

**The Status of Implementation of the Child Rights Convention  
In the Sudan**

**An alternative report  
Prepared by National NGOs**

**Friends of Children Society  
(AMAL)**

**June 2002**

## 1 -Introduction:

1.1-Sudan is a signatory to several international conventions, agreements and declarations that deals directly or indirectly with child rights and welfare in general.

These include:

1. International Convention on the Civil, Political and Cultural Rights (1966)
2. International Convention on Social and Economic Rights (1966)
3. International Agreement Against all forms of racial discrimination (1969)
4. Agreement on combating discrimination against women (1979)
5. Agreement on Combating discrimination and all forms of degrading or inhuman treatment or severe punishment (1984); and
6. The Child Rights Convention (1989)

2-The context in which the CRC was signed and ratified by the Sudan Government is one of economic hardship, political conflict and social instability. Children as the most vulnerable group were at the forefront in terms of the negative impact of those problems, either directly in terms of loss of basic welfare and care rights and/or abuse or indirectly as part of victimized families.

3-During the period between the ratification of the convention and the preparation of the Sudan first report several attempts and practical measures were taken to assess progress on children rights and situation in general. One of the most important steps was the launching of AMAL Society's "Child Forum" in the year 1996 with the intention of opening dialogue between the authorities and the NGOs working in the field of children and their welfare. With this objective in mind, the forum organized several workshops and seminars to explain the motives behind the CRC and how it could be implemented in the Sudan under it's cultural set up and the prevailing laws and acts and to raise questions on the status of child rights in Sudan. Those seminars and workshops covered areas such as:

- 1- The contents of the CRC.
- 2- Discussion on how the CRC could be integrated in all programmes targeting children, their well-being and welfare.
- 3- 3-Awareness seminars and advocacy for the authorities and professionals whose work is directly connected with children or related to the implementation of law eg. social workers, teachers, police and prison officers etc.

\*Special attention was given to:

- A) Challenges facing the application of CRC approach to issues and problems related to childhood. The standard of living of children and their families.
- B) Special focus on the little attention that was given to the weaker groups and children under difficult circumstances.
- C) The conditions that may threaten the rights of children.
- D) The impact of macro economic policies such as the structural adjustment programmes, liberalization and privatization policies and their possible impact on services specifically provided to children. The impact of those policies was looked into within the context of the rocketing inflation rates since 1990, and the increasing incidence of poverty, which forced children to join the labor force at an early age and reduced their family's role to the bare minimum.

## 2-General Measures for the Implementation of the Convention:

### 2.1 Article (4): *the parties shall take all application measures...*

Since the ratification of the convention in 1990 up to the moment of the preparation of the CRC report, the Sudan has undergone some important constitutional changes that were coupled with some new legislation and the issuance of several laws and decrees. Some of those had their direct impact on the welfare of the children i.e.

The federal government act, which stated that services become the responsibility of the State Governments as opposed to Central government, putting in mind that the economic and resource base of most states is too weak to support social services.

The educational act states that, sources of finance for education are the state and the family's contribution. The federal government act made education a direct responsibility of the local councils (*Mahalia*). The experience showed that some of those states are poverty stricken and cannot afford the running cost of education and thus asked families to contribute to the fees and pay the cost of books and other school materials.

As well, under the same act, access to medical services and facilities became the responsibility of the State Governments. The liberalization policy freed the state from the burden of such services and people have to participate in the cost

\*In the Sudan conventions and treaties once signed and ratified will have the power of the law.

### 2.2 Question:

*The forum would like to ask:*

*Would the violations of the CRC would be treated legally as the violation of any other valid law?*

### 2.3-Recommendation:

*\* Measure should be taken establish a formal body to monitor the violation of the CRC and take legal action against the violators.*

2.4-Nevertheless, Sudan government has taken, during the period between the ratification of the convention and the preparation of the first report, many steps toward responding to the comments on the first report.

Many committees and councils were formed to ensure the Implementation of the CRC such as: Advisory council entrusted with follow up of the human right cases 1997 such as:

1. The constitution committee.
2. The National council for child welfare.  
Establishment of 26 Branches for the National Council for child welfare at states level.
3. A committee was formed to revise all the laws that concern children.
4. The advisory committee to the National Council for child welfare.
5. The coordination committee for NGOs working among children.

2.5-The civil war in the South is stated in Sudan report on page (9) of the Arabic version, as one of the greatest obstacles to the full implementation as it drains most of the Sudan resources and destroys the economy of the country.

