sudan  Youth Programmes

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SUMMARY

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1. Introduction

The new Sudan Government asked Unesco for the co-operation of a consultant for its Ministry of Youth. The tasks of the consultant were summarized as follows:

Assist the newly-established Ministry of Youth and Sports in Sudan to study and advise on the organization, costing and administration of a documentation centre on youth activities and out-of-school youth education;

propose ways and means in which such a youth documentation centre may contribute directly to the formulation of youth policy, the establishment of long-term plans for youth programmes and activities, and in the fostering of specific projects to be undertaken in future to promote out-of-school youth education and activities;

study other ways in which such a centre may contribute to the extension of youth programme and activities in the country, such as the holding of meetings with youth officials and organizations, the training and exchange of youth leaders and workers, etc.;

assist in drawing up requests for international aid that may be needed to establish, organize and implement the activities of such a centre.

I was entrusted to carry out this mission which took place in Sudan from 5 August to 5 September 1969 (with headquarters in Khartoum and with visits to the surrounding villages in the Khartoum, Shendi and Blue Nile regions) and on 6-7 September in Cairo, where, on instructions of H.E. the Minister of Youth, I contacted Mr. Rolu Moltu, Unicef regional representative and Mr. Stein Moss, programme officer of the office.

2. The Ministry of Youth, Sports and Social Affairs

The Ministry of Youth, Sports and Social Affairs was newly established. Although the shaping of its structures is presently "under way", H.E. the Minister seems to be oriented towards the organization of the Ministry according to four sectors of work:

- Youth leadership and youth activities;
- sports;
- social affairs;
- administration and planning.

In my opinion, two characteristics need to be underlined - on the basis of the ministerial structure and the intentions of its policy-making bodies:

(a) The Ministry will co-ordinate and plan the country's social affairs. This is of paramount importance, owing to the close connexion between "youth problems" and "social problems" in a developing country.

(b) The Ministry's policy-making bodies intend to reduce the central ministerial apparatus to a minimum. Most of the time the Ministry's officials will have to work in the field, leaving only the administrative staff in Khartoum.

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3. The mission

The original mission tasks were expanded to focus on three major points: (as may also be evidenced by documentation work submitted to the Ministry, see enclosure No. 2).

The planning and organization of youth activities;
the planning and organization of an "Institute of Documentation, Research and Planning";
the detecting of possible ways in which youth activities in Sudan might be linked to programmes involving international competition.

4. Youth activities

Some social-economic statistics relative to Sudanese youth exist but they are incomplete and often unreliable(1). Moreover, therefore, the entire organizational network of extra-curricular activity has been rather inefficient.

4.1 Some statistics

Here below we will try to summarize the situation of Sudanese youth, in the light of the following figures:

Out of 4,272,000 youths between 7-18 years of age, 593,134 (13.9%) attended school in 1967. Some 1,847,000 girls (their rate of schooling being 9.1%) and 1,832,000 boys (the analogous rate of schooling being 18.2%) were not enrolled in the school system.

It is difficult to evaluate the regional sub-division of such figures. At any rate, it may be interesting to evaluate the boy and girl rates of schooling regarding children between the age of 7-10 per province (see Table 1). It is evident from such an examination that the most disastrous situation is that of the Southern provinces (Bahr el Ghazal, Upper Nile and Equatoria).

Consequently, the problem of the encouragement of youth activities involves roughly 3,600,000 youths, concentrated particularly in the southern regions.

4.2 Existing out-of-school education structures

An exact balance of "what exists" cannot be worked out. Initiatives and structures for out-of-school activities have been widely dispersed so far and have presented very different orientations and characteristics. Here follows a summary list of the major initiatives and structures:

(1) Fundamental sources are:


General Survey of the urban area, Department of Statistics, Khartoum.

