



The Impact of Provision and Enhancing of Education to South Sudanese refugee students in East Darfur, Sudan.

(The Case of organization of Global Aid Hand)

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Abstract: The main aim for carrying out this study is to find out the “The impact of provision and enhancing education to South Sudanese refugee students in camps and settlements of East Darfur, Sudan. It is ” A case study on Global Aid Hand organization. The purpose of the study is to identify the role of humanitarian organizations in enhancing the education and learning of refugees students and teachers. The researcher adopted the qualitative-descriptive method to collect data relevant to the study. The researcher has come out with a number of results which indicated the positive impact of provision and enhancing of education services to South Sudanese students by Global Aid Hand organization in increasing students enrolments and teachers performance. The results also showed that provision of education services increased the participation of teachers in the educational process, and retention of knowledge. The study recommends that, GAH and other humanitarian organizations should be encouraged and supported to exert more efforts to reach out all refugees students in settlements and camps by providing quality education and sustaining support to schools as well as training refugees teachers on more and advanced trainings. Moreover, For good out comes , refugees students need to be included into mixed schools with host communities, because this makes them integrated and mitigated into formal education system.

Index terms: provision, Refugee , South Sudan , EIDaein , ALP, Global Aid Hand (GAH), camps settlements, PTAs, MOE.

1. Introduction

Sudan has been the hosting country for refugees from the neighboring countries for the last five decades. It hosts refugees from Ethiopia, Eritrea, Chad, Uganda, Democratic Republic of Congo, and Central Africa and the largest population of South Sudanese refugees. The tribal civil war that erupted in South Sudan since 2013 resulted in exodus movement of hundreds of thousands of civilians within South Sudan and some crossed the boundaries seeking asylum as refugees in the neighboring countries, including Sudan in addition there is quite a huge caseload of South Sudanese nationals that never returned to South Sudan after cessation about 352,212 (UNHCR,2018/2019).

According to UNHCR recent statistics (October 2018) about 764,400 refugees from South Sudan have arrived in Sudan and are currently residing in Blue Nile White Nile South Kordofan, West Kordofan (, East Darfur, South Darfur and Khartoum States.

All South Sudanese families are affected by limited livelihood opportunities in the target states and this has prompted many children to leave schools to support their families, and migration to other states in search of better sources of income also renders children more vulnerable. Lack of income and education opportunities for girls and boys pushes families to send their children to work, put them at risk of exploitation and violence such as recruitment or migrate to other states.

Education is a fundamental human right especially critical for the tens of millions of children and youth affected by conflict and disasters. Yet, it is often significantly disrupted in emergency situations, denying learners the transformative effects of quality education. Education in emergencies comprises learning opportunities for all ages. Yet, education can contribute to conflict if it reinforces inequities and social injustice by denying access to education for some learners, or if curricula or teaching practices are biased.

Over 53, 000 refugee of school going age North, South, East and Central Darfur states are estimated to live outside camps alongside host communities. Many are settled in areas that are very fragile and under-development due to the economic situation which subsequently affects access to and quality of basic services(UNHCR ,Sudan 2022)

1.1 Statement of the Problem

This study tries to shed light on the issue of refugees communities who remain reluctant to send their children to schools where the language of instruction of the Sudanese education curriculum is Arabic and not English; despite the federal Ministry of Education’s commitment to facilitate South Sudanese children’s access to public schools. While the use of public schools allows

the gradual integration of refugees' education into national systems as well as the overcrowding in schools due to lack of sufficient trained teachers, classrooms and insufficient learning.

Most of refugees prefer their children to be taught by their own refugees teacher, but the problem is that the refugees teachers neither know teaching principles nor the ALP(Accelerated learning programme) curricula which is designed and issued by ministry of education for learning and teaching of refugees communities.

1.2 Questions of the Study:-

This study intends to answer the following questions:

- 1- Has Global Aid hand organization enhanced provision of education to South Sudanese Refugees students?
- 2- Has ALP(Accelerated Learning Program) enhance South Sudanese refugees students learning abilities?
- 3- How can the South Sudanese Refugees students benefit from the integration and inclusion into national education system?

1.3 Hypotheses of the Study:-

This study hypothesizes the following points:

- 1- Global Aid Hand organization enhanced and improved the provision of education to South Sudanese Refugees students.
- 2- Accelerated Learning Program,(ALP) enhances South Sudanese refugees students learning abilities?
- 3- South Sudanese Refugees students benefit from the integration mechanism into national education system.

