



South Sudanese refugee children in a classroom constructed.

with support from UNHCR. ©UNHCR/Sylvia Nabanoba

How Children Learn in Khor Alwaral Refugee Camp an In-Depth Education Assessment

May 2023



The phrase "*Khor Alwaral Refugee Camp*" is being metaphorically used to represent all ten refugee camps in White Nile State. It serves as a symbol or representative for the entire group of camps, emphasizing their shared characteristics and experiences.

Summary

Sudan's pivotal role as a leading host nation for refugees in Africa is further underscored by the task of addressing its unprecedented internally displaced population. Notably, the White Nile State (WNS), which serves as the principal haven for Sudan's largest refugee community, currently provides shelter and support to over 440,000 refugees across ten camps and urban areas. This figure includes a recent surge of 144,000 South Sudanese refugees from Khartoum, driven by ongoing conflict which erupted on 15 April 2023, and serves as a stark reminder of the critical need for refugee education. Within these camps, a staggering 59% of the population falls within the school-age bracket, of which 30% are recent arrivals, all sharing a common scholastic status.

In White Nile State, the persisting education gaps paint a stark picture of the consequences of inaction. Despite support from UNHCR and partners, education gaps persist in the camps, including inadequate facilities, teacher shortages, limited supplies, and insufficient WASH services. The influx of refugees from Khartoum exacerbates the situation. Addressing these challenges requires community engagement, innovative solutions, and additional resources.

Before the April 15 conflict, there were 150,744 school-age children in refugee camps, yet their education was hindered by the presence of only 23 double-shift schools and unfavourable student-teacher ratios. The dire state of the learning environment prompted education partners to conduct an in-depth assessment of the educational challenges and potential solutions for in-camp refugees in WNS, focusing on access to education, teaching and learning, teachers and other education personnel, inclusion into the national system, and coordination. The assessment employed a qualitative approach, gathering data through key informant interviews, desk reviews, focus group discussions, and the collection of significant change stories.

The report delves into the critical facets of refugee education, covering safe physical access, WASH facilities, classroom quality, safeguarding measures, mental health, cultural considerations, gender issues, and innovative strategies. Personal narratives and dreams shared by students underscore the paramount importance of improving infrastructure, nurturing teacher-student relationships, and elevating education quality. Key concerns include addressing teacher-student conflicts, alleviating overcrowded classrooms, expanding infrastructure, ensuring timely salary payments, and facilitating higher education opportunities. The report also captures the aspirations of out-of-school youths, emphasizing the urgent need to enhance refugee education in Sudan's White Nile State.

To turn the dream of a better schooling environment into reality, collaborative efforts, adequate funding, and proactive advocacy for positive transformations are imperative. This approach involves advocating for qualified educators, improved learning environments, raising awareness and instilling a sense of responsibility within the school community.

In conclusion, the assessment not only revealed the challenges but also highlighted best practices, and community-based solutions. It offers detailed findings and recommendations that can shape a superior educational environment, benefiting not only refugees but also the broader community.

KEY FINDINGS

According to Sudan General Education Sector Strategic Plan (ESSP) 2018/19 – 2022/23, “Refugee education challenges range from inadequate schools, inadequate basic school resources and facilities; and most important inadequate teachers who can guarantee their stay with the refugees as they go through the education system¹Below findings are in line with ESSP.

- The refugee education system in the camp is severely impacted by overcrowded classrooms, lacking proper ventilation, and insufficient furniture². Many schools also lack essential Teaching and Learning Materials (TLMs), including scholastic materials, and lack of uniforms.
- Challenges curriculum delivery, teacher training, and high turnover of teachers are prevalent in camp-based schools.
- There is a notable shortage of teachers, especially in primary schools, and a high gender disparity among teaching staff.
- Insufficient and irregular administration teacher incentives, further affect teacher retention and performance.
- Despite Sudan’s education policies reflecting international commitments to refugee right to education, effective implementation is hindered by serious financial constraints and lack of clear policy or law.
- There exists good coordination among education partners in refugee education active and effective, facilitated by regular meetings and clear monitoring mechanisms. However, there is room for improvement at inter-sector coordination.

KEY RECOMMENDATIONS

- Expand school infrastructure: classrooms, improve ventilation, and renovate or replace damaged ones to alleviate overcrowding and enhance the safety of the learning environment. There is very urgent need to establish alternative safe learning spaces for refugee children, including those secondarily displaced due to ongoing conflict, within the camps. (Alternative learning spaces provide learning activities and Mental Health and Psychosocial Support (MHPSS) activities)
- Ensure adequate and consistent supply of TLMs, and teaching aids to support refugee education effectively.
- Address teacher shortages by increasing the number of qualified teachers to improve the quality of the provided to refugees in camp-based schools.
- Advocate for the effective implementation of international and national declarations related to refugees' rights and education. This includes advocating for increased sustainable and predictable financial investments for refugee education, enactment of refugee policy framework /law, clear work contracts, and a Roadmap for integration of refugee into the national system
- focus on sustainable infrastructure development.
- Enhance coordination among education partners, encourage systematic information and sharing to avoid duplication, promote inter-sectoral coordination, and consider direct agreements with beneficiaries to streamline the delivery of intended support for the refugees.

¹ Republic of the Sudan Federal Ministry of Education General Education Sector Strategic Plan 2018/19 – 2022/23 January

² This includes office for teachers and other school and classroom furniture for children.

FINANCIAL IMPLICATION

The following tables show the estimated resources needed for the years 2024, 2025, and 2026 to ensure educational continuity for enrolled refugees and to give out-of-school children (OOSC) in the WNS refugee camps access to education. The costing was guided by The World Bank and UNHCR³ costing methodology that based on the key premise that refugee education is embedded in the host country education system, facing the same cost drivers and efficiency and quality constraints. This implies that refugee students receive an education that is "no better, no worse" than host country students in terms of teacher quality, school infrastructure, access to learning materials and other inputs.

Pre-primary, primary, and secondary education unit costs are computed based by dividing the total amount of government spending (capital and recurrent) at each educational level by the total number of enrolments at that level.

Level	Baseline	Projected GER 2024	Projected GER 2025	Projected GER 2026
Pre-primary	10%	15%	20%	30%
Primary	38%	45%	55%	60%
Secondary	17%	20%	25%	30%

Year 2024			
Level	Annual Unite Cost	Target Enrollment	Total Annual Cost US\$
Pre-Primary	\$ 219.74	6,369	\$ 1,399,524.06
Primary	\$ 175.79	43,497	\$ 7,646,258.52
Secondary	\$ 194.60	3,809	\$ 741,231.40
Total			\$ 9,787,013.98

Year 2025			
Level	Annual Unite Cost	Target Enrollment	Total Annual Cost
Pre-Primary	\$ 200.00	12,738.00	\$ 2,547,600.00
Primary	\$ 160.00	53,162.45	\$ 8,505,992.00
Secondary	\$ 180.00	4,761.25	\$ 857,025.00
Total			\$ 11,910,617.00

Year 2026			
Level	Annual Unite Cost	Target Enrollment	Total Annual Cost
Pre-Primary	\$ 180.00	12,738.00	\$ 2,292,840.00
Primary	\$ 140.00	57,995.40	\$ 8,119,356.00
Secondary	\$ 170.00	5,713.50	\$ 971,295.00
Total			\$ 11,383,491.00

³ <http://hdl.handle.net/10986/35238>

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On the naming of the report,

The phrase "***Khor Alwaral Refugee Camp***" is being metaphorically used to represent all ten refugee camps in White Nile State. It serves as a symbol or representative for the entire group of camps, emphasizing their shared characteristics and experiences.

CONTENTS

1. INTRODUCTION.....	1
1.2. EDUCATION IN THE REFUGEE CAMPS.....	2
1.3. METHODOLOGY	2
2. DETAILED FINDINGS	3
3.1 ACCESS TO EDUCATION	3
3.2 TEACHING AND LEARNING	6
3.3 TEACHERS & OTHER PERSONNEL	8
3.4 INCLUSION INTO NATIONAL SYSTEM	10
3.5 COORDINATION	12
3.6 MOST SIGNIFICANT CHANGE STORIES	14
3.6.1. Student- Dream School.....	14
3.6.2. Student- Sandy’s Story, Happy Story	15
3.6.3 Parent- Happy school An Idea of Teaching.	16
3.6.4 I am a teacher. Knowledge.....	17
4. Detailed Recommendations	18
4.1. Access to Education	18
4.2. Teaching and Learning	19
4.3. Teachers and other personnel	20
4.4. Inclusion into National Systems	21
4.5 Coordination	21
5. ANNEXES	22
Annex 1: Table 1.1: Summary of Responses on Access.....	22
Annex 2: Table 1.1: Summary of Responses on Teaching and Learning	23
Annex 3: Table 1.2: Summary of Responses on Staffing	25
Annex 4: Table 1.3: Summary of Responses on Policies & Inclusion	26
Annex 5: Table 1.4: Summary of Responses on Coordination.....	27

LIST OF ABBREVIATIONS

ESSP	Sudan General Education Sector Strategic Plan
IOM	International Organization for Migration
IDPs	Internally Displaced Persons
WNS	White Nile State
IGAD	Intergovernmental Authority on Development
GoS	Government of Sudan
CRRF	Comprehensive Refugee Response Framework
SMoE	State Ministry of Education
UNHCR	United Nations High Commissioner for Refugees
SAF	Sudan Armed Forces
RSF	Rapid Support Forces
GER	gross enrolment rate
OOSC	Out of School Children
NRC	Norwegian Refugee Council
CBOs	Community Based Organizations
HAC	Humanitarian Aid Commissioner
PTAs	Parents Teachers Associations
GBV	Gender Based Violence
ESSP	Education Sector Strategic Plan
ADRA	Adventist Development and Relief Agency
INEE	The Inter-agency Network for Education in Emergencies
MHPSS	Mental Health and Psychosocial Support
PSS	Psychosocial Support

1. INTRODUCTION

Sudan stands out as one of the largest host countries for refugees in Africa, providing safety and refuge for over 1 million refugees and asylum-seekers, as reported by UNHCR in 2023. Simultaneously, the nation grapples with a significant number of Internally Displaced Persons (IDPs), reaching a staggering count of approximately 4.2 individuals since the conflict and another 3.8 million already displaced prior to these events according to the International Organization for Migration (IOM⁴) and the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) in 2023.