2.6-Furthermore, the withdrawal of foreign agencies and NGOs from the Sudan or their reduction of their activities has as well affected greatly the provision of services targeting children. It is important to note here that the role of NGOs especially national ones, during this period has as well been reduced remarkably due to the withdrawal of their foreign partners or due to the absence of efficient child concerned NGOs network.

2.7-It has also been observed by the forum that councils and committees that were formed to ensure the implementation of the CRC lack the basic facilities and the trained and enthusiastic staff, so that they cannot meet their prescribed terms of reference.

2.8-It has also been observed that the Humanitarian Aid Commissionate is involved in supervision and daily administration rather than in coordinating the activities of the NGOs.

2.9-Questions:

- (1) *What measures are taken to improve the facilities and the means of the bodies formed to promote the means of implementation and monitoring of all CRC?*
- (2) *What legal actions the government is intending to take against the violators of the CRC?*
- (3) *What measures are taken to improve HAC logistics and personnel so that it can fulfill its coordinating role more effectively?*
- (4) *What measures the government is going to take and consider in its foreign policy, so that it can once more attract aid in the areas of child services and welfare.*
- (5) *Despite the signature of the Khartoum peace treaty the civil war, is nevertheless expanding in area and intensity. What measures are taken to restore peace in the South and other war zones?*

2.10-Recommendation:

*Authorities and government officials whose jobs are linked directly or indirectly with children ought to be fully aware of the contents of the CRC and the philosophy behind it. So, the umbrella of training and awareness programs should be made wide enough, through a phased programme, to include the public as large.*

*The government must ensure that the facilities of HAC are improved and that its personnel are trained and prepared to fulfill HAC obligations more effectively.*

3-The Definition of the Child Article

3.1-It is mentioned in paragraph 3 of page 11 of the Arabic version of the report, that *there is no sharp definition in the law for what is a child*. A statement that brings in dichotomy when reviewing the different laws which deals with children behavior and welfare. For example:

1- The criminal law of 1991 in article " 3 " defined the child as "*some body who did not reach adulthood age*". Here there is no definite age for that, because that stage of age could be reached any time between the age of 9-15 in female and for males between 14-18 depending on the genetic, nutritional status and physiology of the child.

2-Childhood in the birth registration act is defined that it starts *when the child is delivered after a pregnancy period of 28 weeks*.

3-The limit of childhood varies greatly in the different Sudanese laws  
Article 22 of the law of civil procedures 1984 *stated that limit of childhood is 18 years*

4-The 1983 act of civil procedures defined the under age as somebody who did not complete the age of 15, and that at the age of 15 he can manage his money under the guidance of a guardian, to be appointed by the court.

5-Article 76 of the penal code 1991 and article 44A of the public health Act did not show exactly the limit to childhood age.

6- The General Education Act of 1992 stated that the age of admission to primary school is six years and that those who reached the age of (9) could be admitted. The same act limited the compulsory education to eight years. This means that the child is eligible to compulsory education up to the age of 14 if admitted to school at the age of six and up to age 17 is admitted at the age of (9).

7-More dichotomies are brought in by the Labor Act of 1997 (though late it is i.e. after the period covered by the report). It states that, children under 12 years of age should not be allowed to join the labor force<sup>1</sup>. That means child within the compulsory school age can join the labor force. More confusion is still brought in the same act, for it defined the Juvenile as some body who did not reach the age of 16.

8-The act of the Popular Defense Forces of 1989 permits those who reached the age of 16 to volunteer in those forces. There is ample evidence that the popular defense forces are used as combat forces (*Mujahideen*) in the conflict areas.

9-The Compulsory Military Service Act (National Military Service) on the other hand states that all those who reach the age of 18 are required to do compulsory military services.

10-Article (8) of the penal code determined the age of criminal responsibility by "adulthood" without setting a defined age as the limit.

11-The juvenile welfare act of 1981 defined the juvenile as any male or female below the age of 18 and the delinquent as an offender whose age is not less than 10 years and has not completed 18 years.

12-From the above review it is evident that there is no clearly determined definition or limit for childhood and that the available definitions are largely contradictory in most cases to the CRC which defines the limit to childhood by the age of 18. For example:

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<sup>1</sup> It is important to note that the according to the ILO regulations, the minimum age is 15 years.

