

REPUBLIC OF SUDAN

**COORDINATION CENTRE FOR
INNOVATIVE LEARNING AND
TRAINING FOR DEVELOPMENT**

EL-KHUWEI - KORDOFAN

PROJECT DOCUMENT PREPARED BY:

**UNESCO REGIONAL OFFICE FOR
EDUCATION IN THE ARAB STATES**

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UNITED NATIONS DEVELOPMENT PROGRAMME

Project of the Government of the Republic
of the Sudan

Title	:	Co-ordination Centre for Innovative Learning and Training for Development (El-Khuwei)
Number	:	
Project site	:	El-Khuwei, Kordofan
ACC sector & sub-sector	:	1120, 1130 and 1140
Government implementing agency	:	Autonomous unit under Minister of Education
Executing Agency	:	United Nations Educational, Scientific and Cultural Organization
Starting date (estimated)	:	
Government inputs : kind	:	to be determined
: cash	:	Sf 134,000
UNDP inputs	:	US\$ 835,351
Cost-sharing	:	US\$ 22,727
Total	:	US\$ 858,078

Brief Description

The project aims to use innovative approaches to learning and training to make the various branches of the Sudanese educational system more responsive to the needs of the 80% rural or nomadic population of the country, so that future generations as well as those presently involved in drought cycles and encroaching desertification may be better able to understand and cope with these.

Signed : On behalf of the Government Date

On behalf of the Executing Agency Date

On behalf of UNDP Date

**Project : CO-ORDINATION CENTRE FOR INNOVATIVE LEARNING AND TRAINING
FOR DEVELOPMENT
(EL-KHUWEIL)**

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THE CONTEXT OF THE PROJECT

PART A

The sub-sector operation

1. The public education system in the Sudan provides for free schooling from primary through university. The present structure of the system, as shown in Annex A, has been in operation since the 1970/71 school year. The curricula and the time-tables of the primary and intermediate levels are applied nationwide. Some adjustments are made in the dates of the commencement of the school year for climatic reasons, but all examinations take place in March.
2. Responsibility for the financing of education is shared between the budgets of the Ministry of Education, grants to the Regions from the Central Government via the Ministry of Local Government and the resources of local and rural councils.
3. The allocations to general and to higher education in the national recurrent expenditure budgets have remained consistently low. In 1975/76 it accounted for 3.6% of the total expenditure and a decade later (1985/86) it had dropped to 2.9% and out of that latter percentage only 0.5% was allocated to the Ministry for general education, the remainder going to Higher Education. Figures for the 1986/87 exercise show a rise to 8.2% for both general and higher education, but this is rather illusory, since the proportional increase arises from the elimination of the national debt servicing figure, which in the previous year accounted for just over one third of the total government recurrent expenditure.
4. The share of education in the Central Government's recurrent grants to the Regions (Provinces) was generally much higher, but there were considerable variations between the Regions. The Northern Region with 53.4% of the 1987/88 approved budget being the highest and Darfur with 9.6% the lowest. The figure for Kordofan, in which this project is located, was 44.4%. The funds are intended to cover supplies textbooks, boarding costs, some salaries and maintenance of premises. When seen in monetary terms the picture is less satisfactory. The Regional Education Office in El-Obeid covering the Kordofan Region, received SF 23.6 million in the 1987/88 grant (i.e. the above 44.4%). However his requirement for supplies alone was SF 19 million. A further SF 45 million was required for boarding and SF 2 million for maintenance of premises.
5. Since the greater part of the financing of primary and intermediate schools falls on rural or local councils, much of the above shortfall gets

passed on to them. If they are unable to meet these additional burdens, education there suffers. Local councils normally meet the educational expenses through local taxes on animal sales, water distribution, marketing etc. In the recent period since the drought, revenue from such sources has fallen, while at the same time there has been a large movement of population away from the worst affected areas in the north which meant additional burdens on the resources of local communities around which these migrants settled.

National Strategy

6. Against this background the Government is endeavouring to implement its long-term policy of achieving Universal Primary Education by the year 2000, which even in times of relative climatic normality was becoming a daunting task, as indicated by the decision taken in April 1985 to freeze enrolments in intermediate and secondary schools to allow more of the available resources to go into primary education. The principal aim of this strategy was to stem the rising rate of illiteracy due to relatively low and in addition falling enrolments and to early drop-out. Figures from the 1983 population census showed that for Kordofan Region primary school enrolments represented only 44.6% of the school age population; the figure for intermediate schools was 23.1%. However by 1986 the number of 7 year olds in Grade 1 had dropped to 13% of the age group. This is not necessarily an indication of a drop in absolute numbers, but rather of the massive influx of population into the area from the north due to drought and progressive desertification. The population of El-Khuwei rural council area rose from the 33,743 recorded in the 1983 census to over 68,000 in 1988 while normal demographic growth would not have brought the figure over 38,000. Under such conditions normal long-term planning to achieve UPE or other improvements in the educational system have little relevance and the Government is having to resort to various exceptional rehabilitation measures to deal with some of the more immediate needs in adjusting the system to these new situations. It is not only a question of maintaining standards and enrolments in the formal system but of considering the total picture of education and its role in terms of development.

Prior and on-going Assistance

7. A considerable amount of assistance has been given to the education sector, particularly under the three World Bank/IDA credits which provided both capital and technical assistance. The most relevant to the present

project were the development of the Curriculum Development and Teacher Training Centre at Bakht-er-Ruda and the experiments with the integrated Rural Development Centres (IRECs). Bakht-er-Ruda was originally conceived as an educational research centre with a view to making recommendations about the content of education and make it more relevant to the rural majority of the population. This soon became a fully recognized curriculum development centre. Its siting in a semi-rural setting was purposeful and intended to give its staff and trainees a taste of that reality. The IREC concept was intended to take this process a step further, using the Bakht-er-Ruda experience to develop a series of centres in rural areas having primary schools as their core in which rurally oriented curricula could be developed. The IREC received a total of US\$ 18 million under the second IDA educational credit in 1975. Unfortunately, this credit was used exclusively to finance construction and not provide essential elements of equipment and supplies. 40 centres were foreseen but inflated construction costs reduced the number to 24, of which 14 were in the south and all were built on a standard design suited to northern dry climatic conditions.

8. Technical assistance was provided under Unesco/UNDP and World Bank funding for Bakht-er-Ruda and for the general development of the IREC concept. Lack of recurrent budget support, the troubles in the south and the rather unenthusiastic response from the educational establishment led to the gradual withering away of the concept and its implementation. Nevertheless a considerable amount of experience was gained in the process and there is a general feeling that efforts should be made to revive the concept particularly in view of the plight of the rural areas after the drought.

Institutional Framework of the Sub-Sector

9. The educational sector is generally seen as being primarily concerned with schooling in formal systems or with one or other of its specialized compartments such as curriculum development, teacher training, technical/vocational/agricultural education etc. Education in the context of this project has a much wider connotation and is not amenable to being compartmentalized into a single facet. One of the innovative aspects of this project is to conceive of education in its original context as a dynamic and interactive process of human resources development that may range across a number of disciplines and may take a number of forms of training and learning, rather than seeing it as a means of securing university entrance.

