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Executive Summary
This report was produced as part of the Joint Education Rapid Needs Assessment that started on the week of 24th August 2014 carried out by the Ministry of Education (MoE) and Education Sector Partners in Sudan. Since July 2014, close to 257,000 people have affected due to the heavy rains and floods across the country. In Khartoum state, the figures of affected population reached 32,358 people. The impact of natural disaster was not only on environment and livelihood activities but also on social service infrastructure as many schools and health facilities either damaged or completely collapsed in the flood affected states which left thousands of population particularly children more vulnerable to all kind of risks and hazards.

To mitigate the impact of natural disaster on children and education activities, MoE and Education Sector commonly agreed to assess the education infrastructure damage and other immediate lifesaving needs in order to effectively implement the response to the crisis. The key focus of the Joint Education Rapid Needs Assessment was to;

1) Gather school-level information on needs and gaps;
2) Consult with teachers, and school heads on situation in flood-affected schools;
3) Come to a shared understanding of the situation among sector partners and prepare response based on commonly identified priorities.

By reason of timeline and capacity restraints, the assessment focused on the most affected primary schools in six localities in Khartoum that assigned by Khartoum Ministry of Education and was carried out using purposive sampling methodology.

Some of the findings that emerged from the assessment are that estimated 56,726 school children in the 97 schools assessed were affected due to the floods, most of the children have returned to school but some still do not have access. The most affected facilities are classrooms and latrines, substantially low number of teachers in schools affected by floods had been trained on Education in Emergencies (EiE) and psychosocial support; there is also need to provide teaching and learning supplies in schools who lost education supplies because of collapse of classrooms.
Endorsement

The following report has been endorsed by:

Jumma Khan  Dr. Abd Elmahmoud Elnoor  Dr. Alsir Elsheikh Ahmed Mukhtar

Education Sector Coordinator  Khartoum State Ministry of Education  Federal Ministry of Education

September 2014
Acronyms

CERF  - Central Emergency Response fund
CHF   - Common Humanitarian Fund
DRR   - Disaster Risk Reduction
EFA   - Education for All
EiE   - Education in Emergencies
FMoE  - Federal Ministry of Education
HAC   - Humanitarian Aid Commission
INGO  - International Non-Governmental Organization
MoE   - Ministry of Education
NGO   - Non-Governmental Organization
NNGO  - National Non-Governmental Organization
PTA   - Parent-Teacher Association
SRCS  - Sudanese Red Crescent Society
I BACKGROUND

Country context

According to the Sudanese Red Crescent Society (SRCS) close to 257,000 were affected by heavy rains and flooding in Sudan since July 2014, Over 43,000 houses were destroyed in 13 states across Sudan, In Khartoum 32,358 people were affected, with Blue Nile, North Darfur, River Nile and South Kordofan also having a large number of affected population. To date, joint needs assessments have been conducted in Kassala, South Kordofan and White Nile states to assess the damage and immediate support needed for the people affected by flooding. Most of these people require food and Shelter as well as healthcare and WASH services. According to HAC, assistance is being provided to people affected by floods in some of the affected states.

In Khartoum State, 1,703 homes were destroyed in Um Badda locality and an estimated 10,000 people were affected by the floods. Humanitarian actors require access to people affected by the floods to assess and respond to these needs and to monitor the provision of assistance. At least 14 people were reported to have been killed across Sudan.

Education Context

The Republic of Sudan has expressed its commitment to achieve the Education for All (EFA) targets and The Millennium development Goals (MDGS), annual torrential rains and flooding have greatly affected this progress and in most cases halted the gains the Government has achieved. However, at the moment in most of the localities in Khartoum children have returned to school, but some still do not have access due to the floods, mostly in Karari and Omdurman, Khartoum State MOE reported that 71 schools were totally damaged and 251 were partially damaged.