1.4 Objectives of the Study:-

The study aims:

- 1- to identify the role of Global Aid Hand Organization in provision of education to South Sudanese Refugees Students.
- 2- to recognize the role of Accelerated Learning Program(ALP) in enhancing South Sudanese refugees students learning abilities.
- 3- to find out how South Sudanese Refugees students benefit from the integration into national education system.

2. Significance of the Study

This study is destined to recognize the significance of humanitarian organization (Global Aid Hand's role in provision of education facilities and learning services to south Sudanese refugees students who migrated to Sudan because of the breaking of violence and war in their home land. The government in coordination with humanitarian organizations have prepared schools in settlements and camps for refugees children to join schools and complete their education level by adopting Accelerated Learning Program(ALP) to help and enhance South Sudanese refugees students learning abilities. Moreover, schools are built in spaces where both host communities children can benefit from the humanitarian intervention and mix with refugees children. Global Aid Hand (GAH) increased access to education services for refugee children and their vulnerable host communities ensures long term results for safer and more rounded communities as there is an assurance of human capital for the future .

2.1 Limits of the study

This study is limited to the following South Sudanese Refugees Alnimir , elfardous and Abujabra camps of East Darfur State, Sudan for the academic years (2018-2019-2020).

2.3 Literature Review and Theoretical Background

A displaced person or refugee is one that is forcibly displaced "as a result of persecution, conflict, generalized violence, or human rights violations" (UNHCR, 2015). Article 1 of the Convention Relating to the Status of Refugees (1951) defines refugee as a person who: Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Most conflict is protracted, and the youth and young refugee children hope for a better life, future prospects and educational opportunities. UNHCR (2021-2022) revealed that," Over 53, 000 refugee of school going age North, South, East and Central Darfur states are estimated to live outside camps alongside host communities. Many are settled in areas that are very fragile and under-development due to the economic situation which subsequently affects access to and quality of basic services".

2.4 Global Aid Hand : Vision and Mission

Global Aid Hand (GAH) is a non-profit organization, founded by Ismael Hagana, a committed and experienced philanthropist with the assistance of highly qualified field cadres who have chosen to pursue a shared interest in humanitarianism. The objective of the organization is to bring radical transformation into the life of the most vulnerable and to contribute to the positive impact to

humanity at large. In order to achieve these goals, the founders are fully committed to provide high quality, broad and transparent public services in the sector of shelter and protection, health, water and sanitation, education, food security and livelihoods.

Global Aid Hand (GAH) was established in June 2012 with offices in South Darfur and South Kordofan however in the current years its operations expanded to include South Kordofan, North Kordofan, West Kordofan, Abyei, White Nile, Blue Nile, Khartoum, Eastern States, South Darfur, North Darfur and East Darfur states.

The organization vision is to enrich the life of the most vulnerable women and children by realizing their hopes and give them a better life. The organization is currently implementing education programmes in South Darfur, West Darfur, North Kordofan and West Kordofan in addition to South Kordofan IAS is implementing education in emergencies and inclusive education(info@globalaidhand.org).

Global Aid Hand in coordination with other humanitarian organizations such as UNHCR, UNICEF, SHF continues to focus on education as one of the important factors for social inclusion for refugee that will equip them with skills/knowledge and empower them to participate effectively in the community. As SSR are scattered over wide areas in different villages, camps and settlements in East Darfur state, planning should accommodate out of camp populations with holistic approach that looks to integrate refugee education into the national Sudan education system. Knowledge enables refugees to live healthy, productive lives and builds skills of self-reliance. Hence, the Education Strategy stresses Global Aid Hand and other intersected humanitarian organizations commitment to increase access to education, including access to post-primary education by cooperating and working closely with the Ministry of Education at both the federal and state level to ensure the integration of refugees in national education systems through Accelerated Learning Program (ALP) to mobilize and empower the community to participate in the management and improvement of schools, enhance learning environments and reduce school dropout.

Ensuring the provision of education is a core component of UNHCR's international protection and durable solutions mandate. This vision coincides with Global Aid Hand objectives and as a result it received fund from UNHCR for three years (2018-2019-2020). Refugees value education and place it high on their priorities. Quality education that builds relevant skills and knowledge enables refugees to live healthy, productive lives and builds skills of self-reliance. Hence, the Education Strategy of Sudan stresses UNHCR's commitment to increase access to education, including access to post-primary education, improve the quality and enhance the protection of children and youth. GAH's education strategy aims to cooperate closely with the Ministry of Education at both the federal and state level to ensure the integration of refugees in national education systems and to mobilize and empower the community to participate in the management and improvement of schools, enhance learning environments and reduce school dropout.