In this context, White Nile State (WNS) emerges as the primary host of the largest refugee population in Sudan, UNHCR⁵. WNS now extends its shelter to over 440,000 refugees across ten camps and the urban areas of Kosti and Rabak. Among this population, over 144,000 refugees are those who sought refuge from Khartoum following the breakout of the conflict on April 15, 2023. Notably, within the camps, school-age children constitute 59% of the refugee community, and an additional 30% of the recent arrivals from Khartoum share the same scholastic status.

Sudan aligns with the international and regional commitments aimed at safeguarding refugee education, including the 1951 Convention on Refugees, which enshrines the right to education for refugees, and the Education 2030 Incheon Declaration and Framework for Action. On a regional level there is UNHCR's Global Education Strategy 2030, Sudan is a signatory to The Djibouti Declaration of the Regional Ministerial Conference on Refugee Education, produced by the Intergovernmental Authority on Development (IGAD), which outlines commitments to implement "regional quality education standards and inclusion into national systems for refugee children in line with CRRF, SDG 4 Agenda 2063 on education."

Moreover, under the Global Refugee Forum in December 2019, the Government of Sudan (GoS) made nine policy pledges, including a pledge specific to Education to "Integrate refugee education into the national education system gradual manner" This showcases the GoS's commitment to enhancing educational opportunities for all refugee children. However, the conflict may erode the gains made towards the integration of the refugee education in the nation system.

Considering international and regional commitments and to ensure refugee access to the right to education, UNHCR and partners working in education in WNS actively support the Ministry of Education (SMoE) with current and capital education expenditure and capacity building. Despite partner support and efforts, education gaps persist, including a lack of key school facilities, a shortage of qualified teachers, limited school supplies, and inadequate Water Sanitation and Hygiene (WASH) ASH services in schools. Furthermore, the newly arrived refugees from Khartoum further burden already overcrowded schools. Addressing these challenges requires collaborative action, exploring the existing capacity of the community, and co-creating solutions by engaging refugee communities to find innovative resolutions to the persistent refugee education challenges in WNS refugee camps.

⁴ [IOM Displacement Tracking Matrix](#)

⁵ [UNHCR Kosti education flash update 2023](#)

1.2. EDUCATION IN THE REFUGEE CAMPS

The State Ministry of Education (SMoE), in collaboration with Education Partners and UNHCR, strive to ensure in-camp refugee access to quality, safe, inclusive, and sustainable education in the WNS. Education partners contribute by advocating for inclusion, construction of key school facilities, provision of monthly incentives to volunteer teachers, suppling students with uniforms, covering exam fees and scholastic materials. Additionally, they focus on capacity building for SMoE, teachers, and other education personnel. Before the conflict erupted between Sudan Armed Forces (SAF) and Rapid Support Forces (RSF) on 15 April, UNHCR reported that there were 150,744 school-age children in refugee camps. Among them, 28% were of pre-primary school age, 44% were in the primary school age group, and 15% fell into the intermediate and secondary school age groups.

Across the 10 camps, there are 23 double-shift schools (comprising 16 primary and intermediate level schools and 7 secondary schools). The gross enrolment rate (GER) for primary education stands at 41%. Shockingly, there are 69,000 out of school children (OOSC). The student-to-classroom ratio is 170:1, the student-to-/latrine ratio is 130:1, and the student-teacher ratio is of 91:1. These figures deviate significantly from SMoE WNS recommendations, which advocate for a student-teacher of 36:1 and a student-classroom ratio of 60:1. These conditions present an unfavourable learning environment for refugee students. It is against this backdrop of a challenging educational landscape, that refugee education partners in WNS under the leadership of the SMoE and UNHCR with NRC co-leading, undertook an education needs assessment. This assessment aimed to identify and highlight best practices, successes, and challenges within refugee education in WNS camps. Furthermore, the assessment sought to unpack innovative community-based solutions to various challenges faced in refugee education. This study also captured the **hopes, dreams and aspirations** of out-of-school youths, children, and adolescents.

1.3. METHODOLOGY

Adopting the lens of The Inter-agency Network for Education in Emergencies (INEE) the assessment employed a qualitative approach, centering on the subjective viewpoints of refugees concerning educational challenges and potential solutions. Diverse sources⁶ within the sphere of refugee education stakeholders were tapped into to gather the assessment data. To ensure a comprehensive understanding, various data collection methods were employed, including key informant interviews, desk reviews, focus group discussions, and the collection of the most significant change stories (MSC).

To uphold the quality of data collection, an orientation session was organized for the enumerators and staff members. This session familiarized them with the objectives of the assessment, data collection tools, and the collection process. The scope of the assessment was directed at in-camp refugees in WNS, particularly in two main localities, namely Al Salam and AJ Jabalein. Within these two localities, the assessment team engaged students, out-of-school children, teachers, parents, Parent-Teacher Associations (PTAs), The SMoE, education providers, education partners, host community and refugee community leaders, Community Based Organisations (CBOs), the Humanitarian Aid Commission (HAC), and the Commission for Refugees (COR). The assessment observed gender diversity and age-group representation. The assessments credibility was further enhanced by adopting an interagency approach, thereby ensuring the trustworthiness of its findings. Importantly, participation in the assessment was voluntary, and written consent was obtained from all respondents.

⁶Triangulation

2. DETAILED FINDINGS

The findings section presents narrative of the assessment participants perspectives and reflection on how the five domains of INEE minimum standard of education in emergency are applied in WNS refugees camps, covering access, teaching, and learning, teachers and other education personnel, inclusion into the national system and coordination. Finally, the finding section also discusses refugee students dreams schools and place of learning.

3.1 ACCESS TO EDUCATION

This section contains analysis of the findings to the question: Tell us about access to education for refugees in the camp? Safe physical access, WASH facilities (gender), furniture, classrooms and learning spaces, protection, mental health and wellbeing, cultural and language appropriateness (gender), gender and violence, Innovative practices, and solutions.

The issue of access to education for refugees in camps presents several challenges, reflecting the multifaceted nature of creating a safe and conducive learning environment. This assessment looked at the key components of access such as: safe physical access, WASH facilities, classrooms and learning spaces, protection, mental health and wellbeing, cultural and language appropriateness, gender dynamics, and the innovative practices emerge.

According to the INEE, Minimum Standard for Education⁷, education is accessible where all individuals equally access quality and relevant educational opportunities in secure and safe learning environments that promote protection, health, nutrition, and psychosocial well-being for both learners and teachers.

According to UNHCR, refugees in WNS don't face policy or administrative restrictions to be enrolled in in-camps schools, The schools are supervised by SMoE using the host country national curriculum, language of instruction and assessment. Refugee children commute an average of 2–3 kilometres (km) from their homes to reach school. Refugee students' access to national exams increased as 3,985 refugee children participated in the WNS state-level primary school examination and certification as nationals for the academic year 2022/2023. Refugee Gross Enrolment (GER) for primary education level during the same academic year was 41%, Students/classroom ratio stood at 170:1, and student latrine ratio at 130:1 for both boys and girls indicating that refugees' access to education in WNS camps face inadequate infrastructure -related challenges.

Despite the partners' efforts to make education accessible to refugee children, the assessment respondents reflected that refugee access to education is jeopardized by four major factors: infrastructure, materials, negative cultural practices, medium of instruction, and protection risks. *See Annex 1: Table 1.1: Summary of Responses on Access.* The respondents repeatedly referred to infrastructure related access challenges such as unconducive learning facilities, that include WASH facilities , classrooms and learning spaces, safe and clean drinking water, safe roads, as roads to schools become muddy and unsafe during rainy seasons, unsafe facilities especially classrooms and latrines that

⁷ INEE https://inee.org/minimum-standards-723YQQGML/2023-UNHCR-EDU_Report-screen78.pdf

are in need of rehabilitation, Refugee teachers reported that “competition over latrine puts many students at risk of contracting diseases as well as irregular school attendance.

In terms of safe physical access, schools within the camp are located at 2-3 Kilometres reach from most of the learners. However, children from far ends of the camp and the host community walk longer distances to the school. The overall convenience in accessing the schools diminishes during the rainy season when school roads become treacherously muddy and unsafe. This access challenge is compounded by a lack of safe roads, endangering the safety of children on their way to school. Moreover, the needs of students with disabilities are insufficiently addressed, with limited consideration for their specific requirements and movement difficulties.

The issue of inadequate WASH facilities emerged as a key difficulty faced by refugee children in accessing quality education. This is more concerning during rainy season where risk of flooding, disease outbreaks such as cholera are increase exponentially. The issue of inadequate gender segregated functional latrines, coupled with some lacking doors, compromises the privacy and dignity of students. Water availability and quality concerns exacerbate the situation, with shortages in hand-washing facilities and dedicated wash spaces for children with disabilities. The need for maintenance and repair of existing washing facilities is evident, as non-functional latrines pose significant challenges to the hygiene and overall health of students.

Access is also constrained by material-related factors such as lack of furniture for students and teachers, lack of school feeding programs, and scholastic materials such as students’ scholastic materials.

Within the realm of classrooms and learning spaces, overcrowding emerges as a prevalent issue, creating a suboptimal learning environment. Inadequate ventilation and damaged classrooms further exacerbate the challenges faced by students. The shortage of classrooms is evident, with insufficient spaces to accommodate all students, particularly those at the intermediate school level. The dire situation is compounded by inadequate appropriate furniture for both students and teachers.