- A. Under the penal code and the code of criminal procedures, a child who achieve maturity /puberty at the age of 14 could be considered as fully responsible of his acts and in such a case he will be treated as an adult criminal.
- B. The Education Act which limited the compulsory education to 8 years, means that there will be no obligation towards his education beyond the age of 14 which contradicts article No (28) of the CRC.
- C. The popular defense forces according to its rules can involve children in armed conflicts.
- D. The labor act permits the employment of children above 12 years of age, and this besides its contradiction to the CRC it contradicts.
- E. The educational act of 1991 that ensures the right to education up to the age of 14.
- F. All the above reviewed laws and acts contradicts the law of civil procedures which delimits the childhood by the age of 18.

Questions:

*What measures the Sudanese government is going to take to eliminate the discrepancy in the Sudanese laws about the age limit of child hood?*

Recommendation:

*The forum recommends that the committee, which was formed by a decree from the Ministry of justice, to be reactivated to review the laws that concern children with an objective of eliminating the confusion, brought about by the different age limits that are that are stated in different laws.*

4-Discrimination Article (2) of the CRC

It is stated in page 19 of the Sudan report that all citizens are equal before the law. In article (3) of section, two of the constitutional decree No (14) it is stated, *"No legislation that prejudices the public rights and obligations should be issued"* and in section (F) of the same article, it is stated that *the citizenship is the basis of public rights and obligations.*

Question:

- (1) If citizenship were the basis of rights, the forum would like to ask *what rights are reserved or foreign and refugee children?*
- (2) There are clear inequalities in the distribution of social services in the Sudan, which made children of the poor States underprivileged. *What plan the government will take to eliminate inequities in the distribution of services between the rich and the poor States?*
- (3) War in the South and the East has led to either the destruction or the occupation of the schools by one of the conflicting parties. (a) *What measures are taken to end the war?* And (b) *what measures are taken to vacate and rehabilitate schools and other social services particularly in the South?*

#### 4.1-Recommendations:

- (1) *The forum recommends that all children living in the Sudan, irrespective of their nationality, ethnic background or residence status should have equal rights, especially in access to basic social services.*
- (2) *The forum recommends immediate intervention from the central government to support the building rehabilitation and staffing of children social services in the poor States.*

#### 5-Article (42) Information strategy

5.1-There are many children as well as adults whose job is connected with children and are not aware or familiar with the CRC and very few know how the convention is related to Sudan conditions.

Other than some efforts by AMAL Society who utilized some of the finance provided by Swedish save the Children (Radda Barnnen) to make posters and workshops, and the efforts of the British Council Khartoum, no serious effort to disseminate the ideas of the convention was made during the period up to 1997. Even those posters were only in Arabic and their distribution was limited to Khartoum State.

The Sudan Television broadcasted one program for which (2) of AMAL members were invited to talk about the CRC but that was very limited in time and dimensions of discussion.

5.2-It is observed that Radio and T.V programs do not include items that raise children awareness about the CRC.

#### Question:

*Has the government any strategy that would ensure the substances of CRC are made known to adults and children?*

#### Recommendation:

- (1) *The government should formulate a strategy to make the substance of the CRC more widely available to children and adults, especially to parents, journalists, politicians and all professionals working or associated with children.*
- (2) *The government should produce informative materials applicable to different age groups of children and their particular needs and to various professional groups.*
- (3) *There is a need to produce an educational package in a simple standard and format, which should constitute:*
  1. The history of the CRC, its background and philosophy.
  2. Instructions on the articles of the CRC and their practical application, nationally and internationally.
  3. The reporting processes, including recommendations and follow up.
  4. Tools for national and international networking.

#### 6-Article 44.6 -Availability

The draft of the Sudan National report that was prepared in 1997 was not available for study by NGOs and/or other concerned parties and even the handouts, which were distributed to the participants of the workshops, were collected after the session and were not allowed outside the conference room. Besides, there was a lack of information to the professional groups and to the general public. Furthermore, no "independent" NGO was allowed to participate in more than one of the subcommittees of the workshop. Several NGOs, including AMAL complained that what was

contained in the draft report did not reflect the information, discussion or recommendations at the committee level.

The Sudan first National Report came out in a final form in October 1999 and only 300 copies were made available. Their distribution was very limited. No "independent" national NGOs working in the field of children received a copy of the mentioned report. For the purpose of this report, a copy was made available by Radda Barnen office in Khartoum who acquired it from the International Committee for Child Rights in Geneva.

