Introduction:

Since the conflict broke down in South Sudan during mid-Dec 2013, thousands of South Sudanese people reportedly fled their homes to various locations including Sudan, Uganda, Ethiopia, and Kenya in seek for safe refuge environment. WNS through its long border witnessed receiving the higher number of Southern Sudanese new arrivals are affiliate to Shuluk and Nuer ethnicities from Upper Nile State. The new arrivals were accommodated in several waiting points at Al Alagaya (Jablien locality), Jorie, Al Kashafa, and El Rideis (Al Salaam locality). Considerable number of them reportedly integrated with the host communities around Kosti, Rabak, Kenana, Jazeera Aba, El Migeinis, etc. The government of Sudan kindly provided special status privilege to the South Sudanese as Wafideen “new arrivals” which allow them to fully enjoy their life and or accessing services as the normal citizens are doing.

On 9 Jun 2014, federal MOE has issued an official decree stressing its commitment and authorisation of all State level ministries of education where appropriate to facilitate education of South Sudanese children in the existing government schools or in newly established emergency schools as required using the national curriculum of Sudan. Thus, a multi-functional assessment team composed of MOE, HAC, UNHCR, UNICEF, Plan Sudan, ADRA, FPDO, and Rafa organizations has been formed to assess various locations of South Sudanese gatherings within WNS with particular focus on the relocation sites, Al Alagaya waiting point and the host communities.

However, prior to commencement of this education assessment, the team met with the higher level GOS authorities of El Salam locality including the Commissioner (Mr. Ismail Nawai), two members from the state legislative council, and the education manager who stated the following:

- El Salam locality is maintaining long open border with South Sudan as well as historical social/blood relationships as a result of mix-marriages particularly with Shuluk and Nuer tribes, the most dominant ethnicities in Upper Nile State, these factors have motivated/driven majority of the South Sudanese flee to WNS in seek of safe refuge.

- The highest area accommodate South Sudanese refugees is El Salam locality which lies along the western bank of White Nile river from El Rideis village up to Kilo 10 in further southern part of the locality.

- The education manager stressed that, the education environment in El Salam locality is very fragile and vulnerable. There is huge gap/shortage in number of teachers compared to the actual need (which estimated by 300 teachers less), which made most of the schools to operate with untrained teachers and volunteers.
In light of its unique geographical location, El Salam locality requires consideration of special assistance and services to upgrade the service delivery capacities of both Al Kuaek and El Migeinis border points as they represent the main hubs and entrance gate for South Sudanese new arrivals to Sudan.

Objectives:

- To understand the existing education system, capacities, and gaps to meet educational needs of South Sudanese children in the relocation sites at Jorie, Al Kashafa, El Rideis, as well as Al Alagaya waiting point.
- To assess the current education situation among the host population in areas surrounding the newly established relocation sites and Al Alagaya waiting point in WNS.
- Explore the potential social coherent and acceptance of targeted communities to each other’s for future reinforcement and establishment of shared schools in the various locations of interactions between host communities and South Sudanese new arrivals within WNS.

Participants:

HAC, MOE, Education departments of El Salam and Jabalain localities, UNHCR, UNICEF, Plan Sudan, SRCS, ADRA, FPDO, and Rafa.

Methodology:
The assessment methodology has applied the bellow techniques/tools for data collection;
- Focus group discussions (FGDs) with both South Sudanese and host community groups.
- Meeting and discussion with respective government authorities at State and locality levels.
- Site visits to the existing host community schools and photographs.
- Education sector assessment tool.
- Interviews
- Direct observation.
- And education departments at localities level.

Sources of information:

- Community leader(s)
- Local NGO Official(s)
- Teachers and other schools personnel
- South Sudanese new arrivals

Overview of the assessment findings:
A. Statistics and demographic information of affected population:

About 52,593 individuals (20,630 host communities, 31,963 South Sudanese new arrivals) are currently resided in the assessed locations mainly in El Rideis, Al Kashafa, Jorie, and Al Alagaya waiting points. Among which there are considerable number of Sudanese returnees reported recently arrived from South Sudan in 2013/14.

<table>
<thead>
<tr>
<th>Location</th>
<th>South Sudanese</th>
<th>Host Community</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total people</td>
<td>School age</td>
<td>Total people</td>
</tr>
<tr>
<td>Jorei</td>
<td>11,639</td>
<td>4,000</td>
<td>7,000</td>
</tr>
<tr>
<td>Al Kashafa</td>
<td>8,592</td>
<td>1,383</td>
<td>2,130</td>
</tr>
<tr>
<td>El Rideis</td>
<td>7,262</td>
<td>3,115</td>
<td>5,000</td>
</tr>
<tr>
<td>Al Alagaya</td>
<td>4,470</td>
<td>1,509</td>
<td>6,500</td>
</tr>
<tr>
<td>Total</td>
<td>31,963</td>
<td>10,007</td>
<td>20,630</td>
</tr>
</tbody>
</table>

1. Jorie:  
South Sudanese: The estimated population of South Sudanese new arrivals in Jorie waiting point is 11,639 individuals (1,697 HHs) who are mainly Shuluk tribes from Upper Nile. There are evidence of continuous influxes being received on daily bases from various locations including Upper Nile, the surrounding villages, El Migeinis, Kosti, and other areas. The estimated number of school aged children among which is 4,000 children both girls and boys.