Medium of instruction related challenges include the language of instruction in the schools. Arabic is the host country language; but some students prefer to learn in English. Language appropriateness pose additional barriers to quality education for refugee children. Language barriers, particularly in White Nile, impact learning outcomes.

Cultural norms and gender dynamics affect attendance and safety, especially for girls, who bear the brunt of challenges tied to gender-based violence and early marriage.

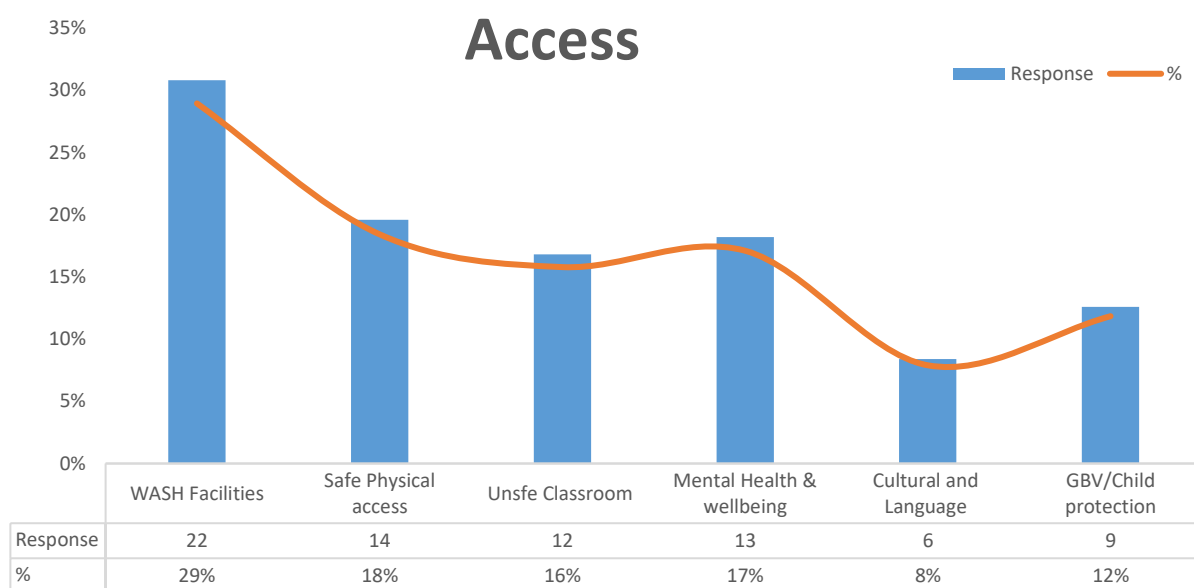
Protection aspects hindering access to education in the camps reported to be Gender Based Violence (GBV), like harassment of girls on the way to schools. Lack of gender-sensitive separate latrines necessitates refugees’ students, especially girls, to prefer using nearby households’ latrines, rather than competing with peer students over the insufficient school latrines. Such coping mechanisms of using families’ private latrines can expose girls to GBV-associated risks as well as loss of learning time. Early marriage also played a role in refugee girls’ not accessing education. There is also lack of mental health and well-being support, as well as inadequate attention to the inclusion of people with disabilities.

Gender dynamics and protection concerns intertwine, presenting critical challenges to refugee education. Physical protection, demonstrated through the need for fences around schools, becomes a necessity due to safety risks from strangers and harassment. GBV was highlighted, with girls facing harassment and early marriage pressures that hinder their education. The absence of psychosocial support programs exacerbates mental health challenges faced by students (many of whom have lived through the trauma of

intense conflict, fleeing from Khartoum and South Sudan). The referral system for mental health care is missing.

Despite these challenges, the assessment revealed innovative practices and potential solutions that can help to address the issues that were raised by the people we interviewed. Initiatives for literacy and hygiene, collaboration with organizations, and focusing on teacher salaries and incentives point toward avenues for improvement. Continuous projects from humanitarian organizations and heightened emphasis on mental health and school health training present opportunities to address some of the pressing challenges. Expanding the number of classrooms and latrines, implementing psychosocial support activities, and enhancing teacher training in psychological aspects are suggested as strategies to enhance access to quality education.

In summary, the access to education for refugees in camps presents a complex web of challenges across various domains. From physical access and WASH facilities to classrooms, protection, and mental health support, a multi-pronged approach is needed to create an enabling environment for learning. Addressing these issues requires collaborative efforts, innovative solutions, and an unwavering commitment to providing these vulnerable populations with the education they deserve. *Below table represents the major access challenges.*



3.2 TEACHING AND LEARNING

This section contains analysis of the findings to the question: Tell us about teaching and learning in the schools? Material, content, curriculum, teachers, and capacities (background and training opportunities: PSS\ Protection\ PFA), teaching process consider participation and inclusion, assessment and validation, recreational activities, innovative practices, and solutions. Innovative practices and solutions

The landscape of teaching and learning within camp-based schools is characterized by several challenges and potential solutions. This assessment looked at the key elements of teaching and learning such as: materials, curriculum content, teachers and their capacities, the teaching process with a focus on participation and inclusion, assessment and validation, recreational activities, and innovative practices.

According to UNESCO, International Institute for Educational Planning (IIEP)⁸, 53 per cent of children in low- and middle-income countries have a learning deficit: they cannot read and understand simple text by the end of primary school. In poor countries, this rate can increase to 80 per cent. Learning deficit is a result of factors such as the use of temporary learning structures to meet the continuous and large influx of pupils, without minimum hygiene, comfort, and safety requirements. Coupled with the recruitment of young, unprepared teachers, who are parachuted into classrooms without any pedagogical training and without permanent or stable contracts, in addition lack operational capacity and inability to increase the low level of funding for learning tools, scholastic materials, and other materials. Refugee teachers in WNS camps are volunteers without contracts and quality preparation for the job of teaching, to undertake teaching and learning in overcrowded classroom of approximate number of children as high as 170: 1.

The assessment revealed that an availability of TLM is a major concern to the teachers and students, The TLMs provided by partners are inadequate, not supplied on time and irregular. The scarcity of scholastics materials and teaching aids hampers the teaching and learning process, highlighting the need for a shift to improve on efficiency and optimal use of available resources to facilitate effective learning the respondents expressed that textbook, teaching materials/aids, and student scholastic materials provided by education partners are below the need. *See annex 2: Table 1.1: Summary of Responses on Access.*

The curriculum's content and structure pose significant challenges. Although the Sudanese national curriculum adopted, due to loss of time due to displacement, many of the refugee children face challenges in adopting the curriculum without language classes, bridging, or accelerated learning classes. Disabled children's needs are insufficiently addressed, and lack of innovative teaching methodologies and participation-centric approaches further impede effective education. The absence of consideration for critical thinking and involvement creates a gap in fostering holistic learning experiences.

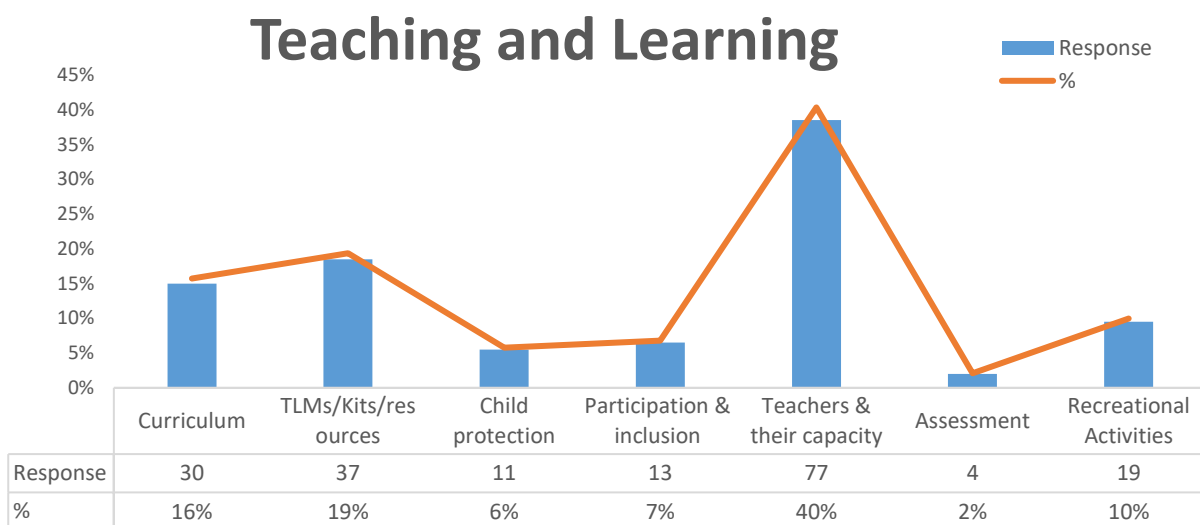
Teachers and their capacities emerge as a serious gap in the teaching and learning equation. The schools in the camps adopt double-shift systems which requires well trained teachers to manage. Teachers' high turnover rates among volunteer refugee teachers disrupt continuity and impact educational quality. These educators often lack specialized training, academic qualifications, and proper incentives, leaving them ill-equipped to address students' diverse needs specially to support children with post-traumatic symptoms and manage diversity appropriately. The insufficiency of mental health, teaching methods, PSS, and protection training undermines their ability to create a safe and supportive learning environment. The responses also indicated that the teachers in the camps lacked the capacity to make the teaching interactive, engaging, and provoking for critical thinking.

⁸[https://dakar.iiep.unesco.org/en/news/quality-addressing-learning-crisis#:~:text=Despite%20schools%20filling%20up%2C%20there.80%20per%20cent%20\(3\).](https://dakar.iiep.unesco.org/en/news/quality-addressing-learning-crisis#:~:text=Despite%20schools%20filling%20up%2C%20there.80%20per%20cent%20(3).)