The report is not formulated in the way requested by the International Committee and does not conform to the special form of reporting. The National Council for Child Welfare (NCCW) and Ministry of Social Planning have given no priority to make the report available to professional groups or to NGOs.

Copies of the report which was distributed to a limited parties, is printed in Arabic only which will prevent a number of interested foreign organization and official bodies in the South from presenting supplementary comments.

It is important that this report and the out-come of the workshop which discussed the draft be made available to the entire community working with children, researchers, politicians and administrators of all levels.

Recommendations:

*The forum recommends that*

*(1) The government ensures that a comprehensive publication is produced which includes Sudan official report, the outcome of the workshops that discussed and commented on it.*

## 7-The Right to Education

7.1-The Sudan National Comprehensive Strategy stated the right of children to compulsory education by the year 2001. But the fact is that, during the period between the ratification of the convention and the preparation of the Sudan 1st report, many factors had intervened not only to delay the execution of the strategy by the year 2001, but resulted in a drop in the percentage of children enrolled in schools, as the figure had fallen from 72 % in the year 1990 to 52 % in the year 1998.

Those factors include:

- A. The government was unable during this period to allocate enough funds for education, which resulted in the following<sup>2</sup>:
- B. The ratios of schools to numbers of children demanding the service in 1996 was one school for every 512 children in the school age "6-13 years". However, there is a clear regional disparity. While the North, the average the ratio is one school for every 431; in the South, it is one for every 3, 417 children. Disparities were also felt within States and provinces as for example within the areas of the displaced, education services is primarily provided by the NGOs
- C. Actual expenditure on education is one of the lowest in Africa and the Arab world, as it represents only 1.2 % of the GNP, 1.9 % of the GDP and 15 % of the total public expenditure.

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<sup>2</sup> See Sudan National Human Development Report, 1998 (Not yet released officially)

D. 7.4-. The gross enrollment rate for primary education " 6-11 years" in the Northern States of the Sudan is 49.1 % (52.7 % for boys and 45. 3 % for girls). For the age group 12-14 years the rate is 64% (69.3% for boys and 58.2 for girls)<sup>3</sup>.

7.2-According to the UNDP/MSP National Human Development Report (1998), there is a school dropout rate of 24 % and it is expected to be much higher in the rural areas and among hard-to-reach children

7.3-One of the most spectacular negative impacts of liberalization and restructuring policies is that education became unaffordable to many families as well as some poorer States. School equipment and teaching aids are in acute shortage in primary schools and completely lacking in some of the rural schools, a situation which cannot equip the child or prepare him to compete for knowledge and professions under the new global economic systems. A study by UNESCO (1998) estimated a deficit of 52% for textbooks at all levels of education<sup>4</sup>. The survey revealed that even in the relatively better off States, textbooks were only available for 40% of the students. When textbooks are in short supply, teachers encourage sharing with the number of children possible<sup>5</sup>.

The school environment could be described as hazardous to child health and safety. Seating facilities are inadequate and below the standard and they may affect the child health status and vision in the future. Children in schools drink from a common, mostly uncovered, water pot (*zeer*) and using one cup, which may lead to outbreaks of infectious diseases in the school. Standards of other amenities are low specially the conveniences. Extra curricula activities are missing despite the importance to the physical and mental development of the child.

## 8-Education, Leisure and cultural activities

*\* Articles (28) and (23) have the CRC the Right to equal Education:*

8.1-All children especially children with special needs have the right to equal and adapted education. For children who need individual help, measures should be taken to suit the particular needs of the child concerned. These special measures should be comparable to the education services, which other children receive and provided in the area where the child lives.

1. There is no system in the Sudanese schools to cater for children with individual learning or special needs. Children with special needs have to compete in the classroom with normal children. As well, the educational system does not cater for gifted children or low achievers.

2. In the Sudan, there are 11 "eleven" institutions working with children with special needs, two of them are governmental and the rest belongs to NGOs and/or private individuals. Ten out of these institutions are based in Khartoum and the 11th in Atbara town (Nile State). Those eleven institutions according to the 1993 census are supposed to serve 90248 children with special needs.

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<sup>3</sup> Master Plan of Operations, Government of Sudan and UNICEF Programme of Cooperation, 1997 -2001.

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

About 58.6 % of the total number is males and 41.4 % are females, 36.6% are urban and 69.4 % of rural origin.