There are limited statistics about the number of SSR in East Darfur has reached 99,023 individuals which are hosted in 2 camps (Kario and El Nimir) and 10 settlements in Abu Karinka, Abu Jabra, Adila and El Ferdos localities. East Darfur received the second largest number of new arrivals of SSR in 2017 (46,808). There are 29942 refugees in South Darfur. 11610 in Alradom, 13609 in Buram, 4801 in Beilel and 1432 in Alsalam (UNHCR, SUDAN 2020). A 2020 estimate placed the number of eligible South Sudanese refugees children at the school aging about 10,500. The number of enrolled children in schools supervised by Global Aid Hand organization reached (7000) for primary education and (140) for enrolment in secondary school in Alnimir secondary school.

Table (1) shows: Demographic Data for Population of Concern (Affected Persons)in East Darfur, Sudan designed by UNHCR 2019

State	Locality	Site	Site Type	Age-Gender										Total refugees from South Sudan
				0 - 4		5 - 11		12 - 17		18 - 59		60+		
				Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
				East Darfur	Abu Jabra	Abu Jabra	Dispersed self-settlement	1,131	1,232	1,767	1,768	872	943	
	Asalaaya	Al Nimir	Refugee Camp	841	865	1,311	1,253	725	685	2,262	1,588	191	116	9,837
	Bahr Alarab	Kario	Refugee Camp	1,590	1,807	2,528	2,684	1,159	1,465	4,694	5,011	452	719	22,109
	El Ferdous	El Ferdous	Collective self-settlement	722	680	1,140	984	563	580	2,088	1,442	235	179	8,613
Total				4,284	4,584	6,746	6,689	3,319	3,673	12,204	11,081	1,160	1,393	55,133

2.5 Accelerated Learning Program(ALP)and Refugees integration policy

ALP needs to be accredited and linked to current national standards of achievement. Setting up an ALP center within or linked to a mainstream school can help with regulation, monitoring and sustainability. With training and support, mainstream teachers can use ALP methods; some use it to make their mainstream classrooms more flexible and learner-centered(Save the Children's pilot ALP programme in Southern Sudan, 2001).

Accelerated learning is a learning format that allows students to complete courses in a shorter period of time compared to a traditional semester. Accelerated learning is a multi-dimensional approach to learning where students can control the speed and method in which they are instructed. Accelerated learning requires collaboration to speed up the learning process and also involves students immersing themselves in the work itself to learn in context: for example, film students will better understand the fundamentals of the subject by creating their own films rather than writing a paper on some aspect of film.

2.6 Inclusion of South Sudanese refugees into the national education system-

The issue of inclusion and mitigating Refugees into governmental or public school has been raising for decades. Inclusion of South Sudanese refugees into the national education system and integration into host community facilitates communication and collaboration in marginalized groups and between marginalized groups and the broader society (De Vreede, Mgaya, & Qureshi, 2003). Moreover, By granting access to accurate and timely information and facilitating communication among individuals, inclusion of refugees holds substantial promise for marginalized groups, especially in developing countries (Ahmed, 2007). Finally, this process of inclusion and integration can bridge the social divide and promote social inclusion by allowing individuals to develop to their fullest potential and become active members of society

Sudan's national curriculum is taught in refugee hosting schools in Arabic, but in refugee camp settings the language of instruction is more commonly English, for many of whom is a second language. Moreover, refugee volunteer teachers speak the language of refugee students and share linguistic and cultural commonalities that make learning the national curriculum easier(UNICEF SUDAN(2021).

UNICEF SUDAN(2021) estimated, "as of September 2021, a total of US \$913,012.23 (\$62 per child) has been spent on education in West Kordofan and East Darfur under the PROSPECTS programme grant".

2.7 Refugee schools in camps and settlements:-

"To date around 1,611 South Sudanese refugee students (810 girls) in East Darfur and West Kordofan were integrated into the national school system. 215 South Sudanese teachers and educational personnel were recruited and trained to teach the national curriculum in refugee hosting schools in East Darfur and West Kordofan(UNICEF, Sudan December 2021)".

According to Global Aid Hand(GAH) statistics (2018-2019-2021) there were fifteen refugee schools in settlement and camps with a total of 224 teachers, 200 non-teaching staff and 6500 students. Of the pupils, 3270 (57 per cent) are female and for all grades. The majority of pupils are in lower grades(1-2-3-4-5).