The teaching process itself requires refinement. Lack of interactive teaching methods and student participation, along with a curriculum that fails to accommodate critical thinking, stifle engagement and holistic learning experiences. Creative, non-traditional teaching methodologies are needed to foster interactive and dynamic learning environment. Assessment and validation mechanisms highlight the dynamic nature of curriculum comprehension, with content sometimes being clear and at other times difficult to grasp. This emphasizes the need for adaptable teaching strategies and continuous assessment to ensure students' understanding.

Less participation in recreational activities was also reported. Recreational activities or learning through play, often underestimated, contribute to a holistic education experience. While tools for such activities exist, their insufficiency limits their impact. Addressing this gap and incorporating outdoor activities that respect community culture could enhance students' overall growth. Innovative practices and solutions offer pathways to address the challenges. Creative teaching methodologies can enhance retention rates, while back-to-school campaigns aim to engage families and communities in the education process. Integrating sports leagues and cultural events can create a more enriching educational environment. Leveraging technology in learning, collaborating closely with PTAs, providing teacher housing, expanding infrastructure, and generating additional income sources for teachers through internal projects are identified as strategies to enhance the quality of education.

To summarize, the teaching and learning environment within camp-based schools is marked by both obstacles and opportunities. The inadequacy of TLMs, challenges with the delivery of curriculum, and inadequately trained teachers present challenges. However, innovative practices such as dynamic teaching methodologies, community engagement, technological integration, and infrastructure expansion hold promise for improving the overall educational experience for refugee students. By addressing these issues through collaborative efforts, a more inclusive and enriching educational environment can be created, equipping these vulnerable populations with the skills and knowledge they need to thrive. Suggested innovative practices and solutions to overcome the learning crisis in refugee camps include the use of creative teaching methods, materials, extracurricular activities, technology, improving teachers' conditions and remuneration to reduce turnover, collaboration with PTAs, and building teachers' capacities. *Below table presents the major teaching and learning challenges.*



3.3 TEACHERS & OTHER PERSONNEL

This section contains analysis of the findings to the question: Tell us about teaching and nonteaching staff in the camp-based schools? Availability, quantity, diversity (gender), status, working conditions, remuneration, teacher support, leadership, Innovative practices, and solutions.

The dynamics surrounding teaching and non-teaching staff within camps-based schools reveal a multifaceted landscape of challenges and opportunities. This analysis delves into critical aspects such as staff availability, quantity, diversity (gender), working conditions, remuneration, teacher support, leadership, and innovative practices. *See annex 3: Table 1.2: Summary of Responses on Staffing*

The availability of teachers emerged as a key concern, with an insufficient number posing significant challenges. Some educators only stay for the duration of their classes, leading to disruptions in continuity. Schools grapple with teacher shortages, sometimes necessitating recruitment from the local community. This scarcity is especially pronounced in primary schools, where teachers are stretched thin, each handling multiple subjects. The imbalance between the number of teachers and students further compounds this issue. Securing appropriate numbers of teaching and non-teaching staff is critical in the context of refugees in WNS, according to UNHCR, Student-teacher ratio is 91:1 against SMoE WNS's recommendation of 36:1 student/teacher ratio, however student-teacher ratio for host community is more or less the same as of the refugees.

Thirty per cent of the assessment respondents rated understaffing as a challenge for refugee education in WNS Camps, as mitigation measures teachers work two shifts to cover the gap, a factor that compromises the quality of learning. Gender disparity exists within the staffing structure, with a stark underrepresentation of female, constituting about 30% of the teaching workforce. This gender disparity underscores the need for more inclusive recruitment practices and supportive environments to encourage greater female participation. Gender inequality among refugee teachers is another factor; 12% of the respondents see that most of the teachers are male. According to the SMoE, female teachers represent 30% of the refugee teachers in camps. Working conditions for teachers vary, with some perceiving their environment as needing enhancement. While conditions are considered good, the overarching challenging situation creates difficulties.

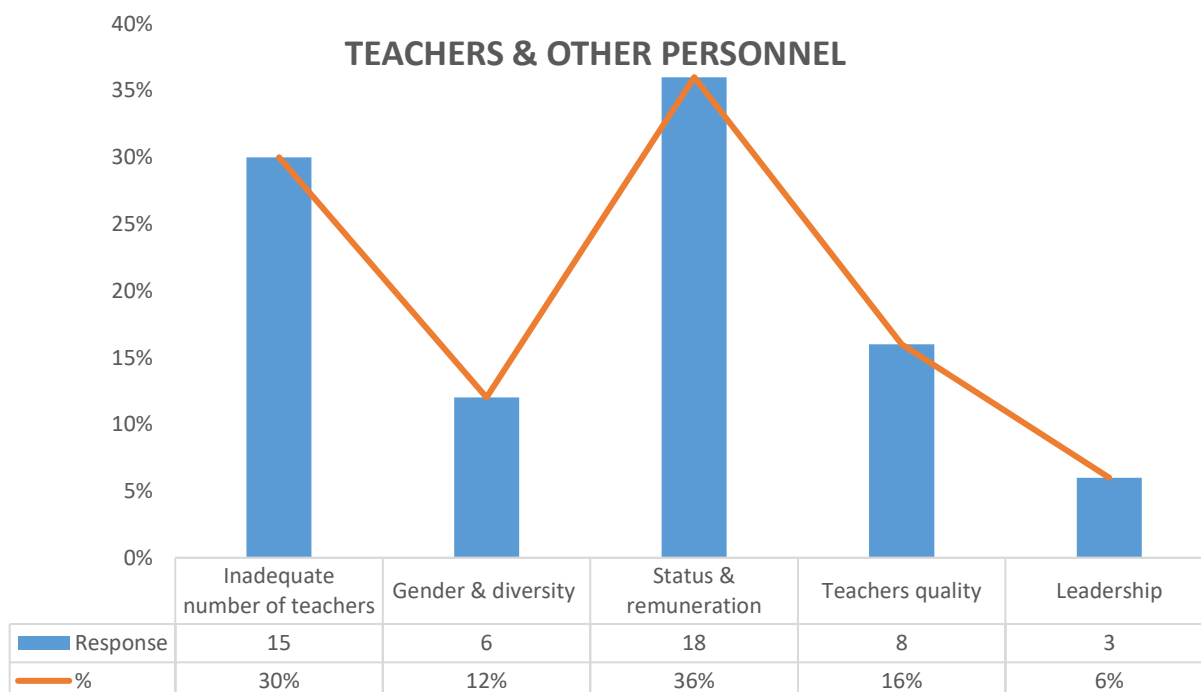
It is evident that addressing these challenges and improving working conditions would contribute to higher retention rates and better performance among educators. Remuneration and teacher support represent critical facets of this narrative. Teachers' incentives are frequently cited as inadequate and irregularly provided. The financial strains caused by economic challenges lead to ethical concerns such as corruption and moral deterioration. Volunteer teachers, who are often an essential part of the education system, rely on incentives from NGOs and the community. This situation emphasizes the need for consistent and sufficient remuneration mechanisms to support these educators. According to SMoE and UNHCR refugee teachers maintain volunteer employment status entitled to only a monthly incentive of flat rate of 30,000 SDG which is below minimum wage, 36% of the respondents related the volunteer teachers' status and inappropriate remuneration as a reason for teachers' high rate of turnover.

A community leader said *"teachers in the camps are volunteers without employment contracts, when the monthly incentives stop or are delayed, teachers leave the school for side hustling. Teachers do not get the opportunity for specialised training, for example, training on math...etc., the number of teachers is not enough compared to the great number of students"*.

Leadership structures play a pivotal role in school management and coordination with external stakeholders. School leadership is described as flexible, engaging with parents, communities, and I/NGOs. The presence of school principals, typically recruited by SMOE, underscores a structured management approach. These leaders often hail from both the host community and the broader refugee population. Twenty-two percent of the respondents expressed that refugee teachers enjoy very few opportunities for technical teacher training needed to upgrade their performance and develop leadership capacity.

Innovative practices and potential solutions are highlighted as pathways to address the identified challenges. Providing improved remuneration, housing, and food for teachers can enhance their overall well-being. Building capacity through SMOE-provided training, advocating for students' rights to a conducive learning environment, and enhancing working conditions are integral to creating a supportive educational ecosystem. Increasing teacher incentives, supporting teachers' basic needs, and offering training for school managers and volunteers also emerge as actionable strategies.

In summary, the landscape of teaching and non-teaching staff within camp-based schools reflects a tapestry of challenges intertwined with potential solutions. The insufficiency of staff, gender disparities, working conditions, and inadequate remuneration are critical areas of concern. However, the determination to provide better support, innovative approaches to training and management, and advocacy for improved working conditions underscore the commitment to providing quality education even within challenging circumstances. Through collaborative efforts, enhanced support mechanisms, and a focus on teacher empowerment, camp-based schools can strive towards better educational outcomes for their students. *Below table presents major teachers challenges.*



3.4 INCLUSION INTO NATIONAL SYSTEM

This section contains analysis of the findings to the question: Tell us about the education policies related to refugees? International conventions, inclusion into national planning, emergency preparedness, finance Innovative practices and solutions

Education guides pertaining to refugees are shaped by a complex interplay of international conventions, inclusion into national planning, emergency preparedness, and financial considerations. This assessment delved into the intricate nuances of these dimensions, examining the challenges and innovative solutions that characterize the landscape of refugee education policies that facilitate inclusion into the national education system. According to UNHCR¹ and considering the Djibouti Plan of Action on Education, in 2018, Sudan included refugee education in the Education Sector Strategic Plan (ESSP), further in 2019, National Strategy and Costed Plan of Action for Refugees 2020/21-2022/23 was developed in line with ESSP. Under the Global Refugee Forum in December 2019, the Government of Sudan (GoS) made nine pledges which included a specific Education Pledge - 'Integrate refugee education in the national education system in a gradual manner'. This demonstrated the willingness of GoS to enhance its education commitments for all refugee children.