Host community: The estimated population of surrounding host community around Jorie is 7,000 individuals, scattered across 10 villages who are mainly affiliate to Seleim tribes. There is one basic school located in Jorie Albahar with 8 classes and 10 teachers, which currently accommodating 400 students. The host community leaders further reported historical evidence of high dropout rate because of various reasons mainly refer to poverty, high cost of school fees, lack of transportation and far distance of some villages, lack of school feeding programmes, early marriage, and poor school environment.

The urgent needs raised by the host community in support of education are; construction of additional 2 class rooms, 2 offices, 1 store, fence, sanitation facilities, provision of water, guesthouse for teachers, and provision of education materials.
2. **Al Kashafa;**

South Sudanese: The total population of South Sudanese new arrivals in Al Kashafa is 8,592 individuals (1023 HHs). Plan Sudan through partnership with UNICEF and Eleithar charity organization has been running non-formal education in form of child friendly spaces, and have just commenced a survey to identify number of children at school age (4 years to 14 years old), however the initial result estimated their about 1,383 which will be used as planning figure. The Southern Sudanese stated that, their children has been using the Uganda curriculum over the past few years but recently after the separation of South Sudan they changed to apply its new national curriculum which contain the teaching of following main courses/subjects; English language, social studies, Mathematics, science, agricultural science, home science, and religion.

Host community: the conducted FGD with host community leaders in present of the education manager for El Salam locality revealed that, the total host community population is 2,113 individuals (no statistical breakdown of their gender and age). The estimated the number of female among which anticipated ranging between 60-65% of the total population, whereas the number of children at school age around 420 child. Over 70% of the host community children are not attaining their basic school education due to lack of school in Al Kashafa and long distance of the nearest functional basic school at Jorie village.

3. **El Rideis:**

South Sudanese: The estimated population of South Sudanese new arrivals in El Rideis waiting point is 7,262 individuals (HHs) who are mainly Shuluk tribes from Upper Nile. There are evidence of regular new arrivals being received on daily bases from various locations including Upper Nile, the surrounding villages, El Migeinis, Kosti, and other areas. The estimated number of school aged children among which is 3,115 children both girls and boys. 12 children are registered in grade 8 waiting to sit for the last round of basic school exam (7 boys and 5 girls).

Host community: The estimated population of surrounding host community around El Rideis is 5,000 individuals who accommodated in 3 villages and mainly represent Seleim and Haousa tribes. There is two basic school located at Erdeis Albahar (4 classes) and El Rideis (7 classes) only three of them are in shape of use. Both schools require rehabilitation and equipment such as seating, desks, blackboards, etc. The school located three Km away from the South Sudanese waiting point. The poor environment of these schools contributed into lack of stability of the teachers and consequently students are seriously affected. The students in El Rideis reportedly contributing monthly fee of 10 SDG for the running cost of the school as well as each is bringing 1 gallon of drinking.
The urgent needs raised by host community to support the education are; full rehabilitation of the two schools with consideration of all components required e.g. class rooms, offices, store, fence, sanitation facilities, provision of WASH facilities, guesthouse for teachers, and support provision of education materials.

4. Al Alagaya waiting point:

South Sudanese: The estimated population of South Sudanese new arrivals in Al Alagaya waiting point is 4,470 individuals (HHs) mainly affiliate to Nuer tribe 90% and Shuluk 10%. Among which at least 1,509 are school age children both girls and boys. There is evidence of daily influxes of South Sudanese new arrivals being received from Upper Nile through Joda border entry point in an average rate of 30 to 40 individuals per day. There are 15 South Sudanese teachers (all males) reportedly present among the new arrivals and at least 62 students in grade waiting to sit for the last round of basic school exams.

Host community: The estimated population number of the surrounding host community around Al Alagaya is 6,500 individuals who scattered in 7 villages. There are two basic schools located at;

- Al Alagaya north; the school composed of 4 classes (grade 1 to grade 4) with 95 students and 3 teachers (only one trained). The children are referred to Al Gana, a school to complete their education of the higher grades (grade 5 to grade 8). Despite the encountered difficulties and poor school environment there is limited rate of dropout has been registered.
- And Debat Bosin; the school composed of 5 classes with 125 students (65 females) and 5 female teachers (3 trained, 2 volunteer). The students are referred to Jabalian to complete their higher basic education grades (Grade 6 to Grade 8). No significant dropout rate in this school has been reported.

The most urgent needs raised by host community are; full rehabilitation of the two schools with consideration of all required components such as class rooms, offices, stores, fence, sanitation facilities, WASH facilities, guesthouses for teachers, and provision of education materials.