The highest percentage 42.5 % is found among those who are physically handicapped followed 23 % with hearing problems, 8.1 % blind, 3.5 % complex disabilities, 14.5 % mentally retarded, 8.0 % psychological and genetically and 0.4 % unidentified. All the eleven institutions are specialized in education and rehabilitation but they are working with very meager facilities. The ratios to institutions of number of children who need special services are as follows:

|  |                   |
|--|-------------------|
| Education and rehabilitation institution | 1: 8204 children  |
| Vocational training                      | 1: 90248 children |
| Psychologist service                     | 1: 8204 children  |
| Family helps                             | 1: 18050 children |
| Protection services                      | 1: 12892 children |
| Early intervention                       | 1: 18548 children |
| Employment facilities                    | 1: 90248 children |
| Transport facilities                     | 1: 18050 children |

### Recommendations:

*The forum recommends that:*

- (1) Some educational and legal steps should be taken to preserve the educational rights of children with special needs*
- (2) A strategy should be drawn to train staff to handle the various aspects of needs required by children with special needs.*

### *9-The Right children from Minority Groups to receive Education in their Mother Tongue*

9.1-In the Sudan there is many none Arabic speaking communities, including nationals, refugees and migrant children. The refugees' Commisionerate has an education department based in Showak town (Eastern Sudan) and among the staff it employs some Ethiopian and Eritrean teachers whose job is to teach children their language and the history of their nation, but the curriculum taught is not adapted to the home conditions of the refugee children. The Commisionerate of Refugee practice is primarily based on their long experience with the Ethiopian and Eritrean refugees, but the Sudan is housing today refugees from Uganda, Congo, Chad and Somalia. Beside the refugees, there are children who accompany their fathers or mothers who work in Sudan as diplomats, expatriates, travelers or businesspersons. It is assumed refugees from Uganda and Kenya receive education in English, which is the medium of instruction in their homelands. However, refugee children from the Francophone countries remain to be a problem. It worth mentioning here that refugees from Democratic Republic of Congo have been assimilated in the Sudanese community.

Questions:

- 1. What measures will be taken to ensure that the children of refugees, other than Ethiopian and Eriterians, and other foreign minority groups will receive complete education during their stay in the Sudan?*
- 2. What measures the government is going to take to ensure that children of non-Arabic speaking nationals at least in the first grades receive education in their mother tongue?*

### 10-Quality of the teaching staff

10.1-The changes in the school ladders, without preparing the teachers for that change has affected the quality of teaching.

Up to 1990 the school ladders was as follows: six years primary school, three years intermediate school and three years secondary school. For each level, the ideal qualifications required were as follows: Primary teachers were required to obtain the certificate of the Teachers Training College. It takes four years post-intermediate school to obtain that certificate. There were five institutions for teachers training, distributed in various parts of the country; 3 for male teachers in Bakht El Ruda (White Nile state -Centre), Shendi (River Nile state -North), and Delling (Kordofan State -west), and 2 for female teachers in Omdurman (Khartoum State) and Kassala town (Kassala state - east). For the intermediate schools there were three Teachers Training Colleges: one for females in Omdurman and two for male teacher in Bakht El Ruda and Omdurman. Those institutes award the intermediate Diploma in education. For the secondary education, up to the early 1970s, there was a Higher Teachers Training Institute in Omdurman that awards a higher diploma in education. In 1975, this institute was promoted to a university faculty of Education and linked to the University of Khartoum, awarding B.A. and B.Sc. in education. In addition to it, there were three other faculties of education at the Universities of Juba and Gezira, and Khartoum Polytechnics (now Sudan University of Technology).

10.2-After the 1990 the government changed the education ladder as follows: eight years for the primary education and 3 years for secondary level. To cope with this change in the educational system, the Ministry of Education the Ministry of designed a two-fold strategy

1. The Ministry of education establishes faculties of education to award B.As in primary education.
2. To retrain the old staff by giving them short courses in the new curriculum.

10.3-The quality of the teaching staff, however, in primary and secondary education in primary and secondary education remained a standing problem facing the ministry of Education since the 1970, mainly due to changes in ladder and curricula and the migration of the trained teachers.