WNS SMoE informed by the Djibouti Declaration on Education established the Refugee Education and Emergency Unit as a dedicated unit for refugee education. However, issues like awareness of international conventions on refugee education and refugee education policy, Inclusion into National Planning, Emergency Preparedness, and Finance (Resources, Allocation, Planning) were raised by the assessment respondents as challenging for refugee integration into national system.

According to the respondents Sudan has long walk to go in its journey for materializing its commitment for integrating refugee into national systems. The responses showed that awareness of Sudan international obligation and commitment towards refugee education is very low among education partners in WNS. Gradual integration into national planning is taking place as camp-based schools in WNS refugee camps follow Sudanese schools' operation policies, use national curriculum, assessment, and language of instruction. While the government of WNS does not provide financial support for refugee education, nor include them into response plan, the SMoE provides technical supervision to camp-based schools while education partners and UNHCR cover teachers' incentives and school operation and other capital costs.

Incorporating refugees into national planning initiatives requires overcoming financial constraints. The government's reluctance to financially support refugees' education necessitates alternative avenues for securing resources. Integration efforts within Sudan's curriculum demonstrate a commitment to offering quality education to refugees. However, clear work contracts between teachers and the ministry are required to ensure stability and accountability within the education system. *See annex 4: Table 1.3: Summary of Responses on Policies & Inclusion.*

Financial considerations significantly influence the implementation of refugee education policies. Currently, financial support stems from UN agencies (UNHCR) and INGOs, with the expectation that UNHCR shoulders the expenses related to policy realization. The lack of financial resources poses a recurring hurdle, undermining the comprehensive implementation of policies. Despite community attempts to generate funds for teacher salaries, insufficient resources hinder these efforts. Enhancing the educational environment necessitates increased funding, reflecting the imperative of sustainable investment in refugee education. Emergency preparedness also emerged as a strategic consideration, with the implementation of emergency education in camps addressing the immediate needs of displaced populations. The academic calendar's misalignment with climatic conditions and agricultural activities

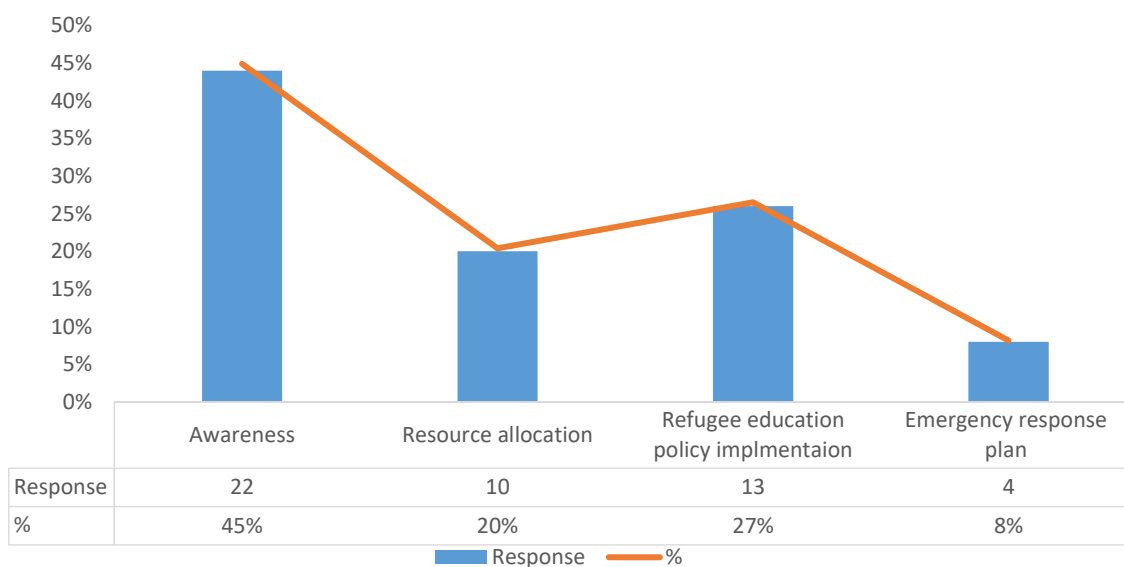
showcases a lack of adaptive approach to education provision. The people we interviewed suggested modifications to the academic calendar, considering the rainy season and agricultural demands. This underlines the necessity for context-sensitive planning to ensure effective learning environment.

A refugee community leader said:

“I have no idea on refugee education policies or international conventions. What I know is that SMOE I/NGOs always promise that they will support refugee education, and nothing happens in the end, so it is just talking.” A refugee teacher also mentioned “concerning integration of refugee in education policies, and even in the education national budget, all these conventions are only on paper and not implemented, there is no contingency plan for education from the Government.”

Policy implementation hinges on a collaborative effort between UNHCR, SMOE, and implementing agencies. A call for improved communication underscores the significance of inter-organizational coordination to achieve policy objectives. The synthesis of international commitments, national strategies, preparedness measures, financial considerations, and innovative solutions can lay the foundation for a more inclusive, accessible, and effective education system for refugees. *Below table presents major inclusion challenges.*

Inclusion into National System



3.5 COORDINATION

This section contains analysis of the findings to the question: Tell us about the coordination related to refugee education? For a (government\ nongovernment- local\ international), mechanisms, education working groups, ...Innovative practices and solutions.

The landscape of coordination in refugee education is characterized by an interplay of various stakeholders, mechanisms, and innovative strategies. This assessment navigated through the intricacies of coordination efforts, elucidating the strengths, challenges, and potential solutions that shape the collaborative endeavor of ensuring quality education for displaced populations. *See annex 7: Table 5.4: Summary of Responses on Coordination*

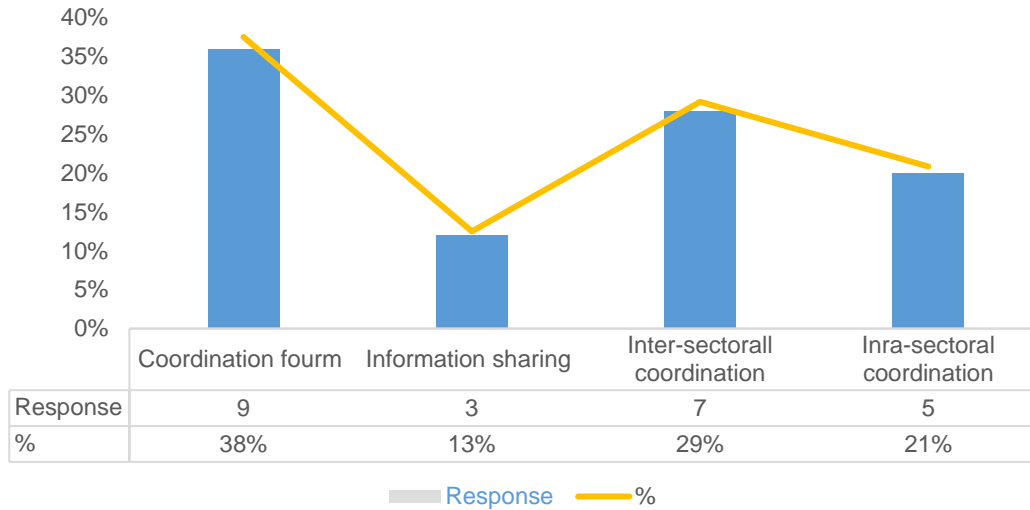
Refugee education stakeholders in WNS composed of a variety of local and international partners, in addition to local education authorities, communities. Actors such as UNHCR, UNICEF, ADRA, Plan International, NRC, JASMAR, ALMASAR, HOPE and FPDO are actively engaged on the ground. Partners working in refugee education coordinate their interventions through SMOE monthly meetings which facilitate information sharing and networking among education partners, therefore coordination among education partners is very good, however inter-sector coordination is lacking as education partners interaction with other sectors such as WASH, nutrition seems to be very weak. Consultation with other sectors during project formulation and implementation is necessary to ensure synergy and avoid duplication of efforts. The relationship between the education sector and other sectors, such as WASH and protection, necessitates meticulous coordination to uphold standards and ensure comprehensive support. Integrating consultation with other sectors during project development underscores the recognition of cross-sectoral synergies that can enhance the overall well-being of refugees. For example, the suggestion to utilize increased donor funding for sustainable latrine construction emphasizes the need for innovative application of resources to address infrastructure gaps.

Refugee education working groups was merged recently to SMOE monthly meeting to avoid parallel structure and to gain a step towards integration of refugee education into national systems; through adding refugee education to SMOE meeting agenda. Though SMOE monthly meeting is recognised as an official education coordination mechanism, it might need improvement to ensure its effectiveness. The Responses showed lack of coordination between education actors specifically at the camps or activities implementation level. Mechanisms that facilitate coordination are vital in harmonizing efforts and streamlining resources. The role of key actors, such as UNICEF and operating NGOs, in contributing to solutions for complex challenges reflects a multi-dimensional approach to addressing complications. The presence of clear monitoring and evaluation (M&E) mechanisms underscores a commitment to transparency and accountability. This M&E framework encompasses both inter-sector and intra-sector coordination, ensuring a comprehensive assessment of collaboration efficacy. However, there is need to improve on monitoring tools for effective collection and analysis of data.

Innovative practices and solutions permeate the realm of coordination, propelling forward momentum. International organizations' encouragement for sustainable latrine construction exemplifies the integration of resource allocation with long-term impact. Notably, coordination within single organizations emerges as a beacon of effectiveness, underlining the importance of streamlined internal structures. The proposition to establish direct agreements and contracts with beneficiaries presents a novel approach that streamlines communication and engagement without bureaucratic hurdles.