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TABLE No. 1

PERCENTAGE OF ENROLMENT IN PUBLIC JUNIOR-ELEMENTARY
AND ELEMENTARY SCHOOLS

1966-1967

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys 7</th>
<th>Girls 7</th>
<th>Boys 8</th>
<th>Girls 8</th>
<th>Boys 9</th>
<th>Girls 9</th>
<th>Boys 10</th>
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<tr>
<td>Provinces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Sudan</td>
<td>39.7</td>
<td>24.2</td>
<td>34.6</td>
<td>19.3</td>
<td>35.1</td>
<td>18.8</td>
<td>27.2</td>
<td>14.6</td>
</tr>
<tr>
<td>Northern</td>
<td>55.1</td>
<td>39.2</td>
<td>50.9</td>
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<td>53.0</td>
<td>31.5</td>
<td>42.0</td>
<td>23.5</td>
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<tr>
<td>Khartoum</td>
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<td>69.7</td>
<td>82.2</td>
<td>67.8</td>
<td>39.7</td>
<td>71.9</td>
<td>91.2</td>
<td>70.0</td>
</tr>
<tr>
<td>Blue Nile</td>
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<td>32.1</td>
<td>52.8</td>
<td>28.0</td>
<td>54.3</td>
<td>27.7</td>
<td>40.8</td>
<td>18.5</td>
</tr>
<tr>
<td>Kassala</td>
<td>51.7</td>
<td>33.3</td>
<td>43.8</td>
<td>29.5</td>
<td>41.2</td>
<td>28.2</td>
<td>29.3</td>
<td>20.1</td>
</tr>
<tr>
<td>Kordofan</td>
<td>37.6</td>
<td>18.9</td>
<td>33.7</td>
<td>16.4</td>
<td>32.4</td>
<td>14.8</td>
<td>20.6</td>
<td>10.6</td>
</tr>
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<td>20.4</td>
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<td>5.8</td>
<td>15.4</td>
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</tr>
<tr>
<td>Bahr el Ghazal</td>
<td>3.1</td>
<td>0.9</td>
<td>1.5</td>
<td>0.5</td>
<td>1.1</td>
<td>0.3</td>
<td>0.8</td>
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<tr>
<td>Upper Nile</td>
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<td>4.2</td>
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<td>4.0</td>
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</tr>
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<td>1.3</td>
<td>0.5</td>
<td>1.5</td>
<td>0.8</td>
</tr>
</tbody>
</table>

(a) "Boys' clubs"

There are to date 30 boys' clubs having a membership of roughly 1,500 youths. They are distributed in the country's central and northern regions. In general, they bring together youths between the ages of 10 to 24, of different educational levels (unemployed graduates, students, illiterates). They avail themselves of special premises made available by the local administrations for an average of four or five hours a day. Their programme varies in relation to the needs voiced in the communities where they are located and to the personality of their leader. Recreation (mainly sports), cultural activities (debates, lectures, folk music, etc.) and pre-professional training activities, however, usually take place in the "boys' clubs".

Each club has its leader, who is an official of the Ministry of National Education and who may be helped by several assistants from the community where the club is located. The club's youths generally appoint directly persons responsible for each sector of activity.
In Omdurman an experimental "girls' club" exists, bringing together some 55 girls. The results obtained so far are very satisfactory and encourage a rapid expansion of such experience.

(b) Clubs for young farmers

There are 22 clubs for young farmers, two of which are "girls' clubs". Their membership attains about 700 youths between the ages of 11 and 22. These clubs are spread throughout the northern part of the country's central regions. They carry out agricultural vocational training of young farmers and aid them in growing several crops. In an area provided by the community, or private owners, the trainees grow a number of particular crops, using experimental methods and perform, therefore, a part-time activity varying from club to club. Each club has a leader appointed by the community and non-remunerated. A number of officials of the Ministry of Agriculture co-ordinate and assist the activity of the 22 clubs.

(c) "Social welfare centres" of the "Gezira Board" project

These centres are part of the Department of Social Development "Gezira Board" project. Their action is limited, therefore, to the area circumscribed by the project: a large part of the region between the White Nile and the Blue Nile south of Khartoum. Centres for girls and boys are located in more than 200 villages and attract roughly 20,000 youths between the ages of 16 and 30. The programmes are particularly rich, flexible and relative to the local needs: they include activities to eliminate illiteracy, promote vocational training, agricultural and handicraft production, civic, psychiatric and hygienic education, recreation, voluntary work, etc. The Ministry of National Education usually provides the staffs for the centres, while the Gezira Board project offers premises and some equipment.

(d) Social development centres

These centres represent, the result of a pilot experiment begun in the early 60's. In Shendi (roughly 200 km. north of Khartoum) a centre was set up to:

Train the staff necessary for social development centres; co-ordinate and promote the activity of different guidance centres set up in the region.