Part B

PROJECT JUSTIFICATION

Problem to be addressed - the present situation

1. The problems that were addressed in the IREC proposal described in paragraphs A 7 and 8 above still remain and the need for some solution is becoming ever more pressing due to the growing realization that the present content of primary and intermediate education is not only largely irrelevant to the needs of the rural population, but that it does not either lay the foundations for productive work attitudes for either rural or urban populations. The general lack of awareness on the part of the younger adult population of the problems of the rural areas and their inability to heed the warning signals of increasing ecological degradation is being attributed to the education system not having provided them with the necessary background and abilities to deal with such questions.

2. The sample of a standard intermediate school timetable shown in Annex B will suffice to prove this point. A total of 2 hours per week devoted to 'rural education' hardly corresponds to the needs of a country where 80% of the population is either rural or nomadic. Furthermore, in this nationwide programme, girls take Home Economics and the boys Rural Education, while much of the rural work is performed by women. This pattern of downplaying the role of women continues at the secondary level where secondary agricultural schools only take in men.

3. Apart from the IREC experiments mentioned above, various attempts have been made to correct the balance towards more practical forms of education and training by means of exits into technical and vocational or agricultural schools at the post-intermediate level, but these proved rather unpopular and looked upon as a second class education for those failing to make their way into the more prestigious academic secondary. A further indicator of the apparent irrelevance to the needs of the economy of the higher levels of education is the employment rate of graduates from specialized higher educational institutions. Data from the Public Service Recruitment Board showed that out of 696 graduates on their books in 1987 in Agriculture and Veterinary studies, only 59 found employment. However, all of the 53 women who had obtained diplomas as laboratory and health technicians found employment. Experience of the migrants to the Gulf States showed that it was those with practical work training and skills

that found employment more readily than those with academic qualifications. Although the Government is now endeavouring to increase enrolments in technical secondary schools at the expense of general secondary, these courses provide principally for industrial and not rural skills.

4. The events that brought these questions to the fore were the recent droughts, creeping desertification, loss of rural productivity and large movements of population out of the worst affected areas, which were further exacerbated by overflows from neighbouring countries. Apart from the disruptive effects of such sudden increases in human population on normal educational and training structures, there are also the parallel effects of increases in animal population due to many migrants bringing their remaining livestock with them. The combined human and animal population put more pressure on the land and expansion of areas under cultivation or grazing, the cutting of trees and shrubs for construction and fuel and then to falling yields due to soil degradation and water scarcity. These increasing areas under settlement often lead to invasion of the traditional nomadic habitat, depriving them also of their sustenance. The cycle is well known, but there has been increasing concern that very little is being done to provide the affected populations with the means of coping with problems of this type nor to provide future generations with an awareness and understanding of them, through which remedies might be worked out.

5. These concerns found expression in an international meeting on education, training and development in the drought-stricken areas of Western and Eastern Sudan that was held in Khartoum from 14 to 17 December 1987 under the aegis of the Unesco Regional Office for Education in the Arab States in collaboration with the Institute of Environmental Studies of the University of Khartoum and the Sudanese National Commission for Education Science and Culture. Out of the wide-ranging discussions there came a conclusion that rather than looking out from urban perspectives to see what might be done about the somewhat alien rural world, the rural communities themselves should be given the opportunity and means of satisfying their own training and learning needs for development. The Institute of Environmental Studies had carried out a number of detailed surveys in some of the affected areas between December 1983 and March 1985. The meeting decided to single out the area of the El-Khuwei Rural Council as a potential site for a project to apply some of the above ideas to an actual situation. El-Khuwei was central to two other areas in Kordofan, to the north and to the south that had been

studied in depth by the Institute of Environmental Studies. The site is on the borderland between creeping desertification and still recoverable agricultural and grazing land. Since the IES studies produced valuable base-line data, subsequent progress or regression in environmental and production terms can be measured.

6. El-Khuwei at present is representative of a main settlement in a rural council that contains a number of satellite villages. Its population more than doubled in the five years between 1983 and 1988 due to exodus from worse affected areas. It has three deep wells with diesel driven donkeys and storage tanks; 2 boys and 1 girl primary schools and an intermediate school each for boys and girls and the usual administrative services (police post, council offices, dispensary) and some social facilities (club, football ground, mosque etc.) The crop production is similar to much of the region. In low rainfall seasons there tends to be a concentration on millet, sesame and melon and a reduction in groundnuts and kerkadeh. Details from the El-Khuwei market for 1987 and 1988 (to mid-April) were as follows :

<u>Product</u>	<u>1987</u>		<u>1988</u>	
	<u>Amount</u> (short tons)	<u>Value</u>	<u>Amount</u>	<u>Value</u> (per short ton)
Groundnuts	248.6	Sf 1060	210	Sf 1100
Sesame	128.2	" 1220	331.7	" 1220
Melon Seeds	21.1	" .800	458	" 600
Gum Arabic	47	" 7200	16.2	" 8000

There is a considerable movement of livestock around the water-yards much of which is transient, belonging to nomads following their traditional grazing and marketing itineraries. The soil is predominantly shallow Nubian sandstone, with some pockets of red clay suitable for brick-making. Stone is available from rock outcrops close to El-Khuwei township. Otherwise the area presents no special features to differentiate it from the surrounding savannah.

Expected end of Project Situation

7. A Centre will have been constructed along the lines of the sketch shown in Annex C. Although it is essentially a training and learning complex it will not be directly connected to a school building, since its socio-educational functions are wider than that of a primary or intermediate school such as those already in operation in El-Khuwei. It is designed as a multi-functional unit with a circular central assembly hall/auditorium and as satellite units a library and reading room; a projection and seminar room; a woodworking

production and workshop unit; a general maintenance workshop; agricultural storage sheds demonstration plots and nurseries; staff quarters. The units will be equipped with integral solar panels for powering appliances, workshop hand-tools, refrigeration/cooling. Demonstration low-cost solar cooking units will be included as fuel saving demonstration. Refrigeration will be used mainly for vaccines in the adjacent dispensary. The solar units will also power closed circuit television, video recording and projection film and slide projection as well as some lighting in the reading room after sundown. Construction will be in low-cost stabilized soils that provide far better heat insulation than brick or concrete. The National Research Council with assistance from the Fraunhofer Institute of Building Physics, Stuttgart and the Building Research Establishment, U.K. has undertaken extensive trials in these techniques and has now completed a demonstration unit near Khartoum. They are prepared to design the El-Khuwei unit and supervise its construction, within the framework of the project. Soil-based bricks can be made on site.

8. A less 'visible' but equally important element will be the creation and operation of a self-sustaining management and programming structure which will undertake the necessary coordination and implementation of programmes, whether initiated locally, regionally or nationally. It will continually work in close contact with the community in response to its needs and will be the main driving force in the project structure.