Table(2)show : the refugee school enrolment statistics(2019-2020)-East Darfur ,Sudan

Name of school																	TOTAL
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Alnimir school for SSR	271	282	186	202	163	156	158	82	61	73	62	81	23	60	22	34	1917
Alnimir secondary school	45	31	7	7													90
Elfardous school for SSR	244	272	274	233	69	113	41	39	27	22	20	22			22	2	1400
Al Garbiya school for SSR	97	82	43	44	43	36	27	20							1		393
Al Shargiyia school for SSR	129	95	33	25	47	14	18	4	19	1							385
Al Wosta school for SSR	137	143	30	30	32	30	20	21	11	7							461
Abu Gabra school	85	90	40	35													250
Abu Karinka school for SSR	50	62	47	73													232
Jad Alseed school for SSR	89	76	19	22													206
Abu Matariq school for SSR	109	21	150	40													320
Addila basic school for SSR	56	34	35	30	20	34	15	20	15	17	20	18	14	12			340
Sharif baise school for SSR	73	89	0	45	0	60											267
Sellea'a c school for SSR	55	22	30	25													132
Muhajeria school for SSR	70	86															156
Assalaya basic school	80	67	113	42													302
	1590	####	1007	853	374	443	279	186	133	120	102	121	37	72	45	36	6851
Girls	3270																
Boys	3637																

2.8 Training of teachers and managers

Through strategic planning and as the result of Global Aid Hand partnership projects for (Provision of protection and education to South Sudanese Refugees in Sudan1126 – South Sudan Situation,2019-2020), Suitably qualified teachers are assessed and recruited from the refugee population in coordination with Ministry of Education(MOE). Ideally, they should already have teacher training certificates or degrees but in practice the majority of them have just come out of school with higher secondary (Grade 12) certificates or just school leaving certificates (Grade 10). About 250 volunteers teachers were interviewed for suitability by a panel of staff from Global Aid Hand, UNHCR and MOE. There is an extensive system of in-service teacher training throughout the academic year. There were extensive for workshops for newly appointed teachers on teaching methods, styles , core subject teaching and protection from sexual exploitation an Abuse (PSEA).This includes demonstration and practice lessons, after which they have some confidence to enter the classroom. All primary teachers have a meeting every week with the in-school resource teachers (on Saturday mornings), when they plan for the following week's lessons. During the week, the in-school expert teacher from MOE who is in charge of school administration observe the teachers and support them with further on-going guidance and advice, especially those who are newly appointed.

Table 1: Overall total Student Attendance at Camp Schools all Grades from (2018-2020)

2018	2019	2020
430	5240	7000

3 Research Methodology

The researcher will espouse the descriptive-qualitative observational method. This is to gain insights into the provision of education services to South Sudanese student in three referee schools (Alnimir , Elafardous and Abubajbra). The researcher will conduct interviews with students and focus groups with teachers, MOE officers, Global Aid Hand representatives and PTAs. The researcher's particular concern in reporting this data is to respond to the above research questions on the basis of the perceptions teachers ,students and PTAs. The researcher own' observation will be used as an additional tool for data collection.

3.3 Population of the Study

The population of the study will be the South Sudanese refugees students in Alnimir , Elfardous and Abujabar in settlements and camps of East Darfur. These selected schools received more than 3000 refugees students who are enrolled in all grades of primary education/classes

3.4 The Study Sample

The sample of this study is the South Sudanese refugees students in primary schools in Alnimir , Abujabara and Elfardous settlements and camps of East Darfur. The sample of the study will be 30 students , 10 teachers and 5 PTAs taken randomly from these schools to draw a representative sampling of South Sudanese refugees students. It is expected that those targeted group (samples) should prove the significance of the study that Global Aid Hand has enhanced refuge students education.

The researcher conducted informal interviews with 30 students , 10 teachers , PTAs and headmasters of the three refugee schools(Alnimir- ElFardous and Abujabara) The interviews ere semi-structured and lasted for about one hour for three days. Some of the respondents to the questions were recorded and transcribed and interested into English Language. The focus of the interview covered the role of Global Aid Hand organization in provision of education , learning services and school improvements plan(SIP) and the effort of integrating and mitigating South Sudanese refugees students in formal education in view of the Accelerated Learning Program (ALP)supervised and administered by Ministry of Education(MoE).

3.5 Discussion of Results and Findings:-

The study confirmed that, Global Aid Hand had enhanced the provision of education services to South Sudanese Refugee students in these targeted schools and entire refugees in East Darfur.