The centre in Shendi gives annual courses (one year for boys and one for girls) for 30 to 40 leaders.

The centres of social development do not concern youths only but the entire population of the villages touched by the experiment.

The programme of activities is directly based upon the local needs: installation of first-aid dispensaries; recreation and social centres for the communities of the villages; sports; establishment of a sort of "kindergarten"; literacy activities; etc.

The programmes are directly managed by the population of the villages, under the guidance of a leader trained and sent by the centre of Shendi.

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Social centres of a different nature

It should be noted that in several villages in the Sudan, on the initiative of the population itself, "social centres" (generally sport centres) are established, which organize social activities in which the village is interested. (Apart from sport, which remains the most important activity, there are various recreational and cultural activities, discussions, performances of interest to the community, etc.).

Such initiatives are spontaneous. At present it is not possible to evaluate their scope or to make final or general judgements on them. They remain, however, significant experiments which should be better known.

4.3 Work programme for youth activity centres

As may be ascertained, social, out-of-school and youth activities to date are characterized by two basic features:

They have been disorganized, experimental, spontaneous, concentrated in a few regions and lacking any logical means of co-operation;

they have been completely "élite" activities (at least those more directly connected with the different Ministries).

The problem to solve today seems, therefore, that of how to implement in the Sudan a homogenous and closely-knit network of initiatives "for and with youth". Two possible means to this end are:

Turning the existing centres with their different structures and different programmes into youth "activity" centres, capable of attracting an ever increasing mass of young people;

creating new centres, in areas so far neglected by social and youth activity initiatives.

Instead of rejecting all the experiences acquired thus far (many of which are definitely positive and encouraging), the new centres should be based upon the exploitation of existing ones, in order to shape a general work programme, comparable for every centre, but flexible in relation to local needs. Such a general programme should be centrally organized and envisage some fundamental work programmes.

4.3.1 Work programmes

It is perhaps worthwhile to examine (schematically and simply) programmes to be integrated into a centre's activity.

(a) Civic education, which might be achieved with the following guidelines:

(1) In the circles of the Ministry of Youth, Sports and Social Affairs the trend is to call them "Centres of socialist construction (or work)".

(2) "Exploitation of existing ones" also means full utilization of structures and staff which has so far only been partially resorted to.

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Thorough knowledge of the social-economic reality of the vicinity where the centre is located, by means of existing statistics, interviews and contacts with national and local authorities, and by carrying out house-to-house polls on behalf of the centre; this activity might lead to the drawing up of an annual report that the centre could make known to government authorities and to the population touched by the centre;

up-to-date knowledge of the most important political and economic events of interest to the Sudan and the world at large; such activity might be achieved through a periodical "reading - debate" of the "Revolution newspaper", the official government's daily newspaper, or by other newspapers or publications;

thorough knowledge of Sudan's recent and current history;

periodic organizing of debate-conferences on major problems faced by the centre and its community.

(b) Voluntary work

The organization of this activity undoubtedly presents considerable difficulties. In effect, if it is desirable that the mobilization of thousands of Sudanese youths not be an end in itself (with the only outcome, in many respects, of merely giving youth "the sense of work"), then such activity should be closely co-ordinated with the policy and initiatives of community development decided on in the responsible headquarters. (Government, political bodies of local communities, etc.). In other words the task of youth activity centres should be to train and encourage youths to take part in the initiatives and works of interest to the community. The possibilities of such opportunities, however, can be neither occasional nor left to the initiatives and abilities of single individuals, but should be framed within a clear-cut plan of community development with well-defined deadlines.

Moreover, it is clear that centres can and should contribute actively to the elaboration of this plan. On the other hand it should be taken into account that voluntary youth mobilization can be achieved only if individual "sacrifices" give rise to accomplishments capable of representing an actual source of community progress (creation of new jobs, production increase, etc.).

In other words, present mobilization may take place, provided that each youth be aware of working for the creation of the conditions by which, in a very near future, even the personal problems of those who fight for progress will be solved.

As a result, the voluntary work of the centres should not become an amateur exercise but represent a concrete investment that youths will put at the disposal of the community and through which, the results must be recognized.