This assessment also clearly indicates that most classrooms were damaged and latrines were destroyed, even though they were partially functioning, in some instances they are functioning but access is inhibited due to partial damage to classrooms and major or total damage to latrines. Damaged/destroyed latrines are reported as the most affected component in schools resulting in strong and negative impact on access, girls are particularly affected by this issue.
II OBJECTIVE
In the days following the floods, the FMoE began to gather information from affected states, prepared by locality level authorities. The information collected by FMoE indicated that more detailed school-level assessments were required in order to have a better understanding of damage on a case-by-case basis and how the flooding had affected children at the school level.

It was commonly agreed among Education Sector Partners and the Ministry of Education that a Rapid Assessment tool that was used in 2013 would be adopted in order to: 1) Gather school-level information on needs and gaps; 2) Consult with teachers, and school heads on situation in flood-affected schools; 3) Come to a shared understanding of the situation among sector partners and prepare response based on commonly identified priorities.

III METHODOLOGY
It was agreed between the FMoE and Education Sector partners that, due to timeline and capacity restraints, the assessment would focus on the most affected primary schools in Khartoum. The assessment was done by purposive sampling to the most affected schools assigned by Khartoum MOE in six localities in Khartoum, A Two page already established and approved assessment tool (used during the 2013 floods) was considered to be suitable for the floods assessment, which was made available in English and Arabic.

Once finalized, the assessment teams confirmed that the tool was appropriate and easy to use. Team coordinators and team members were responsible for compiling all of the assessments and sharing the data in Excel format to UNICEF data collection focal points. NGO and INGO partners, with particular emphasis on National NGOs, were keen to participate and were organized into the groups, electing their coordinator and sharing responsibilities as the assessments and data processing was undertaken, however only National NGOs, UNICEF and Khartoum State MOE conducted the assessment. All team coordinators shared the collected information with the data collection focal points and the Sector Coordinator, for compilation, cleaning, and analysis.
IV LIMITATIONS
This assessment was conducted by the Education Sector that includes NNGO partners, the INGOs were unable to proceed with the assessment in two localities (Karari and Sharg Alneel) pending HAC clearance, so this was later completed by UNICEF, MoE and NGOs, it delayed the whole assessment process. Other localities such as Jebel Aulia undertook the assessment slowly because of the vast size of the locality and the large number of schools. There were prior assessments conducted after the floods and the Khartoum MoE has some of the data that was used to support this report, therefore this report is intended as a quick snapshot of education conditions in Khartoum state after the floods.

V KEY FINDINGS
Most children have returned to school, but some still do not have access (in Sharq el Neel and Um Baddah localities) among the assessed schools, the most affected facilities are classrooms and latrines which are damaged and destroyed. Some of the classrooms and latrines are partially functioning.

Table 1. Number of Damaged/ Destroyed Facilities by Locality

<table>
<thead>
<tr>
<th>Locality</th>
<th>Classroom</th>
<th>Teacher Room</th>
<th>Latrines</th>
<th>Classroom</th>
<th>Teacher Room</th>
<th>Latrines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omdurman</td>
<td>29</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Karari</td>
<td>13</td>
<td>6</td>
<td>3</td>
<td>24</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Um Baddah</td>
<td>35</td>
<td>16</td>
<td>26</td>
<td>48</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Jaba Awlea</td>
<td>32</td>
<td>16</td>
<td>6</td>
<td>20</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>Sharg Alneel</td>
<td>19</td>
<td>10</td>
<td>13</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Bahri</td>
<td>80</td>
<td>23</td>
<td>7</td>
<td>17</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>208</strong></td>
<td><strong>81</strong></td>
<td><strong>67</strong></td>
<td><strong>132</strong></td>
<td><strong>27</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

As shown in Table 1. Damaged/destroyed classrooms are reported as the most affected component in schools, resulting in strong negative impact on access, girls are particularly affected. In some closed schools, students are being accommodated in neighboring schools causing over crowding. In other schools, children are taking classes in open air/under trees. In order to address the limited space and lack of latrines, some schools are taking shifts while others have shortened the school day. In the 97 assessed schools, there are a reported 132 classrooms destroyed and 208 damaged.
35 of the assessed schools do not have safe drinking water, there are 67 latrines that are damaged and 12 destroyed. This has greatly impacted more on girls than boys due to lack of proper sanitation facilities.