In conclusion, the Refugee Education Working Group is one where various entities and mechanisms converge to navigate the complex landscape. The strengths of coordination mechanisms, the challenges of inter-sector coordination, and the innovative practices collectively pave the way toward a more streamlined, collaborative, and impactful approach to refugee education, bolstering the quality of life and prospects for displaced populations *Below table presents coordination challenges.*

Coordination of Refugee Education



3.6 MOST SIGNIFICANT CHANGE STORIES

Most Significant Change stories were told by a student. They were guided by the following questions: Tell us about three significant issues, positive and negative from your experience as a student? Tell us about your dream school that makes you happy? How can this dream be achieved? What is your contribution in achieving the dream and maintaining it?

3.6.1. Student- Dream School

I have a dream school in my mind. It is a place filled with beautiful trees, a reliable piped water network, and spacious classrooms with cooling ceiling fans. In my dream school, there are abundant scholastic materials and scholastic materials to quench our thirst for knowledge.

My dream school is not just about education; it is a place where we can engage in various activities. It provides everything we need, from uniforms to scholastic materials, seats to latrines, scholastic materials to trees that provide shade.

I envision well-compensated teachers who are passionate about their work. My dream school has a charming fence, two welcoming gates, and an abundance of trees on the grounds. There are enough classrooms for all students, each equipped with cooling fans to keep us comfortable. A well-stocked library stands at the heart of the school, and a stage is set for performances and gatherings.

Clean and ample toilets are essential in my dream school, and corporal punishment is forbidden. Every student has their own desk with a drawer for personal belongings, and the school's name is proudly displayed on a signboard at the entrance. We have access to computer labs and e-learning resources, ensuring that we are well-prepared for the digital age.

I believe my dream can become a reality if my fellow students and I study diligently and take responsibility for preserving our school's facilities, including the latrines.

My dream school is a place of comfort, with cool classrooms, clean toilets, ample trees providing shade, sturdy doors and windows, spacious playgrounds, a football field, a megaphone for announcements, and a secure fence to ensure safety.

To achieve my dream, I know that the toilets need rehabilitation, and broken windows should be replaced. Classrooms need ceiling fans to combat the heat, and we require an adequate supply of scholastic materials and school uniforms. By keeping our classrooms clean, we can contribute to making my dream school a reality.

My dream school is like Oxford University, a clean and spacious place free from flies and insects. It has enough uniforms for everyone, and we are encouraged to explore our interests beyond exams. There is no fear of corporal punishment, and we freely exchange ideas with our teachers. The school is equipped with modern teaching aids like computers and projectors.

In my dream, I aspire to become an aircraft engineer to reduce accidents in the aviation industry. My dream school would have digital learning capabilities, clean toilets, a focus on holistic learning, and waste management practices alongside the beauty of trees.

To realize my dream, I envision a tall fence surrounding the school with security guards ensuring safety. Classrooms need ceiling fans, and the school requires daily cleaning routines.

My dream school is a blend of London and Khartoum, offering spacious classrooms, a secure fence, a bell to signal breaks, electricity, cooling fans, uniforms, trees, clean latrines, and happy teachers. Libraries and playgrounds add to its charm.

To achieve my dream, we need more classrooms, a stage for performances, additional trees for shade, and extracurricular activities to nurture creativity.

My dream school promotes free exchange between students and teachers, with no fear of corporal punishment. It boasts modern teaching aids like computers and projectors, along with washing facilities, bags, teaching and learning materials, and access to clean water.

I know that turning my dream into reality requires the support of organizations and a concerted effort from the community. Positive experiences like providing recreational and sports equipment, school uniforms, school bags, and soaps are essential steps in the right direction. However, challenges remain, such as the lack of supporting learning materials, uniforms, and access to drinking water and soap.

With determination and the support of my friends and community, I believe that one day, my dream school will become a beacon of education and inspiration for all.

3.6.2. Student- Sandy's Story, Happy Story

I have always dreamt of a school where positivity thrives, where the pursuit of knowledge is a joyous endeavour, and where my fellow students and I can truly blossom into our full potential. Unfortunately, my reality is far from my dreams.

In my school, positivity is a rare commodity, and smiles are even rarer. It has been a bleak journey, with no end in sight. However, a tiny glimmer of hope recently emerged when, just a few days ago, the school decided to distribute school bags, scholastic materials, and geometric boxes. It might seem small, but it ignited a tiny flame of optimism in my heart. Yet, as life often goes, that small glimmer was the best thing that happened in a long time. Negativity still looms large in my school, casting a shadow over our aspirations.

The negatives are numerous and overwhelming. Our teachers resort to corporal punishment, driven by motivations that have nothing to do with education, and it instils fear in us. Money is the only language they understand, and their teaching skills leave much to be desired. Basic amenities are lacking. There are no bathrooms in our school, and we are forced to endure the discomfort. Even worse, intermediate uniforms are unavailable, so we must wear our primary school attire. Scholastic materials are a rarity, and the overcrowded classrooms make it impossible to focus.

Our intermediate school, meant to nurture young minds, lacks the very people who could do that teacher. The ones we have are hardly qualified, and their teaching leaves us baffled, especially given the unbearable heat that fills our classrooms.

I know things must change. I firmly believe that recruiting qualified teachers would be a significant step forward. Our crowded classrooms are a serious hindrance to effective learning. With a classroom full of a hundred students, concentrating becomes impossible.

"We need a new teacher that doesn't hit the students," I declare. The fear of corporal punishment casts a dark cloud over our learning environment, making it challenging for us to understand what is being taught, especially in the sweltering heat. I firmly believe that with better teachers, learning would become an enjoyable experience. "When there are a lot of people, you get intimidated and wouldn't participate in the classroom," I reason. "I believe that 40 students in one classroom is more appropriate."

My vision for the perfect school is crystal clear - a place with a dedicated teaching staff, proper facilities like bathrooms and clean water, and a strict policy against teacher-student violence or financial exploitation leading to expulsions.

I feel a sense of responsibility. I know I cannot change the situation alone, but I have a role to play. "My role is to inform the head of the tribe," I affirm. "My role is to inform the principal about the unqualified teachers and to ask the organization for support with water supply and tree seeds. We, the students, will plant them. "As I look ahead, I hold onto my vision of a brighter, more positive school. It is a story I am determined to write, a story of hope and change in the face of adversity.

3.6.3 Parent- Happy school An Idea of Teaching.

The school environment, in my experience, is a mixed bag, featuring both positive and negative aspects that leave an impression.

On the positive side, there are elements that make this school a nurturing and educational haven. Primarily, the curriculum is robust and comprehensive, designed to provide students with a well-rounded education. This is crucial in a world where knowledge is power. Additionally, there is enough furniture for everyone, which means that students do not have to worry about finding a place to sit during class.

What truly sets this school apart, though, is the exceptional interaction between teachers and students. The teachers here go beyond their roles; they are not just educators but mentors. They take the time to understand each student's needs and offer guidance accordingly. This creates a supportive and motivating atmosphere for learning.

Furthermore, the school plays a vital role in ensuring the safety of its students. It acts as a protective cocoon, keeping children within its premises during school hours. This is particularly important in areas where safety concerns are prevalent. The vigilant supervision of teachers adds an extra layer of security and contributes to a problem-free atmosphere.

Most importantly, education within these school walls fosters a sense of respect among individuals. It is this aspect that truly distinguishes it from situations where schooling is absent. Students learn not only academic subjects but also values that shape them into responsible and respectful citizens.

However, it is not all sunshine and rainbows. There are glaring negative aspects that demand attention. First, the absence of school uniforms is noticeable. Uniforms not only create a sense of identity and equality but also relieve the financial burden on parents who struggle to provide regular clothing. Moreover, educational opportunities are limited to Sudanese certificate exams. While these exams are undoubtedly important, the lack of options for students who wish to explore other fields is disheartening.

Salary delays for teachers are a pervasive issue. Educators play a pivotal role in shaping young minds, and their dedication should be reciprocated with timely compensation. Overcrowding of students in classrooms is another pressing concern. Large class sizes hinder effective teaching and learning, and it is a situation that needs urgent rectification. The absence of basic learning materials such as scholastic materials, scholastic materials, and pens further impedes the learning process. Students are forced to share or go without, which compromises their education.

In addition to the academic aspects, there is a dearth of recreational games for children. Play is an essential part of a child's development, and the lack of such opportunities is a missed chance to nurture well-rounded individuals. Financial difficulties can sometimes lead teachers to take drastic measures, such as expelling students when incentives are withheld. This not only disrupts a child's education but also has long-term consequences on their future.

To address these challenges, we need comprehensive solutions. This includes expanding school facilities or opening new schools to alleviate overcrowding, ensuring the timely payment of teachers' salaries to motivate and retain talent, and providing adequate support to enhance teaching quality.

One innovative approach might involve dividing classes by gender. This could help in maintaining focus among students, especially in the adolescent years.

Despite these difficulties, it is heartening to note that students' academic performance remains stable, and they exhibit commendable reading skills. This is a testament to their resilience and the dedication of the teaching staff.

An ideal school setting, in the eyes of many, entails well-equipped buildings, spacious classrooms, accessible water sources, and proper wash facilities. One individual dreams of a comprehensive school that includes a protective wall for security, a clean drinking water supply to keep students hydrated, a designated cleaner to maintain a hygienic environment, provision of breakfast to ensure students start their day with energy, and school uniforms to promote a sense of belonging and equality. This dream resonates with the desire for a school that mirrors the standards of schools like Malakal School.

Efforts to achieve these dreams involve seeking support from organizations, effective supervision and monitoring of school equipment, and collective action. While personal capabilities might be limited, the hope is that this report will contribute to positive change and improvement in the school environment. Change may be gradual, but it is through persistent effort and shared commitment that we can transform this school into a place where every child can thrive and succeed.

3.6.4 I am a teacher. Knowledge

As I reflect on my ten years of teaching experience, a mixture of positive and negative aspects emerges. Throughout my journey, I have fostered strong social ties within the school community and developed meaningful relationships with my fellow educators. An element that brings reassurance is the swift response of the ADRA organisation whenever there is a need – their support has been instrumental in shaping my career. Without them, I might not have become a teacher in the first place.