(c) Eradication of illiteracy

The centres should definitely become one of the chief factors in the fight against illiteracy. The Sudan's illiteracy problem is dramatic (see Table No. 1). Often, however, people are unaware of this fact. I have been repeatedly told from many people in the villages that the illiteracy problem of youth is extremely relative, owing to the fact that most children are now attending school.
This conviction frequently proved over-optimistic, not only because it was based on a generic idea, but because many villages are isolated and their situation is unknown. Also in villages where primary schools already exist, often no great importance is attached to the problem of youngsters who are not attending school because of the lack of classrooms and the didactic methods of teaching.

In short, an illiteracy problem does exist and it is the centres' duty to actively commit themselves in contributing to its solution.

Their efforts to this end should present the following aspects:

Detect areas and social groups in which the presence of young illiterates is extreme;

study the causes that determine and contribute in determining illiteracy among youth, (e.g. distance from schools and lack of transportation, the hostility of parents who want their sons on the farm, the fact that parents do not know the methods and possibilities offered them to help their sons overcome the literacy barrier, etc.);

concrete effort to bypass barriers that hinder overcoming illiteracy in the community where the centre operates;

organization of an effort to overcome the literacy barrier due to the difficulties of those young people who must work during the day (in which case evening courses should be set up, adjusting the time schedule of the courses with a view to the existing transportation means connecting the village where the centre is located to other villages where a well organized centre has not yet been set up, thus sending some youths directly from the centre so as to provide such courses in other villages; etc.);

maintain continuous contact with teachers utilizing new methods and experiences in an attempt to eliminate illiteracy.

(d) Sports, recreation and hygienics

It is evident that in this field the best advice comes from youth itself. There is probably not one village in Sudan where youths do not play soccer or take part in other sport activities. The problem seems to present a dual aspect: to organize all such scattered efforts and, where possible, try to consider the fact that a sport is not an end in itself, but can and must be used to better the physique of each individual youth (in this connexion each youth would need, in order to correct possible physical defects, to take part in special gymnastic activities capable of developing parts of his body that are by nature insufficient and a hindrance to his growth.

It must be noted here that in spite of the existence of hundreds of sports clubs, only a few at present perform a hygienic-sanitary activity. It seems necessary that particular interest should be attached, within the centre, to this problem which is of paramount importance.

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(e) **Pre-vocational training and handicraft work**

In view of the above, it seems that two kinds of dangers should be avoided:

- the organization of vocational training completely independent of the community work market requirements, i.e. on a spontaneous and voluntary basis (which is already a rather widespread phenomenon in boys' clubs);

- transformation of pre-vocational training into specialized vocational training, relative only to an "élite".

Pre-vocational training, on the contrary, should be a sort of technical-theoretical teaching based on important general principles regulating the work that youths are carrying out or going to carry out; it should be general (unless specific requirements call for some specialized training courses) and of interest to all the youths of the centres (so as to avoid the forming of privileged groups within the centres or utilizing the centre simply as a professional training school).

The centres, indeed, might organize their youths into internal working groups performing handicraft works to be placed on the market. It is clear that the handicraft works promoted by the centre would represent a very significant activity: since it would raise funds for centres and thus substantially contribute to their administration; because it would enable all youths to achieve an elementary but important professional training in various sectors (assuming that a rotation of youths in the different working groups would be encouraged within the centre); because it would tend to promote the prestige of the centre with respect to the community population.

If for a number of centres the possibility was envisaged of establishing within their present education-production centres (given the prospect of an eventual intervention of a special inter-agency project of the United Nations), such centres should be identified as of now in the different areas of the Sudan where the activities of voluntary work and pre-vocational training might be thoroughly and organically tested.

(f) **Various cultural activities**

Several cultural activities should be organized and encouraged within the centres to bring together both the youth in the centres and the community population. We may refer here in particular to showing movies, organizing public "concerts", to be performed with records or tape recordings including a briefing on the nature and origin of the chosen record or tape), organizing a drama club in the centre (the experience of the Institute of General Training in Shendi is very significant), music groups (which already exist in some boys' clubs), and folk-dance groups, periodically showing such drama, musical and dancing activities to the community population.

Centres for young girls and young women should have a slightly different organization of activities than that heretofore described. Even if, in fact, the centres' action in the fields of education, illiteracy elimination, and various cultural activities were maintained, several changes of importance could be expected in other working sectors:

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"Voluntary work" will only marginally engage girls' centres, owing to the physical effort often required and also to the initial hostility of families at seeing their daughters subjected to labour which is often quite heavy. Due to the progressive participation of women in the production process of the country it is desirable that the centres should represent a sort of avant-garde concept of female working. But there is no doubt whatever that the centres will have to make their way cautiously in this field. Voluntary work experiments might, therefore, be attempted in activities where women are already active (harvesting, jobs in community service, etc.).