9. Equipment will be provided for the workshops in accordance with specifications to be drawn up in the early stages of the project, preferably during construction of the units. All equipment should however be designed either for manual operation or from solar power using rechargeable batteries.

10. The end of the project should see increased (quantified) income generation, better management of all resources, greater self-sufficiency and preparedness for further drought cycles, completion of anti-desertification measures such as wind-breaks, dune fixation etc. General education will have been enriched through exposure of both students and teachers to the wide range of facilities and training and learning activities at the Centre.

11. The present project is designed to run for 5 years, the first of which will be mainly devoted to creating the physical infrastructure and undertaking some staff training and training of trainers. Soil analyses and basic data for later operations will also be undertaken at that time. An evaluation mission is foreseen in the third year, the main object of

which is to assist in the establishment of criteria for replicability of the Centre concept in other areas of the Sudan. Should such replicating be feasible and responding to local needs and requests, further assistance will be required to create the necessary infrastructure in a new site or sites. By the end of the 5 years this project should have become self-sustaining.

Target Beneficiaries

12. The primary beneficiaries of the project will be the local inhabitants of the El-Khuwei council area in various walks of life who will benefit from the polyvalent teaching and learning activities to be introduced through the project and which will be in response to their requirements and to the challenges of the environment, so as to bring about an improvement in the quality of life. Emphasis will be given to the access of women to all the facilities and activities of the Centre, since much of the productive work in such rural settings is undertaken by them, as well as to improving primary and intermediate education.

13. Secondary beneficiaries will be all those who have been exposed to the rural orientation given at Centre's learning and training activities for development - in particular teachers, trainers, and other officials who have perhaps not had opportunity to gain first hand knowledge of the requirements and aspirations of such a community.

Project Strategy and Institutional Arrangements

14. The basic strategy of the project is to put the initiative for developing training and learning activities squarely in the hands of the local community and to back their requirements up through various levels of inputs from within the area, from the region or from national or international resources. The strategy, however, does not consist solely in moving the planning and development process and actions from the centre to the periphery, but also of feeding those grass-roots concerns back into the central processes. This feed-back may take the form of curriculum revision, articulation between general, vocational, agricultural, technical and adult/non-formal education, the use of the Centre as a demonstration of certain activities for the benefit of persons from central or regional administrations etc.

15. The wider role of education in this process is one of training and learning in flexible and dynamic responses to real or even immediate needs, but with each action conceived and programmed as part of an interactive process, in which quite simple learning and training activities may become vehicles for a much wider understanding of ecological or other evolving processes. In some instances, for example, it may be sufficient to provide a short one-off training session for a very small group in order to produce a development effect or to remove a constraint. This may lead to a new requirement in quite another field, which, unless the programming is undertaken locally in full cooperation with the community, would probably not be perceived. The project is consequently structured in such a way that the initiating focus remains at the grass-roots and does not impose stereotyped or institutionalized programmes from outside.

16. An important aim of the project strategy is a raising of general productivity through the training and learning activities as well as family income generation. This together with increased application of new technology, reducing dependence on outside energy sources, should help to stem the outflow of population to urban centres and probable unemployment.

17. Much of the strategy behind this project results from the lessons learned in the IREC experience, which failed to get a basically sound concept accepted due to having tried to impose it in a highly institutionalized and standardized form without sufficient regard for varying local requirements and aspirations. Furthermore, construction absorbed all the available external funding and left nothing for essential equipment and operating costs.

18. In institutional terms, the project will operate at the local (Rural Council) level, the Regional level (at El-Obeid) and the national level. At the local level the project will be operated under a local coordinator, supported by community organizations. He should preferably be from the community or the area and provision is made under the NPPP component of the project. Support will be provided at the Regional level through a support committee under the chairmanship of the Regional Education Officer, its function will be principally to assist in providing the services requested by the local coordinator to further his activities. Where necessary, supporting actions will be requested from the national level. At the national level, the project operations will be the responsibility of the national

coordinator and his Board or technical support committee that will function as an autonomous unit under the aegis of the Minister of Education and will have its own budget.

Reasons for Assistance from UNDP

19. The project principles are in line with the new UNDP Country Programme strategy bringing assistance to regions disadvantaged by recent droughts and by ecological degradation resulting in increased rural poverty. Similarly it is designed to concentrate inputs in a small geographical area where impact may be achieved. However, the project's aims go beyond the rehabilitation concept and take in the wider educational scene in terms of a systemic approach to learning and training with the longer-term objective of making the educational system, in its broadest sense, better adapted and more relevant to the needs and aspirations of the country's 80% rural and nomadic population.

20. The raising of the quality of life of the community concerned and generation of income, is seen not only in the obviously direct benefits to the community, but also as the means by which the Government, through local and rural councils, will be able to fund primary and intermediate education of a better quality and progress towards the goal of reaching Universal Primary Education which has been a basic policy concept for a number of years.

21. The Rural Council of El-Khuwei borders on the Abu Haraz Rural Council which is one of the Councils within the El-Obeid Area Development Scheme, which could benefit from the educational components and experience that are an integral part of this project, especially as the concept has been elaborated with a view to possible replicability in other areas.

Special Considerations

22. The thrust of this project is toward a systemic and innovative approach to the questions of learning and training in a non-urban and frequently drought-prone environment which is also exposed to the threat of creeping desertification. In this systemic approach, the role of women will be emphasized, not only because they undertake much of the production work in these settings, but also because their access to any practical training in fields related to these conditions has been unduly limited in the past.

The project will seek to empower women by fostering the skills, confidence, awareness and access to resources required to move beyond the barriers confronting them.

23. The project aims to reflect local grass-roots requirements in training and learning programmes, not as ad hoc interventions, but as interlocking and mutually supporting programmes. Local talent and expertise will be used as much as possible and supplemented as necessary by regional, national or international expertise. In general, the project aims to have a minimal expatriate presence at the local level. In general the strategy follows the new Government policy guidelines to move the emphasis of planning and development away from the centre and towards the periphery. The project is furthermore planned to diminish any negative impact on the environment, since its main immediate concern is to redress some of the negative effects of recent drought cycles and desertification.

24. Although this project, like all other projects, has a limited life span, it is understood that development is an ongoing process through which people are constantly engaged in trying to make a better life for themselves and their families. It is, therefore, hoped that the activities initiated through the project should not come to an end when external funding is exhausted. To that end, emphasis should be on the need to fund and support programmes rather than the project to as such to guarantee institution-building which, in the long run, is the only safeguard against dependence on foreign expertise.

Coordination arrangements

25. The project is relevant to activities under the IDA education credits, particularly in respect of the various considerations being given to the fate of the Integrated Rural Education Centres, and which are now the subject of an extensive evaluation by the ILO.

26. The project has direct links with the Ministry of Education's Curriculum Development Centre at Bakht-er-Ruda which has received international assistance from UNDP, Unesco and the World Bank over a long period, as well as with the Institute of Environmental Studies, University of Khartoum.