10.4-Another major cause behind that problem was the increasing demand for education resulted in a remarkable expansion, that was not paralleled with adequate increase in the capability of the teachers training colleges that was and still is far below the requirements for trained teachers. To cover the shortage the ministry opted for recruiting secondary school leavers to teach in primary schools and graduates of various University faculties including Agriculture to teach in secondary schools. This problem became more acute after the year 1990 when the intermediate education was cancelled and its entire teaching staff was transferred to the primary level (basic schools). The trained teachers of the primary level were trained to teach up to the sixth grade (i.e. started teaching a higher level) and the teachers of the intermediate schools, whose training was for a level higher than primary, are supposed to teach a lower level.

10.5-The Ministry started a program to retrain those teachers on the new educational system in the newly established faculties of education. The process of retraining is expected to take 15 years. This is over and above the sizeable number of teachers who has not received any formal educational training.

10.6-Besides, and part of the strategy of filling the gap (in numbers), the National Service recruits who have academic qualifications such as the Sudan school certificate and or a university degrees, were made to spend their compulsory National Service period as teachers in the primary or secondary schools. Thus, children in the primary level are exposed in many cases to untrained teachers, including 20% of teachers who are national service recruits.

10.7-The impact of the quality of the teaching staff is reflected in the performance of the preliminary year of the universities, including the University of Khartoum that normally admits the cream of school leavers, where it is observed that the rate of dismissal and subject failures has been increasing since the year 1990. The following table explains this trend:

Prelim

| Status                                 | 92/93 | 93/94 | 94/95 | 95/96 | 96/97 |
|--|-------|-------|-------|-------|-------|
| <i>Preliminary Science Mathematics</i> |       |       |       |       |       |
| Pass                                   | 504%  | 29%   | 22%   | 2.8%  | 6%    |
| Supplementary                          | 38%   | 49%   | 39.4% | 62%   | 55%   |
| Dismissed                              | 52.7% | 18.1% | 36.5% | 31%   | 43%   |
| <i>Preliminary Medicine</i>            |       |       |       |       |       |
| Pass                                   | 82.5% | 85%   | 82%   | 84%   | 62%   |
| Supplementary                          | 14.2% | 10.6% | 15.8% | 13%   | 31%   |
| Dismissed                              | 2%    | 26.3% | 14.8% | 9%    | 18%   |
| <i>Preliminary Dentistry</i>           |       |       |       |       |       |
| Pass                                   | 53%   | 43.9% | 44.3% | 63%   | 40%   |
| Supplementary                          | 44.2% | 26.3% | 40.9% | 28%   | 42%   |
| Dismissed                              | 2%    | 26.3% | 14.8% | 9%    | 18%   |
| <i>Preliminary Pharmacy</i>            |       |       |       |       |       |
| Pass                                   | 38.2% | 56.3% | N.A   | 79%   | 43%   |
| Supplementary                          |       |       | N.A   | 16%   | 41%   |
| Dismissed                              |       |       | N.A   | 3%    | 16%   |

\*Source I. E. ElNayal 1998

The above table reflects that the quality of teaching students received in the general education did not prepare the children for any higher learning.

11-The quality of Education:

11.1 Technical education composes only 13% of the secondary education and the academic education does not equip the child with any skills other than the ability to read and write.

11.2 45% of the Sudanese children have no access to education what so ever. Those who are enrolled, drop out due to unaffordability of education. Drop out rates are shown by the following table:

Percentage of drop out among children

| State   | Khartoum |    | Central |    | North & R. Nile |    | Red Sea & Kassala |    | North & South Kordofan |    | North & South Darfur |    |
|---------|----------|----|---------|----|-----------------|----|-------------------|----|------------------------|----|----------------------|----|
|         | R        | U  | R       | U  | R               | U  | R                 | U  | R                      | U  | R                    | U  |
| Males   | 32       | 24 | 20      | 34 | 58              | 44 | 34                | 44 | 58                     | 58 | 50                   | 54 |
| Females | 68       | 76 | 80      | 66 | 22              | 56 | 66                | 56 | 42                     | 42 | 50                   | 46 |

12-Efforts towards Rehabilitation of the illiterates and Dropouts:

12.1As shown in the table, rates of dropouts are very high adding to the already high number of illiterate children. There is no clear strategy towards the rehabilitation of those children and the only facilities are the government vocational training institutes that accept only those who scored a pass mark, even though the intake capacity of the vocational training centers does not exceed a few hundreds.

The NGOs has made an important contribution in that area, though at a very small scale. Friends of Children Society (AMAL) educational programme to rehabilitate dropouts and vagrant children are working quite successfully in Umbada and El Haj yousif. Another example is that of St. Vincent and Christian Aid in the areas of the displaced.