B. Basic features of education system in WNS:

The South Sudanese across the assessment covered locations at Jorie, Al Kashafa, El Rideis, and Al Alagaya are consensually stated;

- The school calendar in South Sudan has been normally started in April to Dec of the year, which encountered with two midterm examinations conducted as once in every three months.
- The basic schools in South Sudan composed of 8 grades and applying South Sudanese curriculum which implemented in English language and considers
teaching of four main subjects including science, Social studies, Religion, and Numerical/Mathematics.

- While Arabic language has been systematically teach to students in the lower grades (grade 1 to grade 5).
- The final examinations of the last round of basic schools normally conducted during Feb of the year.
- Having there are significant variations in ages of students at basic schools, majority of the schools in South Sudan are reportedly following bellow classification;
  - Student from Grade 1 to Grade 3 will are study in mixed classes for both girls and boys.
  - Student from Grade 4 to Grade 8 are always study in separated classes for girls and boys.

C. Current education indicators and needs:

There is no evidence of education system(s) weather being (formal or non-formal) has been found currently applied to educate South Sudanese children residing in the 3 relocation sites or in Al Alagaya waiting point. 
The lack of well-established schools in surrounding host community villages as well as the different applied curriculum has demotivated South Sudanese children to get enrolled in these neighbouring schools. 
The existing education curriculum of the host community in WNS is Sudan national curriculum.
The conducted FGDs with South Sudanese leaders in the different locations revealed that, to stabilize education of their children the bellow factors need to be observed;
  - Immediate construction of schools in the various South Sudanese gathering locations.
  - Provision of education materials.
  - Provision of school uniform and school bags to South Sudanese children.
  - Provision of school feeding.
  - Provision of cash incentives and appropriate accommodation for teachers.
  - Training of South Sudanese teachers in the Sudan national curriculum.
  - Provision of WASH services.

There are many South Sudanese children across the assessment covered locations reportedly in higher basic school grades e.g. Grade 7 and Grade 8 who requires special education assistance including provision of text books, examination supplies, preparatory make up classes, coordination with MOE, cash assistance, and provision of lightening, etc. to maintain continuation of their education.

There are number of South Sudanese teachers reportedly present among the new arrivals e.g. 15 teachers in Jorie (all male), 30 teachers in Al Kashafa mixed, 6 teachers in El Rideis (4 male and 2 female), and 15 teachers in Al Alagaya (all male), with limited number of female teachers among them.
The assessment also revealed into consensus among all South Sudanese resided in these locations on appropriate timing for children to attend their schools is early morning between 08:00 AM and 09:00 AM.

**D. Community role:**

The south Sudanese new arrivals across the assessed locations at Jorie, Al Kashafa, El Rideis, and Al Alagaya waiting points have expressed high level of motivation and preparedness to actively participate in education of their children through formation of parent council which can support in following areas;

- Mobilization and encouragement of the communities to support the enrolment of their children in the schools.
- Monitor of the education environment.
- Encourage the children to regularly attend their school classes.
- Problem solving.

**E. Education actors:**

The current education actors in WNS and particularly supporting the South Sudanese are UNICEF, UNHCR, WFP, Plan Sudan, ADRA, FPDO, SRCS, and Rafa (national organization).

**F. General information:**

There is cultural variation among South Sudanese as well as host community towards the environmental sanitation and hygiene practises. Stressing the vulnerability of current residential locations of South Sudanese across WNS, an agreement has been reached to consider regular sensitisation of South Sudanese children in the various schools on environmental awareness/friendship including application of appropriate hygiene practises and education messages. A dedicated focal person from among the teachers in each school must be identified and supported by MOH and MOE for the purpose.

There is enough spaces secured for establishment of basic schools at the current locations of South Sudanese at Jorie, Al Kashafa, El Rideis, and Al Alagaya waiting point.

Both South Sudanese and community groups expressed no reservations towards provision of equal education opportunities to both girls and boys.

There are present of limited number of South Sudanese children living with disabilities who require special assistance.
Recommendation:

1. **South Sudanese:**
   - Immediate establishment of emergency basic school in each of the existing South Sudanese sites at jorie, Al Kashafa, El Rideis, and Al Alagaya.
   - Provision of education materials.
   - Provision of school seating
   - Incentives for teachers
   - Facilitate training of teachers
   - Provision of school feeding
   - Provision of adequate WASH facilities including latrines, bath rooms, water, hand washing facilities, and hygiene education messages.
   - Provision of recreational kits.
   - Provision of WASH facilities.
   - Establishment of guesthouses for teachers in each location.

2. **Host community:**
   - Rehabilitation of Jorie basic school.
   - Establishment of new basic school in Al Kashafa waiting point.
   - Rehabilitation of the existing two basic schools in El Rideis.
   - Rehabilitation and upgrading of two basic schools in Al Alagaya and Debat Bosin.
   - Facilitate training of teachers.
   - Provision of school feeding.
   - Provision of adequate WASH facilities including school latrines, bath rooms, water, hand washing facilities, and hygiene education.
   - Recreational kits
   - Provision of school seating
   - Provision of education materials.
   - Establishment of guesthouses for teachers in each location.