27. Coordination with other programmes of assistance will be carried out by the National Coordinator in Khartoum and at the local level by

the Local Coordinator and his support group.

Counterpart support capacity

28. The project has been structured so as to keep recurrent costs increases to a minimum. Much of the programming, planning and implementing will take place at the local level using community resources as much as possible on a participatory basis. The two established posts required for the Local and National Coordinators and some administrative support should not exceed SI 100,000 for the five year period at current salary levels. The Government might alternatively decide to make these appointments by secondment or transfer from existing posts which may not entail any recurrent cost increases on this account.

29. The technical support groups and committees foreseen to support the local and national coordinators under the overall aegis of the Minister of Education are well within the Government capacity to implement.

PART C

THE DEVELOPMENT OBJECTIVES

1. To carry out an innovative approach to learning and training that would enable the national educational system in its broadest sense to make systemic response to emerging national development needs particularly to improve the ability of the large non-urban areas of the country better to face cyclical drought and stem ecological degradation and whose needs and realities are inadequately reflected in the present system.
2. To assist in the goal of reaching Universal Primary Education, the financial burden of which lies primarily with local communities, by providing them with the longer and shorter term knowledge and skills that would increase their productive capacity and thus their ability and willingness to support such facilities which will have been made more directly relevant to community needs through the project activities.

PART D

IMMEDIATE OBJECTIVE, OUTPUTS AND ACTIVITIES

Immediate objective :

- To create an autonomous and potentially replicable facility in the field of innovative training and learning for development, responding

to the principles of the Khartoum Declaration^{*} and the new Psycho-logical Mobilization plan of the Government, under which planning and coordination emphasis is moved from the centre to the periphery and through which facility the development objectives may be furthered.

1.1 Output 1

Establishment of the Coordination Centre for Innovative Learning and Training for Development in El-Khuwei, N. Kordofan

Activities

1. Selection and allocation of site in southern part of El-Khuwei
2. Design and architectural drawings of structure in accordance with the general lay-out in sketch at Annex C. In association with the National Research Council for use of low-cost stabilized soil materials and solar energy installations integral with building.
3. Finalization of agreement on the autonomous status of the project coordinating unit under the aegis of the Minister of Education.
4. Selection and appointment of local and national coordinators.
5. Establish national, regional and local support/advisory groups or committees.
6. Undertake an inventory of local talent willing and able to undertake instructional/demonstration activities in any relevant field.
7. Prepare tender documents and proceed with construction of centre building under the supervision of the National Research Council architects for item 2 above. Obtain exemption from construction of Ministry of Works standard edifices.
8. Initiate requests for books, journals etc.on a selective basis that may be available through foundations, international organizations or national sources.
9. Draw up specifications and order equipment for woodworking, general maintenance and agricultural workshops and stores. All equipment should be designed for use with solar powered systems or rechargeable

^{*}at February 1988 international meeting on "A New Strategy for Development Assistance to Africa", held in Khartoum.

batteries. Where this is not feasible, the tools should be for manual operation.

9. Select and order appliances for Centre operation on similar basis. Items to include closed-circuit TV, projection apparatus for film, slides and video, ventilation systems, public address systems, all for use with electricity derived from solar panels and batteries.
10. Request association with the Unesco sponsored and Kuwait Government funded network of Educational Innovation for Development and receipt of their journals and publications.
11. Proceed similarly with the Arab Federation of Technical Education, Baghdad.

The activities listed under this output are scheduled to be completed within the first year of project operation.

1.2 Output 2

Establish within the Centre a flexible coordination and management structure for learning and training activities, capable not only of meeting local needs and aspirations for development, but also of making use of such programmes for the infusion of integrated environmental concepts, the introduction of new technologies and positive attitudes to productive work within a systemic approach.

Activities

1. Inventorize local training requirements.
2. Prioritize and circulate these requirements through regional and national project advisory groups/committees, giving quantified data in terms of numbers to be trained, duration and any follow-up requirements. Training may be longer, medium, or one-off programmes. Preference should be given to those programmes reflecting innovations and integrated environmental concepts in which some local participation in integrated environmental concepts in which some local participation in terms of resources can be obtained.
3. Identify production bottle-necks or other socio-economic constraints.
4. Initiate programmes in already known needs such as in the list in Annex D.

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5. Make arrangements through appropriate channels for operational collaboration with the Bakht-er-Ruda Curriculum Development and Teacher Training Centre.
6. Initiate training programmes and practical production work in wood-work and furniture making with collaborative arrangements for instruction with the Ministry of Education's department of technical education or with the Ministry of Labour's vocational Training Branch.
7. Proceed similarly with general maintenance (diesel, petrol engines, pumps, windows, doors etc.) Objective should be to train trainers from the local community.
8. Organize workshops or seminars on agricultural techniques, agricultural production management, marketing and quality control.
9. Begin surveys of medicinal and aromatic plants in the area with a view to developing income generation through production, processing and marketing. The Khartoum Marketing of Medicinal and Aromatic Plants Co. Khartoum would assist in this last aspect.
10. Investigate the revival of traditional techniques of weaving, mat-making supplemented by development of colour-fast vegetable dyes from local species.
11. Develop infrastructure and organize training in brickmaking, use of local red clay and limestone deposits.
12. Organize training in stone-masonry using stone available nearby
13. Encourage the use of the library at the Centre and maintain an efficient cataloguing system by training local persons in these operations.
14. Make optimum use of the Centre's facilities for film/slide projections video tapes etc. using solar powered equipment to supplement instructional and cultural programmes.
15. Hold meetings/seminars/workshops on general managerial and production systems and techniques undertaking as required basic surveys such as soil analyses, new species trials, water-table measurements etc.
16. Maintain close links with Khalwas mosques and cultural organizations.

1.3 Output 3

Development of the Centre as a focal point for the interchange of local expertise and survival techniques on the one hand and teacher training and curriculum development or environmental concepts on the other.

Activities

1. Provide facilities and a forum at the Centre for persons with local knowledge and tradition to expound or demonstrate these to teachers, students and others. Women and pastoralists/nomads with recognized survival techniques and knowledge of ecological warning signals or other persons irrespective of their educational background should be encouraged to take part in such activities.
2. Utilize project facilities to bring groups of teacher trainers and trainees into such discussions and presentations.
3. Involve teachers and school children whenever feasible in order to give a practical dimension to formal teaching and create an awareness of the environmental problems and possible remedies.
4. Build up a documentation base from such events through tape or video recording or minutes of meetings and recommendations. These could be used as raw material inputs into the Bakht-er-Ruda Curriculum Development Centre or other interested parties.
5. Use mobile teams approach to extend this type of activity to other villages in the Rural Council area or alternatively make arrangements for transport of other villagers to the Centre.
6. Keep due records of local or regional resource persons or active participants with a view to possible follow-up training or upgrading of skills etc.
7. Make use of tape, video or photographic records of interesting meetings, seminars etc. for publicity purposes to promote the Centre. Alternatively utilize such material, including articles for exchange purposes with other institutions.
8. Preparation and publication of a technical report covering the above activities and those under Output 2 during the 4th year of project operations.

