Peace and security are paramount to ensuring that Southern Sudan continues moving in the right direction. **The international community must monitor and hold Khartoum and the south accountable for the full implementation of all provisions of the CPA.** Donor governments must also ensure that the Government of Southern Sudan uses its oil wealth for the benefit of its people, through investment in education, health care, training, infrastructure and job creation programs. They must also continue to press Khartoum on a solution to the Darfur crisis before it undermines the fragile peace and the glimmer of hope that exists for the Southern Sudanese, who have suffered so much and for so long.

Education and livelihood programs must be designed and implemented in ways that are complementary and practical. Continued progress in Southern Sudan will require that both sectors—education and livelihoods—continue to receive financial and technical support from all actors at all levels.

The Government of Southern Sudan, in partnership with UN agencies, donors, international and local NGOs and local communities should:

EDUCATION

- **Support programs that enhance girls' attendance and retention in school**, such as school feeding programs, women's literacy classes, provision of sanitary materials and the construction of separate latrines. Establish early childhood education programs to prepare girls for school and to help relieve older girls of responsibility for the care of younger siblings so they can attend school.
- **Raise awareness in communities about the importance of girls' education and the harmful effects of practices such as early marriage.** Promote the importance not only of girls going to school, but staying in school. Involve girls and boys to encourage other girls to go to school. Maintain an open dialogue with communities, especially girls, to identify additional barriers keeping girls out of school.
- **Provide scholarships for girls to attend and complete school.** Oil revenues could be a source of funds for such scholarships. Ensure that when targeted support is provided to girl students, some of the support also directly benefits the entire school, including the boys.
- **Recruit and train more female teachers and headmistresses**, including in post-primary schools. Place women in pairs to teach in the same school, or at least in the same village, for mutual support and encouragement.
- **Expand creative, alternative education and skills training programs**, including accelerated learning programs, to serve young women and men who missed out on the opportunity for formal education. Programs should include academic and practical components, as well as the life skills young people need to establish healthy, productive lives. Upon completion of a program, government-recognized certificates should be provided.
- **Expand formal secondary schools and tertiary institutions and facilitate access**, including for returning populations. Finalize a curriculum and examination/certification system, construct schools, train teachers and provide appropriate materials. Develop opportunities for distance learning for those who do not have access to schools.
- **Develop a professional workforce of teachers—female as well as male.** This will require a major investment in teacher training, including distance learning modules, in-service training, mobile teacher training units and the relocation of the Teacher Training College in the Kakuma refugee camp to Southern Sudan. Teacher training should include English-language instruction, as well as courses in student-centered teaching, the prevention of violence in school settings, life-skill messages such as HIV/AIDS awareness and prevention and approaches that foster the full participation of girls in school.
- **Use creative, interim measures to fill teaching gaps while longer-term systems and programs are being developed.** For example, to complement those teachers who remained in Southern Sudan during the war, provide teaching positions for the 211 graduates of the Teacher Training College in Kakuma; recruit Southern Sudanese from the diaspora to return and teach on a short-term basis; and procure support from volunteer agencies such as the Peace Corps and Voluntary Service Overseas.
- **Ensure that a transparent, accountable system is in place to pay teachers regularly**, including teachers in more remote areas. Teacher compensation may require donor support for an interim period.
- **Encourage teachers to teach in more remote areas** by providing incentives such as housing or food to decrease the current pressure on town centers.
- **Encourage local communities' engagement in education, including in decision-making at schools.** Parent-Teacher Associations should be strengthened and/or developed to encourage a greater sense of community ownership of schools. Communities should also contribute in-kind to the development of schools in their regions.