In Response to the study' question "Has Global Aid hand organization enhanced provision of education to South Sudanese Refuges students?. The respondents confirmed the increase of refugees enrolment in schools and less numbers of drop out. They referred this to the exerted effort by Global Aid Hand in provision of adequate , good and continuous provisions of textbooks , learning materials , uniforms and other relevant services.

" We acknowledge Global Aid Hand organization for their continued support and provision of education services to us as refugee", { James , a students in ElFardous refugee school, grade 6th}.

The respondents raised the ability of Global Aid Hand organization with Donors as UNHCR who provided incentives for all teachers. This encourages refuges families to sent their children to schools. This besides the free distribution of stationery and learning materials for refugee students, Provision and distribution of textbooks and school uniform.

The respondents mainly students and teachers believed that during the intervention of Global Aid Hand by providing education services school received many enrolment of students and there was some kind of stability and academic excellence. Their answered were registered into the following points:

- Global Aid Hand provided monthly incentives for teachers and guards.
- That Global Aid Hand Supported State MoE to provide trainings for refugee volunteer teachers.
- Global Aid Hand managed and enhanced distribution of stationery and learning materials for refugee students.
- Provision and distribution of textbooks and school uniform
- GAH managed to monitor schools on a weekly basis , supporting and directing school headmasters to improve schooling.

For the issue of refugee inclusion and in regard to the study's' question, " How can South Sudanese Refuges students benefit from the integrate and include into national education system. Some responses focused on the importance of inclusion and integration efforts in schools where there are students from host community. The said that, a group of more than 40 students from host community are enrolled in Alnimir and Abujabra refugees schools. This has resulted in better integration and coexistence between the refugees children with host community.

We think that the presence of children from host community makes our school more multicultural and peaceful. We want from Global Aid Hand and other humanitarian agencies to encourage the process of coexistence amongst refugees and hosts community children.(Teacher Musa, a refugee teacher, Alnimir school).

The inclusion of South Sudanese students into national education is not a hard task. It is a matter of fact ,if not all but that the majority of South Sudanese are aware of the Sudan National Education system. South Sudanese speak Arabic Language and communicate easily. They speak what is so called” Juba Arabic”. Though they understand a mixed language of English , Arabic and their own mother tongue languages of Dinak , Neyur etc...

We can teach our children through this curricula. We find teaching core subject is not difficult. Global Aid Hand in coordination with MoE has trained us on teaching methodologies and styles. This is good for us to teach students successfully.{ Teacher, Dahyia, Elfordous refugee school ,2020}

The author interviewed the respondents in regard to the question,” how can ALP(Accelerated Learning Program) enhance South Sudanese refugees students learning abilities ?

Accelerated learning is a learning format that allows students to complete courses in a shorter period of time compared to a traditional semester. We work with Gloaal Aid Hand , UNHCR and unicef to make sure that all refugees students get enrolled into remote school in settlements. {Banani, MoE East Darfur, supervisor}

The author realized that, Accelerated Learning Program(LP)is suitable for the situation of Refugees students who are scattered in remote settlements or areas of East Darfur. Schools there are built of local materials and education system cannot be applied systematically due to the continuous movement of refugees to other areas searching for work and livelihood.

This system is applicable to our children. We left our schools in South Sudan du to war break. Now we are enrolled in this school and find tis good book. It is suitable for our understanding. We thank Global Aid Hand for bringing this material. {Kowal, student at Abujabra school, grade 3 }.

According to ministry of education supervisors that, ALP is a good program aimed at including refugees into the spirit of schooling and continuing their education. ALP and Sudan’s national curriculum are taught in refugee hosting schools in Arabic, but in refugee camp settings the language of instruction is more commonly English, for many of whom is a second language.

Conclusion

The author will conclude with facts that, Global Aid Hand has good intervention in the field of both education and protection of South Sudanese refugees students. The statistics and interviews showed the increase of students enrolment in schools . By comparing these activities and intervention to the previous years , we will realize that there is a good improvement in provision of education services to South Sudanese refugee schools. The study showed that, Sudan’s shortage of teachers has led to the recruitment and training of South Sudanese teachers as volunteers. Moreover, refugee volunteer teachers speak the language of refugee students and share linguistic and cultural commonalities that make learning the national curriculum easier. The author recommends all humanitarian organization including GAH ,NICEF and UNHCR are needed to work with Sudan’s Ministry of Education to design strategic planning to improve access of refugees children to join schools and support the training of South Sudanese refugee volunteer teachers, to implement the national curriculum in refugee hosting schools..

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