Output 4

Activity

Establish the criteria for replicability of the Centre concept in other areas.

1. Review in connection with the evaluation mission foreseen after the second year of project operations the strengths and weaknesses of the project to date.
2. Assess the areas of greatest support from the community and any changes or fluctuations generally applicable (e.g. curriculum changes, local coordination machinery, awareness creation etc.) and what experience would have validity under similar climatic or geographical conditions.
4. Invite persons or authorities from other potentially interested areas to partake in programming and decision making processes at the local level.
5. Establish and publish guidelines for replicability of the Centre concept and operation.
6. Assist any interested parties in drawing up specific proposals relating to their area with a view to obtaining further funding.
7. Prepare and publish evaluation reports and recommendations for further development of the Centre concept.

These activities will be completed within the third year of project operations, and will take place at the local level (El-Khuwei, the Regional level (El-Obeid) and the national level (Khartoum)

PART E

INPUTS

1. Unesco Regular Programme pre-project inputs :

- 1) Holding of international meeting on Education, Training and development in the Drought-stricken areas of Western and Eastern Sudan. Khartoum, 14-17 December 1987;
- ii) Fielding of project formulation mission, Khartoum, El-Obeid and El-Khuwei, 28 March - 15 April 1988;
- iii) Provision for initial staff training and programme management, 4 to 6 weeks in 2nd/3rd quarter 1988, in El-Khuwei, El-Obeid and/or Bakht-er-Ruda.

2. Project inputs :

	<u>Description</u>	<u>Location</u>	<u>Duration</u>
<u>Personnel :</u>			
a) National:	Local project coordinator (see Job Description in Annex E)	Khartoum & Travel in Kordofan & to Khartoum	5 years
	National project coordinator, Job Description in Annex F)	El-Khuwei & Travel in Kordofan & to Khartoum	5 years
	Short-term consultants	idem	up to 30 in 5 years
	Services of Ministry and other Government or University staff participation in project committees support groups etc.	idem	intermittent
b) International:			
	Adviser to National coordinator (see Job Description in Annex G)	Khartoum & travel in Kordofan	2 years (& 2nd year of project)
	Consultant in solar energy applications and applications, in association with the National Research Council, Khartoum	Khartoum & El-Khuwei	2 months in 1st project year
	Short-term specialist consultants Fields to be defined by programme requirements	El-Khuwei, El-Obeid & Khartoum	six, 3 week missions over 5 years

<u>Sub-contract:</u>	<u>Description</u>	<u>Location</u>	<u>Duration</u>
	For design and construction of Centre buildings in association with the architects of the National Research Council, Khartoum. Construction to follow general lay-out and guidelines in Annex C., particularly as to use of NRC's low-cost and heat-insulating materials and integral panels and appliances. Preparation of building materials to be undertaken on site as far as feasible and use made of community self-help or Training :	El-Khuwei & Khartoum	to be completed within 1st project year
	In-service training :		
-	This is designed as the principal instrument of the project's training and learning implementation through workshops, seminars, audio-visual demonstrations and various short to medium-term structured training sessions in accordance with local programming. Provisions will be made within this component for travel costs and subsistence of national staff from Government departments, university or other institutions, at realistic index-linked rates. This component will also cover in-service training for school teachers and administrators in the El-Khuwei Rural Council and training in, and for, the Bakht-er-Ruda Centre. Quantification will be related to programme requirements and the development of longer-term strategies after the first year of project operations.	El-Khuwei El-Obeid & Bakht-er-Ruda	Project duration after completion Centre
	Fellowships/attachments :		
-	3 months each for the local and national project coordinators for introduction to the latest methodologies in education for community/rural development and environmental measures. Location of placement will depend on appointees profiles.	Overseas	Within 1st project year
	Study Tours :		
-	2 month study each for local and national project coordinators for comparative experience. Itinerary to be decided in light of appointees profiles. (note: local & national coordinators should not be absent simultaneously unless fellowships or study tours are undertaken at very beginning of project operations or under pre-project arrangements)	Overseas	Within 1st project year or 1st quarter 2nd year

PART F

RISKS

1. Risks are inherent in any innovative project. In this particular case, they are small in relation to the advantages to be gained. Furthermore, apart from the initial infrastructure costs for the buildings and equipment, on-going recurrent commitments have been kept low and many of the activities will become self-sustaining through increased community income by increased productivity.
2. Two particular risks need to be mentioned, the first in the initial stage of the project and the second in later operational phases:
 - a) the first risk concerns the design and conception of the Centre itself. It is conceived as a practical example of the use and potential of new technologies in the context of reducing the dependence of outlying communities on urban services such as electricity and the classical means of generating it through diesel plants requiring fuel, transport of fuel, roads, tankers and general maintenance and spares along these links. The Centre will also make use of new advances in construction techniques for tropical conditions. Many of these have been developed through the Sudanese National Research Council and make use of local materials so that the bricks/briquettes can be prepared on site. They are low-cost and provide a better heat insulation than ordinary bricks or concrete. The risk is that these items will be considered too costly or depart from standard and established construction norms and there might be a reversion to the usual concrete box construction for which there are drawings already with Public Works. Much of the innovative impact of the project will be lost if this is allowed to happen. Once communities can actually see that it is possible to provide a clinic with a refrigerator for vaccines, libraries with cooling and lighting, wells with pumping facilities, school laboratories with current for instruments, kitchens with cookers all with solar energy, they will begin to see the development of their own rural resource base a much more practical possibility. It would also help to reduce the drift to urban centres.
 - b) the second risk comes from the tendency and temptation to institutionalization once the learning and training processes in the

Centre have begun to develop and expand. This would lead to the conversion of the Centre into just another school with perhaps one or two unorthodox aspects. In that case it would come to be seen as an external institution for which community participation was not really needed and whose functioning had become so set in a pattern that local programming initiative would be lost. Since the services provided are predominantly for the community, the 'market' for training in certain fields will quickly become saturated if the courses are mechanically repeated. Such a development would also detract from the systemic concept in which development and the skills and knowledge required for it are in a continual state of flux.

Such institutionalizing attitudes may also manifest themselves in more concrete administrative terms, such as the wish to employ guards, cleaners, administrators, drivers etc. on a permanent basis - These are urban concepts. In a community as closely knit as El-Khuwei and with their evident determination to improve their lot, the community would certainly find means of taking care of such functions for as long as the Centre was seen to be of value and service to the community - this latter being one of the core tenets of the project.

- c) the third risk comes from a tendency among development workers to emphasize small-scale income-generating women's projects as a solution to the complex poverty-stricken situations. While these projects can be of great help in increasing the family's income, they cannot be expected to provide an adequate livelihood for women and their families. The scope of these projects should be broadened to include educational, organizational and consciousness raising components so that they set the participants on a path towards personal growth and great self-reliance. Small-scale projects should not appear to parallel the marginalization of women in the main stream of the economy.