LIVELIHOODS

- **Undertake data collection and research on current economic coping strategies and unemployment figures**—disaggregated by sex and age—in order to design and promote appropriate, sustainable livelihoods. Organizations should support the Government of Southern Sudan to undertake research and surveys to collect this data.
- **Give immediate attention to the repair and construction of Southern Sudan's infrastructure.** The importance of rebuilding Southern Sudan's infrastructure cannot be overemphasized. Opening the roads will do more than almost anything else to create livelihood opportunities and open access to markets.
- **Ensure that revenues from oil be directed to projects and programs that address the collective educational and livelihood needs of all Southern Sudanese, and support the region's post-conflict development.**
- **Ensure that non-formal educational activities, such as vocational training programs, train young people and adults in services that are needed.** Skills developed must match both current and emerging market needs. Additionally, the various training programs being developed and implemented by different ministries within the Government of Southern Sudan need to be coordinated. Curricula, certification mechanisms and resources must be shared to ensure complementarity and avoid duplication.
- **Attach real work/apprenticeship training components to existing businesses and services**—road construction crews, expatriate staff camp housing facilities and building construction sites.
- **Require that outside contractors receiving Government of Southern Sudan and donor contracts hire a percentage of their staff locally, as a capacity-building initiative.**

The international community, including UN agencies, donors and NGOs, should:

EDUCATION

- **Support the Government of Southern Sudan financially and technically in its efforts to administer and manage a newly developed and rapidly expanding education system.** Ensure that education authorities are supported at the local and state, as well as federal, level as Southern Sudan is building a decentralized system.
- **Provide opportunities for teachers, school administrators and others involved in education to participate in trainings on the Inter-Agency Network for Education in Emergencies' *Minimum Standards on Education in Emergencies, Chronic Crises and Early Reconstruction*.** This will enhance the quality of education, ensure a common understanding of requirements and indicators and provide a mechanism for coordination.

LIVELIHOODS

- **Design livelihood interventions appropriate to local circumstances** so that they build on rather than undermine existing livelihood strategies.
- **Implement micro-credit programs that target start-up businesses as well as existing businesses** and include a business training component to compensate for low literacy rates and poor numeracy skills.
- **Support the agricultural sector to promote food production and food preservation** to reduce reliance on food imports.
- **Develop programs and trainings in areas where there are known needs and shortages,** such as fisheries, vegetable and fruit cultivation, grain cultivation, construction and road repair, landmine removal, mechanics, service industry, health care and teaching.