However, it is not all smooth sailing. I find myself working in an office without proper furniture, and the incentives provided are far from satisfactory. The shortage of classrooms is a significant hurdle, and the blurred lines between teachers and students make maintaining a clear distinction challenging. The insufficient salary leaves me disheartened, and the absence of a proper school fence raises security concerns that weigh on my mind.

Considering the future of my students, especially those who graduate high school but lack the means to continue their education, I am acutely aware of how vital the salary is in influencing my dedication. Envisioning a more conducive learning environment, I imagine a scenario where qualified teachers are in abundance, classrooms are ample, students wear uniforms, furniture is sufficient, teacher furniture is adequate, and the school structure is solid and secure within a protective fence.

In search of solutions, I am an advocate for teacher training, workshops, and sustained support. Collaborating with NGOs and securing financial resources seem to hold the key to addressing pressing school needs, enhancing teacher skills, and fostering innovative advancements. In this complex journey, my commitment remains unwavering, driven by a deep-seated desire for a brighter educational future.

4. Detailed Recommendations

4.1. Access to Education

Category	Recommendations
Safe Physical Access	Improve infrastructure for easy school access, address rainy season road safety concerns, and create accessible pathways for children with disabilities.
	Provide transportation options for remote locations and establish safe routes for children.
WASH Facilities	Ensure functional latrines with doors, improve water quality and availability, and increase hand-washing facilities.
	Develop wash facilities for children with disabilities, maintain existing facilities, and ensure sufficient water storage.
Classrooms and Learning Spaces	Reduce overcrowding by expanding classrooms and enhance ventilation.
	Address the shortage of classrooms for intermediate schools.
	Ensure an adequate supply of desks, chairs, and complete furniture, and prevent theft and deterioration (for students)
	Supply desks and chairs for teachers and ensure availability of teaching and learning materials.
GBV/Protection	Erect fences for physical protection around schools and enhance safety measures for roads and surroundings.
	Implement control mechanisms to prevent unauthorized entry and address harassment concerns during students' commutes.
	Promote gender-sensitive facilities and tackle early marriage issues affecting girls' education.
	Develop strategies to mitigate gender dynamics impacting girls' education and remove or reduce registration fees impacting girls' mental health.
Mental Health and Wellbeing	Establish psychosocial support programs for students and develop programs for psychological well-being. Establish a referral system for mental health support.
Cultural and Language Appropriateness	Offer options for learning in English if preferred and address language barriers through courses.
	Implement measures for gender-sensitive school attendance and safety and consider organizing cultural activities.
	Continue using the language of instruction preferred by students and address cultural and language barriers affecting girls' education.
Innovative Practices and Solutions	Support literacy and hygiene initiatives and collaborate with organizations to improve educational conditions.
	Allocate resources for teacher salaries and incentives and maintain continuous projects from humanitarian organizations.
	Prioritize mental health and school health training, increase classrooms and latrines, and implement psychosocial support activities.
	Enhance teacher training in psychological aspects and raise awareness and secure support through organizations.
	Pay attention to children's safety and protection in educational efforts.

4.2. Teaching and Learning

Category	Recommendation
Materials:	Ensure an adequate supply of scholastic materials, teaching materials, and teaching aids.
Content; Curriculum:	Align the curriculum with the needs and abilities of refugee students.
	Simplify complex subjects to enhance student comprehension.
	Update the curriculum to be age-appropriate, inclusive, and innovative.
	Provide teachers with advanced skills, workshops, and specific training on key subjects.
	Promote critical thinking and participation in the curriculum.
Teachers; Teacher Capacities:	Establish a regular salary/incentive system for teachers and reduce turnover.
	Offer comprehensive training in mental health, teaching methods, PSS, and protection.
	Ensure teachers have appropriate academic specialization and recognized degrees.
	Implement measures to attract and retain qualified educators.
	Focus on teacher training in protection, PSS, and mental health.
Teaching Process and Inclusion:	Encourage interactive teaching methods, student inclusion and adopt creative teaching methodologies.
	Modify the curriculum for student participation and critical thinking.
Assessment and Validation: Recreational Activities:	Ensure curriculum content clarity for better student understanding.
	Expand recreational activity tools and outdoor options.
	Consider cultural factors in planning outdoor activities.
	Introduce non-academic activity tools and diversify non-academic activities.
Innovative Practices and Solutions:	Implement creative teaching methodologies to enhance retention.
	Launch back-to-school campaigns to engage families in education.
	Promote sports leagues, cultural events, and technology in education.
	Collaborate closely with Parent-Teacher Associations (PTAs).
	Improve teacher conditions with housing, classrooms, and training.
	Expand education facilities through classroom construction.
	Initiate projects to increase teacher income.
	Support secondary schools with technology and energy resources.

4.3. Teachers and other personnel

Category	Recommendations
Availability	Increase the number of qualified teachers to address shortages.
	Ensure an adequate number of school guards and cleaners.
	Encourage full-time commitment from teachers.
	Develop strategies to recruit teachers from the local community.
Quantity; Diversity (Gender)	Promote gender diversity among teaching staff, especially in leadership roles.
	Review and potentially increase non-teaching staff salaries.
Working Conditions	Improve overall working conditions for teachers and enhance the working environment.
	Address challenges faced by teachers in difficult circumstances.
Remuneration; Teacher Support	Review and revise teachers' incentives for sufficiency and consistency and explore alternative financial support methods.
	Implement a fair and transparent remuneration system to prevent corruption.
	Ensure adequate incentives for volunteers, especially from NGOs, and establish a sustainable incentive system, involving the community, NGOs, and PTAs.
Leadership	Encourage flexible school leadership in interactions with stakeholders.
	Ensure school management appointments are based on qualifications and experience.
	Consider employing school managers from the refugee community.
Innovative Practices and Solutions	Implement measures for competitive remuneration, food, and housing for teachers and invest in ongoing teacher training programs facilitated by the SMOE.
	Advocate for students' rights to a better learning environment and enhance working conditions for teachers.
	Conduct regular training programs for school managers and voluntary teachers.

4.4. Inclusion into National Systems

Category	Recommendations
International Conventions	Ensure effective implementation of international and national declarations related to refugees' rights and education.
	Advocate for increased financial support to facilitate policy implementation.
	Raise education stakeholders' awareness on refugee education and international conventions.
Inclusion into National Planning	Allocate financial resources to support refugees' education and effectively apply drafted policies.
	Establish clearer work contracts between teachers and the ministry for refugee inclusion in national education policies.
	Continue efforts to integrate refugees into the Sudanese national system.
Emergency Preparedness	Modify the academic calendar to be climate-sensitive and accommodate agricultural activities in refugee camps.
Finance (Resources, Allocation, Planning)	Advocate for UNHCR to cover expenses related to education policies to alleviate financial constraints.
	Seek alternative funding sources or strategies to accumulate funds for teacher salaries and educational development.
	Address delayed salaries for Sudanese teachers to ensure stability in refugee teachers' salaries.
Innovative Practices and Solutions	Provide schools with reliable access to electricity and water to enhance the learning environment.
	Prioritize school maintenance to improve infrastructure and facilities.
	Recruit and support teachers, including providing housing and meals to attract and retain qualified educators.
	Ensure the inclusion of people with disabilities in education planning and policies.
	Promote host community involvement in refugee education affairs to enhance support.
	Collaborate with organizations to implement policies and agreements effectively.
	Improve communication and coordination between UNHCR, SMOE, and implementing agencies to facilitate policy implementation and resource allocation.

4.5 Coordination

Category	Recommendation
Coordination among Education Partners	Foster active mechanisms for coordination among education partners, both national and international, to enhance collaboration and information sharing.
	Continue organizing regular meetings, like SMOE monthly meetings, to facilitate effective information sharing and networking among education stakeholders.
	Strengthen intra-sector coordination, which has proven effective, and work on improving inter-sector coordination.
Clear Monitoring and Evaluation (M&E) Mechanism	Maintain a clear and robust monitoring and evaluation mechanism for both inter-sector and intra-sector coordination to assess progress and identify areas for improvement.
Information Sharing and Gap Identification	Encourage education partners to systematically share information to avoid duplication and identify gaps in refugee education services.
	Promote coordination between the education sector and other sectors, such as WASH and protection, to ensure holistic support for refugees.
Inter-Sectoral Coordination	Emphasize the importance of inter-sectoral coordination among stakeholders' agencies to meet international standards for refugee education.
	Encourage consultation with other sectors during project development to address crosscutting activities effectively.
Sustainable Infrastructure Development	Advocate for sustainable latrine construction with increased donor funding, involving international organizations in the process.

	Ensure that coordination within single organizations remains effective and efficient in supporting refugee education initiatives.
Direct Agreements with Beneficiaries	Consider making direct agreements and contracts with beneficiaries when appropriate, without involving unnecessary authorities, to streamline processes and improve efficiency in project implementation

5. ANNEXES

Annex 1: Table 1.1: Summary of Responses on Access

Summary of responses to the question: Tell us about access to education for refugees in the camp? Safe physical access, WASH facilities (gender), furniture, classrooms and learning spaces, protection, mental health and wellbeing, cultural and language appropriateness (gender), gender and violence, Innovative practices, and solutions.