PART G

PRIOR OBLIGATIONS AND PREREQUISITES

1. Project operations will not begin until :
 - a) selection and appointment of the local and national coordinators has been made by the Government in consultation with the Agency (UNEDBAS),
 - b) Agreement has been reached with the Ministry of Education concerning the autonomous status of project (and budget) under the aegis of the Minister of Education himself.

PART H

PROJECT REVIEWS, REPORTING AND EVALUATION

1. The project will be subject to tripartite review (Government, UNEDBAS and UNDP) at least once every 12 months, the first to be held within a year from the start of operations. The national project coordinator shall prepare and submit to each tripartite review meeting, a Project Performance Report (PPER). Additional PPERs may be requested, if necessary during the project.
2. A project terminal report will be prepared for consideration at the terminal tripartite review meeting. It shall be prepared in draft sufficiently in advance to allow for review and technical clearance by the Executing Agency at least four months prior to the terminal tripartite review.
3. The project will be subject to evaluation in the third year of full implementation in connection with the activities detailed in Output 1.4 above. The organization, terms of reference and timing will be decided after consultation between the parties to the project document or other cooperating bodies.

PART I.

THE LEGAL CONTEXT

1. This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of the Republic of the Sudan and the United Nations Development Programme. The host country implementing agency shall, for the purposes of the Standard Basic Agreement, refer to the Government cooperating agency described in that Agreement.

2. The following types of revisions may be made to this project document with the signature of the Resident Representative of UNDP only upon assurance that the other signatories of the project document have no objections to the proposed changes :
 - a) Revisions in, or addition of, any of the annexes of the project document;
 - b) Revisions that do not involve significant changes in the immediate objectives, outputs or activities of the project, but are caused by the rearrangement of inputs already agreed to, or by cost increases due to inflation; and
 - c) mandatory annual revisions which rephase the delivery of agreed project inputs or increased expert or other costs due to inflation or take into account agency expenditure flexibility.

PROJECT BUDGET COVERING UNDP CONTRIBUTION

Country : Republic of the Sudan

Project Number

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Co-ordinating Centre for Innovative Learning and Training for Development (EL-Khuwei)

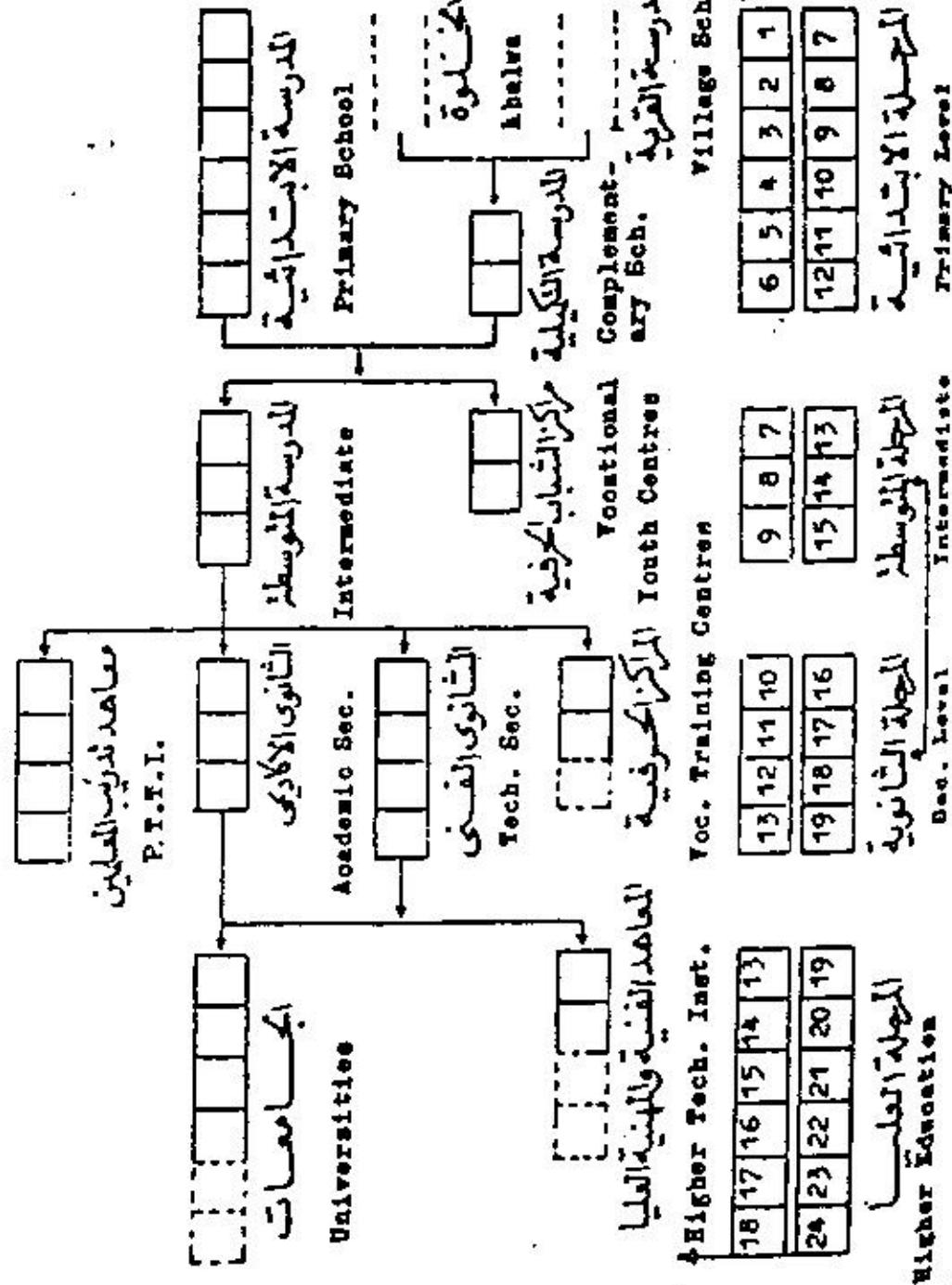
PROJECT BUDGET COVERING GOVERNMENT
CONTRIBUTION

Personnel : see line 17 in UNDP Budget = SF 134,000 over
5 years

Other elements to be itemized in agreement with Minister of
Education covering autonomous status of project and corres-
ponding budget.