Notes

- ¹ The United States Department of State. *Background Note: Sudan, 2006*. <<http://www.state.gov/r/pa/ei/bgn/5424.htm>>
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- ⁴ The United States Department of State. *Background Note: Sudan, 2006*. <<http://www.state.gov/r/pa/ei/bgn/5424.htm>>
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- ⁷ United Nations Country Team in Sudan. *Sudan Humanitarian Overview*, Volume 2, Issue 6. July 3, 2006. Referenced in The Internal Displacement Monitoring Center. *Sudan: Slow return to the south while Darfur crisis continues unabated*. A profile of the internal displacement crisis, August 2006. p. 91.
- ⁸ UNHCR. *Sudan Repatriation Operation 2006, Weekly Statistics Report*. 2006.
- ⁹ Cole Mallard. "Southern Sudan and Refugees." Voice of America. July 20, 2006. <<http://www.voanews.com/english/archive/2006-07/2006-07-20-voa25.cfm?CFID=94823180&CFTOKEN=51961026>>
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- ¹² UNHCR staff, Interview, Juba, Sudan, November 8, 2006.
- ¹³ Marc Sommers. *Islands of Education: Schooling, Civil War and the Southern Sudanese (1983-2004)*. Paris: International Institute for Education Planning. 2005. p.53.
- ¹⁴ Refers to the Government of National Unity formed in September 2005 and based in Khartoum.
- ¹⁵ Sudan Open Archive, New Sudan Center for Statistics and Evaluation in association with UNICEF. *Toward a Baseline: Best Estimates of Social Indicators for Southern Sudan*. June 2004. p. 3.
- ¹⁶ Dr. Michael Hussein, Minister of Education, Science and Technology, Interview, Juba, Sudan, November 2006.
- ¹⁷ UNICEF. Unicef Programme Brief: *Go to School Initiative in Southern Sudan*. 2006.
- ¹⁸ Ministry of Education, Science and Technology, Government of Southern Sudan, and UNICEF. *Rapid Assessment of Learning Spaces Draft Report*. 2006. p. 10.
- ¹⁹ UNICEF. *UNICEF Southern Sudan Quarterly Report January - March 2006*. p. 1.
- ²⁰ Ministry of Education, Science and Technology, Government of Southern Sudan, and UNICEF. *Rapid Assessment of Learning Spaces Draft Report*. 2006. p. 18.
- ²¹ Ibid. p. 22. The category "Learning Spaces" includes primary schools, as well as accelerated learning programs, secondary schools, and adult education programs.
- ²² Sudan Open Archive, New Sudan Center for Statistics and Evaluation in association with UNICEF. *Toward a Baseline: Best Estimates of Social Indicators for Southern Sudan*. June 2004. p. 3.
- ²³ Ibid.
- ²⁴ Ibid.
- ²⁵ The president of the Government of Southern Sudan is also the first vice-president of the Government of National Unity in Khartoum.
- ²⁶ Marc Sommers. *Islands of Education: Schooling, Civil War and the Southern Sudanese (1983-2004)*. Paris: International Institute for Education Planning. 2005. p. 264.
- ²⁷ Women's Self-Help Development Organization, Interview, Juba, Sudan, November 8, 2006.
- ²⁸ Dr. Michael Hussein, Interview, Juba, Sudan, November 8, 2006.
- ²⁹ Sudan Open Archive, New Sudan Center for Statistics and Evaluation in association with UNICEF. *Toward a Baseline: Best Estimates of Social Indicators for Southern Sudan*. June 2004. p. 3.
- ³⁰ Jackie Kirk, "Teachers Creating Change: Working for Girls' Education and Gender Equity in South Sudan" *EQUALS*. Issue 9. November/December 2004.
- ³¹ Marc Sommers. *Islands of Education: Schooling, Civil War and the Southern Sudanese (1983-2004)*. Paris: International Institute for Education Planning. 2005. p. 70.
- ³² Ministry of Education, Science and Technology, Government of Southern Sudan, and UNICEF. *Rapid Assessment of Learning Spaces Draft Report*, 2006, p. 23.
- ³³ Ibid. p. 17.
- ³⁴ UNICEF. *Go to School Initiative in Southern Sudan*. Programme Brief. 2006.
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- ³⁶ UNHCR Juba. "Kakuma Teacher Training Centre. Graduation Ceremony on October 19, 2006. Kakuma Refugee Camp, Kenya".

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³⁷ *The Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* is the result of two years of consultative work facilitated by the Inter-Agency Network for Education in Emergencies (INEE) Working Group on Minimum Standards, involving over 2,250 individuals from more than 50 countries. The standards, indicators and guidance notes articulate the minimum level of educational access and service to be attained in emergencies through to early reconstruction. The standards represent a universal tool to define a minimum level of educational quality and help ensure the right to education for people affected by crisis.

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³⁹ *The Economist*. "Special Report Sudan." December 9, 2006.

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⁴⁴ United Nations. 2005. *United Nations and Partners: Work Plan for the Sudan*, 30 November 2004, p. 45-6. Referenced in: The Internal Displacement Monitoring Center, *Sudan: Slow return to the south while Darfur crisis continues unabated. A profile of the internal displacement crisis, August 2006*. p. 106.

⁴⁵ David Gressly, OCHA, Interview, Juba, Sudan, November 9, 2006.

⁴⁶ Ibid.

⁴⁷ Transitions International. *South Sudan Market Assessment*, draft report. November 2006. p. 22.

⁴⁸ Ibid, p. 20.

⁴⁹ Ibid, p. 13.

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⁵⁴ United Nations CHR. *Report of the Representative of the Secretary-General on the human rights of internally displaced persons, Walter Kälin Addendum Mission to the Sudan (3-13 October 2005)*. February 13, 2006. Referenced in: The Internal Displacement Monitoring Center, *Sudan: Slow return to the south while Darfur crisis continues unabated. A profile of the internal displacement crisis, August 2006*. p. 89.

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⁵⁶ Jake Phelan and Graham Wood. *An Uncertain Return: Report on the current and potential impact of displaced people returning to Southern Sudan*. 2006. Ockenden International.

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