Safe Physical Access

- Schools located within camps are easily access for children
- School roads become muddy and unsafe during rainy seasons
- Access difficult for some due to far location
- Unsafe roads; pose dangers for children
- Students with disabilities lack movement means and specific facilities
- Lack of facilities for children with disabilities

WASH Facilities

- Lack of functional latrines, some without doors
- Water availability and quality issues
- Shortage of hand-washing facilities
- Lack of dedicated wash facilities for children with disabilities
- Insufficient water storage tanks and weak water pressure

Classrooms and Learning Spaces

- Overcrowded classrooms with limited space
- Classrooms lack proper ventilation
- Some classrooms damaged or inadequate
- Lack of classrooms for intermediate schools
- Classrooms divided into morning and evening shifts
- Insufficient furniture and overcrowded classrooms
- Lack of desks and chairs for teachers
- Many schools lack essential teaching and learning materials such as scholastic materials, notescholastic materials, uniforms,

GBV/Protection

- Fences needed for physical protection
- Safety issues with roads and surroundings
- Students exposed to danger, harassment
- Strangers enter schools due to lack of control
- Harassment of children on the way to school
- Gender sensitivities; separate latrines for children
- Girls face challenges due to early marriage phenomenon
- Registration fees impact girls' mental health

Mental Health and Wellbeing	<ul style="list-style-type: none"> Lack of psychosocial support programs No programs addressing mental health issues Referral system for mental health missing.
Cultural and Language Appropriateness:	<ul style="list-style-type: none"> Some students prefer learning in English Language barriers due to host country language Gender issues affect school attendance and safety Children learning together in one place No cultural activities; language of instruction good Cultural and language barriers affecting girls' education
Innovative Practices and Solutions	<ul style="list-style-type: none"> Initiatives for literacy and hygiene Collaboration with organizations for improvement Support needed for teacher salaries and incentives Continuous projects from humanitarian organizations Focus on mental health and school health training Increasing the number of classrooms and latrines Implementation of psychosocial support activities Enhancing teacher training in psychological aspects Raising awareness and support through organizations Consideration for children's safety and protection

Annex 2: Table 1.1: Summary of Responses on Teaching and Learning

<p>Summary of responses to the question Tell us about teaching and learning in the schools? Material, content, curriculum, teachers, and capacities (background and training opportunities: PSS\ Protection\ PFA), teaching process consider participation and inclusion, assessment and validation, recreational activities, innovative practices, and solutions. Innovative practices and solutions</p>	
Teaching and Learning Materials:	<ul style="list-style-type: none"> Scholastic materials provided by organizations are not enough Shortage of teaching materials. No teaching aids available. Lack of notescholastic materials and aids for students.
Content; Curriculum:	<ul style="list-style-type: none"> Sudanese national curriculum adopted in refugees' schools. Some subjects are clear to students, while others are hard to understand. Curriculum content has changed and is more complicated now. Curriculum content not age-appropriate; more complex and challenging. Curriculum does not draw attention to disabled children. English and Arabic versions of the curriculum. Curriculum does not consider participation and critical thinking.

Curriculum content lacks innovative teaching methodologies.
 Curriculum not updated, needs advanced skills and specific workshops for teachers.
 Curriculum content is sometimes clear, sometimes hard to understand.

Teachers; Teacher Capacities (Background and Training Opportunities):

Teachers do not receive regular salaries/incentives.
 High turnover of volunteer teachers.
 Teachers need training in mental health, teaching methods, PSS, and protection.
 Most teachers are volunteers without academic specialization.
 Some teachers have university degrees but not accredited.
 Teachers' educational background is weak, impacting teaching quality.
 Teachers need training in protection and PSS.
 Teachers' salaries need to be increased.
 Many teachers need specialized qualifications.

PSS; Protection:

Teaching Process-Consider Participation and Inclusion:

Teachers lack proper training in protection and PSS.
 Teachers do not use interactive teaching methods.
 Teachers do not include students in classes.
 Curriculum lacks space for student participation and critical thinking.
 Need to adopt creative, non-traditional teaching methodologies.

Assessment and Validation:

Curriculum content is sometimes clear, sometimes hard to understand.
 Teaching Process-Consider Participation and Inclusion
 Recreational activities tools are available but not sufficient.
 Outdoor activities depend on community culture.
 No non-academic activities except for morning assembly.

Innovative Practices and Solutions:

Creative teaching methodologies needed for better retention.
 Back-to-school campaigns needed for families.
 Sports leagues and cultural events can enhance education.
 Increase the use of technology in learning.
 Close collaboration with PTAs needed.
 Provide teacher housing to improve education quality.
 Construct additional classrooms and teacher offices.
 Prepare teacher training near beneficiaries.
 Expand education facilities with construction of classrooms.
 Conduct internal projects to increase teacher income.
 Support secondary schools with technology and energy sources.

Annex 3: Table 1.2: Summary of Responses on Staffing

A summary of responses to the question-Tell us about teaching and nonteaching staff in the camp-based schools? Availability, quantity, diversity (gender), working conditions, remuneration, teacher support, leadership, Innovative practices, and solutions	
Availability	<p>Teachers' number is insufficient, leading to challenges.</p> <p>School guards and cleaners are not sufficient.</p> <p>Some teachers stay only for the duration of their classes.</p> <p>Number of teachers in the primary school is insufficient, each teaches about seven subjects.</p>
Quantity; Diversity (Gender)	<p>Gender diversity is limited, with women making up about 10% of teachers.</p> <p>30,000 SDG monthly salary for non-teaching staff.</p> <p>Majority of teachers are male.</p>
Working Conditions	<p>Working conditions for teachers need improvement.</p> <p>Teachers' working environment is good but needs enhancement to improve retention and performance.</p> <p>Teachers' working conditions are difficult due to the challenging situation.</p>
Remuneration; Teacher Support	<p>Teachers' monthly incentives are insufficient and not regularly provided.</p> <p>Lack of remuneration has led to corruption and deterioration of morals.</p> <p>Volunteers receive incentives from NGOs, but these may be insufficient.</p> <p>Teachers' incentives come from the community, NGOs, and PTAs.</p> <p>South Sudanese teachers have no regular incentives, affecting performance.</p>
Leadership	<p>School leadership is flexible in approaching parents, community, and I/NGOs.</p> <p>School management is composed of principals.</p> <p>All school principals are recruited by SMoE.</p> <p>Manager of the school is usually from the host community.</p>
Innovative Practices and Solutions	<p>Providing good remuneration, food, housing for teachers.</p> <p>Building teachers' capacity by providing training by the SMoE.</p> <p>Advocating for students' rights to have a better learning environment.</p> <p>Enhancing working conditions for teachers.</p> <p>Increasing teachers' incentives.</p> <p>Conducting trainings for school managers and voluntary teachers.</p>

Annex 4: Table 1.3: Summary of Responses on Policies & Inclusion

Summary of response to the question-Tell us about the education policies related to refugees? International conventions, inclusion into national planning, emergency preparedness, finance (resources, allocation, planning,) Innovative practices and solutions.

International Conventions

Sudan has signed international conventions for refugees' rights, including education.
 Commitment to agreements on children's and refugees' rights.
 Djibouti declaration emphasizes the integration of refugees in education policies.
 Implementation of policies on the ground is challenging due to lack of funds.
 Awareness needed to ensure implementation of international and national declarations.

Inclusion into National Planning

Policies are drafted and signed but not effectively applied due to financial constraints.
 Government of WN does not provide financial support for refugees' education.
 Efforts to integrate refugees into national education policies.
 Refugees included in the Sudanese curriculum.
 Need for clearer work contracts between teachers and the ministry.

Emergency Preparedness

Emergency education is applied in camps.
 Academic calendar in camps impacted by rainy season and agricultural activities.
 Modify academic calendar to be climate-sensitive and accommodate agricultural needs.

Finance (Resources, Allocation, Planning):

Financial support for education comes from UN agencies (UNHCR) and INGOs.
 UNHCR should cover expenses related to education policies.
 Lack of financial resources hampers policy implementation.
 Efforts to accumulate funds by the community for teacher salaries were not successful.
 Need for more funding to develop the educational environment.
 Delayed salaries for Sudanese teachers impact refugee teachers' salaries.

Innovative Practices and Solutions

Provide schools with electricity and water.
 Enhance school maintenance, which has been neglected.
 Recruit and support teachers, provide housing and meals.
 Include people with disabilities in planning.
 Encourage host community involvement in refugee affairs.
 Implement policies and agreements with support from organizations.
 Modify academic calendar to accommodate rainy season and agricultural activities.
 Improve communication between UNHCR, SMOE, and implementing agencies for policy implementation.

Annex 5: Table 1.4: Summary of Responses on Coordination

Summary of responses to the question-Tell us about the coordination related to refugee education? Fora (government\ non-government- National\ international), mechanisms, education working groups, other sectors (WASH, protection,) Innovative practices and solutions	
Fora (Government\ Non-Government- National\ International)	<p>Active mechanisms for coordination among education partners.</p> <p>SME monthly meetings facilitate information sharing and networking.</p> <p>Intra-sector coordination is effective, but inter-sector coordination is lacking.</p> <p>Coordination among education partners is particularly good and better than external coordination.</p> <p>National organizations focus on material goals, and international organizations have limited intervention powers.</p>
Mechanisms	<p>Coordination among education partners through regular meetings.</p> <p>UNICEF, operating NGOs, and other partners contribute to solutions for complications.</p> <p>Presence of clear monitoring and evaluation (M&E) mechanism for both inter-sector and intra-sector coordination.</p>
Education Working Groups	<p>Education partners systematically share information to avoid duplication and identify gaps.</p> <p>Coordination between education sector and other sectors is missed, but some coordination exists.</p> <p>Presence of effective intra-sector coordination, but inter-sector coordination is lacking.</p> <p>National organizations have self-focused goals, and international organizations lack intervention powers.</p>
Other Sectors (WASH, Protection, etc.):	<p>Limited coordination between education sector and other sectors.</p> <p>Inter-sectoral coordination among stakeholders' agencies is necessary to meet standards.</p> <p>Consultation with other sectors during project development for crosscutting activities.</p> <p>Encouragement for sustainable latrine construction by utilizing increased donor funding.</p>
Innovative Practices and Solutions	<p>Encouragement for sustainable latrine construction by international organizations.</p> <p>Coordination within single organizations is good.</p> <p>Suggestion to make direct agreements and contracts with beneficiaries without involving authorities.</p>