Educational System - REPUBLIC OF THE BURMA

REPUBLIC OF TANZANIA



ANNEX B

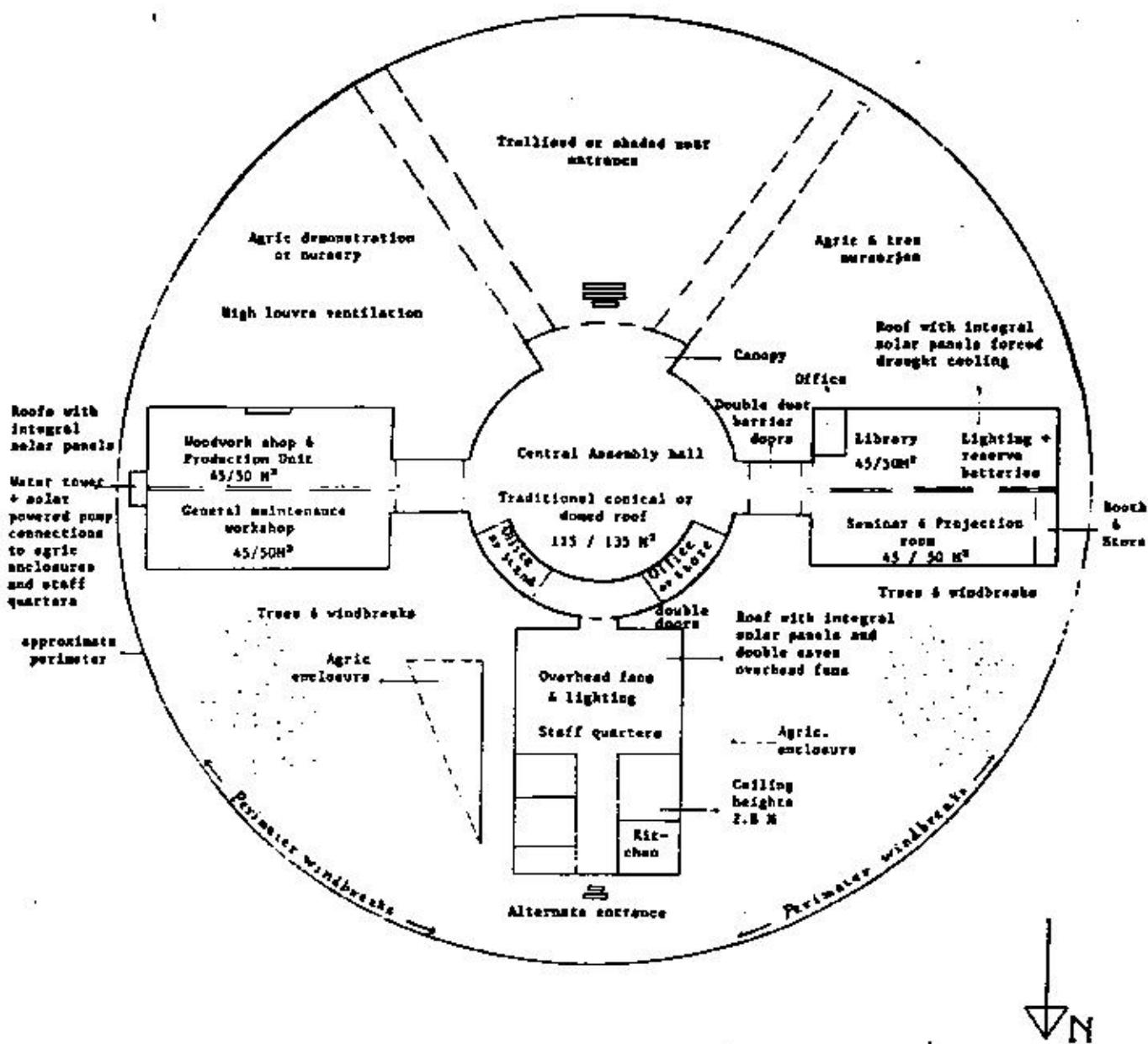
The Weekly Timetable for the Intermediate School

Subject	Grade 7	Grade 8	Grade 9
Religious Education	4	4	4
Arabic Language	9	9	9
English Language	9	9	9
Mathematics	6	6	6
Geography	3	3	3
History	2	2	2
Science	4	4	4
Civics	1	1	1
Arts	2	2	2
Home Economics and Rural Education	2	2	2
Total No. of Periods	42	42	42

Source : Ministry of Education

ANNEX (C)

STATE OF PROPOSED LAW - 197



Scallop 1:200

TOTAL CONSTRUCTION SURFACE 425 M² APPROX.

C)

Most of the schools were opened in the school year 1987/1988

- * All primary schools lack the necessary teaching aids and whatever is available is actually made by the teachers.
- * The lack of water in the regions that lie North to El-Obeid-Al-Nahud motor way has limited the spread of education in that area inspite of the heavy population density in the region. The only solution will be to provide sufficient water with tankers. During the previous academic year a trial was made by local inhabitants, on self-help basis for storage of water (a 4 - Gallon can costs £S3.00 in summer).

These glimpses highlight the statistics and the attached map in the field of education and the problems affecting the level of performance that worry both parents and workers in the field of education.

- 1) To improve the standard of teachers of vocational education who usually practice the profession without any training, we suggest the establishment of teacher training colleges for training of teachers so that they qualify for the profession.
- 2) Youth can contribute a lot in terms of improving school buildings, usually constructed of local materials. More specifically, they can contribute labour to the planting of trees to provide a green belt which can reduce the effects of creeping desertification
- 3) The establishment of leisure and recreation centres for youth to develop their hobbies and interests in a manner which will allow them to contribute to the development of their communities. Such centres have to be well equipped for sports and arts. Equally important is the incorporation of young people into their local communities by organizing field trips and visits to the areas of production and to the various foundations so as to get them acquainted with the possible role they might play in helping these institutions achieve their targets. For such centres we suggest three locations within the council :
El-Khuwei, UM Labanah and Markab.
- 4) We also suggest providing the morning meal for day students who usually miss this meal due to the long distances that separate their villages from their schools which will eventually restrict their meals to lunch and dinner only.

These were the points that I would like to outline and that might throw some light on the sufferings of our schools. For clarification purposes, supportive statistics are provided.

EL KHUWEI INTERMEDIATE SCHOOL FOR BOYS

A brief description of the school :

1. founded in 1972
2. Type of School : Boarding school
3. Number of streams : 2 Streams
4. Present number of classes : 5 classes
5. Expected number of classes when buildings are complete : 6 classes
6. Permanent buildings : one section containing 3 classes, 2 stores and 2 offices.
7. Hostels : Six straw huts
8. Kitchen and service : one hut and a shed.