The situation being as such, the forum would like to ask the following questions:

1. *Despite the large number of the faculties of Education, why the Ministry of Education is still appointing a number of untrained teachers?*
2. *What are the measures taken so far to complete the training of the untrained teaching staff within a short period?*
3. *What measures the Sudan government is taking to keep the trained teachers within the profession?*

Recommendations:

- 1) A programme should be made to improve the quality of education and to minimize the number of students who fail to pass primary and secondary levels.
- 2) Places should be made available in secondary schools to accommodate all children who successfully complete the primary level.
- 3) To design a phased programme to implement Jomatin declaration that calls for increasing the percentage of technical education.
- 4) The government is recommended to survey poor children in schools and draw measures that would prevent them from dropping out due to financial strains. Help should be extended to their families in the form of small-scale projects (e.g. through Zakat fund) or employment of parents etc...
- 5) Children who could not proceed due to academic failure should be rehabilitated and prepared for life in vocational training centers.
- 6) State governments should establish well-equipped vocational training center capable of accommodating all children who could not proceed with their education.

### 13-The Right to life

13.1-Child health should be considered before, during and after delivery and through out his childhood. It is known that the child health requirements differ from adults.

13.2-Sudan is committed to adopt the primary health system since 1987 and took measure to improve it ever since.

13.3The trends in child health according to indicators set by the UNDP/MSP in the Human Development Report vary slightly from the indicators used in the International Committee of Child Rights. The following table shows those variations but reflects the health status of the children in the Sudan.

| <i>No.</i> | <i>Indicators</i>                                  | <i>National</i> | <i>UNDP Figures</i> |
|------------|--|-----------------|---------------------|
| 1          | Infant mortality                                   | 69.5            | 73                  |
| 2          | Under five mortality /100                          | 112             | 116                 |
| 3          | Low Birth weight                                   |                 | 15                  |
| 4          | Maternal mortality                                 |                 | 660                 |
| 5          | Mother Exclusively breast feeding                  |                 | 14                  |
| 6          | Under weight children                              |                 | 34                  |
| 7          | % Of children suffering from stunting              |                 |                     |
| 8          | % Of children under (1) year immunized against T.B | 88              | 96                  |
| 9          | % Of children immunized against DTP                | 85              | 69                  |
| 10         | % Of children immunized against measles            | 74              | 75                  |
| 11         | % of children immunized against polio              | 83              | 77                  |

\* Note: National figs shown on this table are taken from the Sudan National Human Development Report.

The table shows the discrepancies in figures and generally provides the evidence that child health status is not that good in many respects, which denotes that child right to life, is still threatened. However, in some aspects some good work has been done, for example:

- Rates for immunization against T.B., progressive work is ongoing and although it is still below the international average (87%), Sudan average of 73% is better than most of the developing countries and the LDCs' average.

- The triple immunization rate is 76%, higher than the average for LDCs' average of 58% and only lower than the world average by 2%.

- For polio, the national figures show that 83% are immunized but the UNDP figures shows that only 77% are immunized. In both case it is much higher than the LDCs' average of 58%.

14-Measures taken:

The government is launching a comprehensive immunization campaign and succeeded to substantially increase the number of immunized children. However, the campaign is facing some difficulties in the rural areas due to high costs of transport and the lack of funds to maintain the vehicles for the mobile teams.

Recommendation:

In order to maintain this progress in immunization the forum recommends the following:

1. Supplies of vacancies, storage and the logistics required should be secured.
2. In order to reduce other child diseases, it is recommended that treatment and medical care for all children to be offered free of charge.
3. To increase the number of health personnel and to be equally/ proportionately distributed between the states. As children in the Sudan complete with adults for medical services, it is recommended that opportunities be given for greater a number of medical officers to specialize in pediatrics and that there should be a ward for children in all rural hospitals in all state hospitals.
4. To promote the practice of breast-feeding among working mothers by attaching nursing rooms to all work places that employ women.

The NGOs that participated in Amal forum were:

1. Khartoum Center for Human Rights and Environmental Development.
2. Friends of Children Society(AMAL)
3. Mutaawinat Group
4. War child
5. Sabah Society for Child Welfare and Development
6. Hope and Home - Sudan
7. Sudanese Gender Center
8. Swedish Save the Children-Sudan
9. Sudanese Studies Center
10. Fredrich Ebert-Sudan

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