It is estimated that about 56,726 children in the 97 schools assessed were affected due to the floods, with the majority in Jaba Awlea and Um Baddah as shown in chart 1. With roughly 51 per cent of them being girls. It is also important to note that of the 841 teachers in the 97 schools that had been trained on core subjects, only 39 had been trained on EiE and 27 on psychosocial support.

The classrooms, latrines, teacher offices, fences, and infrastructure within schools need to be reconstructed/rehabilitated using quality materials based on national standards or else there will be a risk that impact of flooding on school aged children in the future will only be worse. Other needs identified through the assessment include drinking Water, as shown in Chart 2 Jabal Awlea locality had 40 percent of the assessed schools without sources of drinking water.

There are also considerable needs of blackboards, textbooks, stationery, tents, seats/plastic mats, plastic sheets, teachers’ seats/tables, shelter, teachers training and psychosocial support. It is also
important to mention that water supply issues in affected schools as illustrated in on Table 2 are not a direct consequence of the 2014 floods but are rather structural in nature (lack of funding for water connection in schools). While respondents did not cite these needs as frequently as the “priority,” they are nonetheless key school priorities and crucial elements of an effective flood response.

**Table 2: Number of Needed Teaching/Learning Materials by Locality**

### VI RECOMMENDATIONS

**Short-term recommendations: 4-12 weeks**

In view of the assessment findings, it is recommended that education partners collaborate on the following rapid-impact initiatives:

- Procure basic learning materials for students who are returning to school in September;
- Scale up distribution of teacher incentives in order to encourage teacher retention;
- Plan for the recruitment of additional teachers, especially female teachers;
- Scale up teacher training, focusing on areas with large numbers of students, and include essential emergency components such as risk reduction and hygiene promotion;
- Build the capacity of PTAs for community mobilization and school management;
- Conduct a follow-up assessment once to check on progress;
- Advocate for increased funding to be dedicated to the sector emergency education response, which is currently only underfunded.
- Sanitation: There were three scenarios identified for latrines in schools; 1) Total collapse of latrines or damaged beyond repair, In this case there's a need to rebuild the latrines from scratch; Partial damage of latrines will need some rehabilitation work; Functional latrines
with water drainage issues (ponding of water in the vicinity of the latrines that can in the long term lead to total collapse) where we will need to develop drainage systems to evacuate water away from the latrines.

**Long-term recommendations: 3-6 months, and beyond**

While continuing to support interventions that provide immediate relief to struggling schools, it is also recommended that the education sector invest in the following development activities that will help foster resilience over the long term:

- Working closely with the Government, advocate for school feeding programmes or alternatives such as food vouchers, cash, or take-home rations, focusing on newly accessible areas. Procure basic learning materials for students, replacing consumable items as necessary;
- Establish an ongoing programme for teacher incentives and use ToT (Training of Teachers) methodologies to expand the reach and breadth of teacher training courses;
- Strengthen the relationship between the education and protection clusters around issues related to child-friendly spaces, youth engagement, and reporting and monitoring of violations, and include DRR training components in teacher training;
- Construct additional permanent classrooms and latrines in overcrowded schools;
- Build the capacity of local NGOs and institutions, dedicating an increasing share of CHF and CERF allocations to indigenous organizations, Advocate for education to be prioritized in CHF allocations and CERF funding.
This map illustrates satellite-detected areas of flood affected land as detected by the Pleiades satellite on 19 August 2014 in Khartoum State, Sudan. The area surrounding Khartoum City and Umdurman was inundated by floods caused by heavy rains. Areas to the South of Umdurman seem to have been flooded and many other areas including Um Baba and Khartoum Bahri seem to be affected by varying levels of water and saturated soils. The flooded area over Khartoum has decreased slightly in some areas, however there also appears to be an increase in others. This increase is potentially saturated soils and not necessarily standing water. It is likely that flood waters have been systematically underestimated along highly vegetated areas along main river banks, and within built-up urban areas because of the characteristics of the satellite data used. This analysis has not yet been validated in the field. Please send ground feedback to UNITAR/UNOSAT.