Number of Students 1987-1988

Class	Boarding	Day	Total	Drop outs and transfers since enrollment
Third A	24	14	38	12
Third B	19	13	32	18
Second	40	23	63	9(repetitions)
First A	29	20	49	1
First B	30	19	49	1
Total	142	89	231	

EL KHUWEI INTERMEDIATE SCHOOL FOR BOYS

Expected Number of Students 1988-1989

Class	Boarding	Non-Boarding	Total
Third	40	23	63
Second A	29	20	49
Second B	30	19	49
First A	25	25	50
First B	25	25	50
Total	149	112	261

Teaching Staff

Trained	Untrained	Needed number to reach the ideal number
5	5	4

Signed : Al-Sharif Hussein Sido Ahmed

The Director of the
School

EL KHUWEI INTERMEDIATE SCHOOL FOR BOYS

Furniture of the school:

Item	Available		Required number when the buildings are complete
	Good condition	Bad condition	
Student chair	242	15	58
Student desk	184	42	116
Teacher desk	8	1	5
Director desk	-	1	1
Big cupboard	5	1	5
Library Shelf	1	1	5
Chalk board	1	1	7
Laboratory Bench	-	-	60
Laboratory Stool	-	-	6
Small notice board	2	1	4
Big notice board	-	-	4
Neon lamp	6	2	6

Signed :

Al-Sharif Hussein Sido
Director of the School

Kitchen and Boarding Accessories :

Item	Available		Number required to make up for the deficiency
	good condition	bad condition	
Big plate	10	18	20
Small plate	-	-	30
Tea cup	-	-	300
Table spoon	-	-	300
Dining table	-	-	30
Dining chair	-	-	30
Kitchen table	-	-	3
Kitchen cabinet	-	-	3
Big cooking pot	2	-	4
Small cooking pot	1	-	4
Tea pots	-	7	30
Water cups	-	-	40
2 Beam weighing scale	-	1	1
Big weighing scale	-	-	1
Wash bowl	5	-	15
Water bucket	-	5	10
Bread table	-	-	10
Kitchen knife	-	1	5
Big serving spoon	-	2	5
Student bed	-	-	150
Student wardrobe	-	-	75
Iron (charcoal)	-	-	10
Cooking steal trays	-	-	2
Student blankets	-	-	150
Mosquito Net	-	-	150

Al Sharif Hussain Sido

Director of the School

Sketch Map for Locations of Primary and Intermediate Schools in El Khawer

خريطة كركوبية للمرأة الاستثنائية والمرأة العادي،
Primary Health Care Units،
أول خطوة في التخطيط.

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Primary Schools

Intermediate schools

卷之三

卷之三

卷之三

125

23

111

111

100

Huei

12
13

المرجع

Nashrafs

مکالمہ

مکملہ کتابخانہ

میرزا

مکالمہ

مکالمہ

Abu Zabab Rural Council

Annex D

List of Training and Learning Suggestions
put forward by participants in meetings at
El-Khuwei 6 & 7 April

- means of making education relevant to their needs
- library and reading facilities
- productive or practical work in schools
- agricultural and vocational subjects and training
- awareness creation of ecological balance
- soil surveys and other surveys and trials for new grasses etc.
- idem for tree planting, windbreaks etc with forestry department
- nutrition education, training and demonstration
- food processing
- recognition, use, production and marketing of medicinal plants
- development of colour-fast vegetable dyes for basket making
- production and marketing of jams from water-melons
- training in brick making and lime washing (clays available)
- training in stone-masonry - stone available nearby
- wool production and weaving techniques training
- management and development of seed production and nurseries
- training in simple mechanical and constructional maintenance
- work with Bakht-er-Ruda on improving quality of courses
- training in woodwork for furniture production
- tailoring and simple dressmaking
- tanning and leatherwork
- rodent disinfestation techniques
- management and administration of production
- agricultural and vocational training for women
- training in Hafifa and pump maintenance
- development of art work using available coloured stones and local vegetable fibres according to cultural patterns.
- develop agricultural credit facilities to help small farmers

REPUBLIC OF THE SUDAN

Job Description

Project Title : Co-ordination Centre for Innovative Learning and Training for Development (El-Khuwei, Kordofan)

Post Title : Local Co-ordinator

Background

Under the aegis of the Minister of Education, the Unesco Regional Office for Education in the Arab States (UNEDBAS) and with external funding assistance, the Co-ordination Centre is being established in an area of the Sudan, where there are cyclical droughts and encroaching desertification accompanied by a general lowering of the quality of life, typical of many rural sites in the Sahelian belt .

The Centre will aim to effect a change in these processes, partly by giving expression to local needs in new, systemic, learning and training programmes and partly by directly acquainting teachers, students, teacher trainers and curriculum developers in general, agricultural technical / vocational or family life education to some of the realities of the rural majority, so that the experience thereby gained may be increasingly reflected in their professional activities.

A further innovative activity of the Centre will be to introduce into the locally programmed learning and training activities, those elements of new technology that will permit a greater mastery of the environment and a raising of living standards through income generation. This latter is of direct relevance to the development and quality of general education in the Sudan, since the main financial burden of primary and intermediate education falls upon the local and rural Councils .

The Centre itself will be run by the local Co-ordinator resident in El-Khuwei, in association with a local programming and support committee .

He/ she will work in close association with the National Co-ordinator in Khartoum who will ensure that the local needs and initiatives receive the understanding and support of the regional and national levels and will assist in their implementation through technical committees under his/her chairmanship.

Responsibilities

- Maintain close and continuing working relationship with the local community to ascertain their needs and aspirations;
- set-up and chair local support groups or committees for the furtherance of the Centre's activities ;
- in association with local and regional authorities co-ordinate and systematically programme the learning and training activities requesting external inputs from them and the national Co-ordinator to carry out such activities ;
- administer the day to day operations of the centre including Library workshop .
- Responsibility for supplies and equipment in the project and administration of project funds entrusted to the centre.

Qualifications

- University degree or equivalent qualification in Education (preferably with a rural development or vocational bias) , Development or Environmental Studies or other disciplines relevant to polyvalent learning and training programmes in arid zone environments;
- Field experience in programme and policy conceptualization in his/her field, preferably in a multi-disciplinary context;
- Ability to work with groups and put forward innovative concepts in oral and written presentations;
- Excellent knowledge of spoken and written Arabic essential , reading and writing ability in french an advantage
- Preference will be given to candidates with an intimate knowledge of the region .

Level

Equivalent to Associate Professor at University level

REPUBLIC OF THE SUDAN
Job description.

Project Title : Co-ordination Centre for Innovative Learning and Training for Development (El-Khuwei, Kordofan).

Post Title : National Co-ordinator .

Level : D -1 or Group II of Sudan Government Salary Scale

Background

Under the aegis of the Ministry of Education , the Unesco Regional Office for Education in the Arab States (UNEDBAS) and with external funding assistance, the Co-ordination Centre is being established in an area of the Sudan where there are cyclical droughts and encroaching desertification, accompanied by a general lowering of the quality of life and which is typical of many rural sites in the Sahelian belt.

The Centre will aim to bring about a reversal of these processes, partly by giving expression to local needs in new , systemic, learning and training programmes and partly by exposing teachers, students , curriculum developers or teacher trainers to some of the realities of the situation in on site operational conditions, so that the experience gained may be increasingly reflected in their activities. A further innovative activity of the Centre will be to introduce into the locally formulated learning and training programmes , those elements of new technology that will enable a greater mastery of the environment to be achieved, and thus a raising of living standards and generating income . This latter is of direct relevance to the development and quality of general education in the Sudan, since the brunt of the financial burden of elementary and intermediate education falls upon the rural councils .

.../...