Particular importance should be attached to physical education and sport activities in female centres (which have been neglected so far). Similarly all activities related to hygiene and sanitation training should be strengthened as much as possible (community, home and individual hygienics; general sanitary norms for preventing and treating sicknesses or injuries, etc.).

The same importance should be attached to the preparation of girls in home-economics (cooking, sewing, home arrangement, etc.) and handicraft activities.

4.3.2 Internal organization

In principle each centre is "open" for at least eight hours a day and has to deal with a large body of young people. The personnel, therefore, theoretically necessary to ensure the centre's proper operation should be:

A leader, who should co-ordinate all management and "promotion" activities of the centre and be responsible for the latter to the Ministry of Youth, Sports and Social Affairs;

an official responsible for each sector of work;

several officials responsible for each sub-sector of work;

a number of "experts" who are ready and able to offer their work on a full-time or part-time basis to the centre (political leaders, teachers, doctors, students, workers, etc.).

The general principle behind the above outline is that of organizing and using all the energy and expertise available so as to voluntarily promote the success of the youth activity centres and the development of the country. Such energies are undoubtedly vast: the only problem being that of knowing how to organize and use them.

In this model the centre should have only one person to remunerate, namely the leader(1): the others performing voluntary work.

The insistence on the thesis of voluntary personnel utilization may be considered, to say the least, as abstract and without sound basis. On the other hand, during the mission, I continually found enthusiastic professionals ready

(1) One possibility might be to envisage utilizing officials already in the public administration (chiefly teachers and professors) who are willing to run a centre during their spare time. In this case during at least half of the work hours the centre might continue to operate by itself, without a leader, which could be a way of strengthening the commitment and the enthusiasm of youths for the centre.
to dedicate their spare time to the benefit of the centre. In the end the reality will undoubtedly be far less impressive than the appearances, but not trying to exploit the energies available would be an unforgivable error. In this connexion, during an interview, an official of the Sudanese Trade Union Organization suggested that some work groups employed to assist the centres in civic education and pre-vocational training, be exempted from a part of their weekly tasks (e.g. for four hours a week) in order to assist the youth activity centres. This proposal entails political and economic factors, but represents a meaningful example of the attitude taken by the entire staff responsible for youth activity centres.

5. Institute of Documentation, Research and Planning

The need for setting up an "Institute of documentation, research and planning" on social and youth problems is linked to the fact that at present neither a centre for the systematic collecting of periodic social publications (with the exception perhaps of the University of Khartoum library) nor a centre of research and scientific-technical study of development problems exists in Sudan.

Here below the functions of such an institute, its possible organization and programme are therefore taken into consideration.

5.1 Functions

5.1.1 Documentation

The institute should contact the leading periodical publication houses and collect the foremost documents on social problems, written in Arabic, English and French. In this connexion, an initial list of periodicals of interest to the institute has already been provided by the Ministry.

All collected documentation material should be classified, preferably according to the UDC Universal Decimal classification scheme and method.

5.1.2 Documentation circulation

There exist at present in Sudan a press agency, at the "Ministry of Guidance" six daily newspapers, four of which are independent and two governmental; four weekly reviews, one of which is published by the Organization of Sudanese Trade Unions.

All these publications, lacking any set periodicity, often face social and youth problems to which they devote full-page articles. The circulation of such publications is relatively widespread and reaches at least all the most important centres of the nine Sudanese provinces.

The Ministry of Education publishes a number of periodic newspapers for youths of different ages.

Finally, the radio and television (which is limited to the Khartoum zone) dedicates periodically special programmes on youth, sports and social problems in general.
The problem therefore is to co-ordinate all those efforts and, at the same time, to enrich them with a more valid and up-to-date technical-scientific content. These two functions could, hopefully, be handled directly by the Institute.

5.1.5 Co-ordination and promotion of cultural activities

The institute could act as a sort of filter between needs voiced by the mass of Sudanese youths and by their organizations and public administration.

In sum, the institute should co-ordinate and promote all those cultural activities capable of promoting debates and the expression of ideas, individually and collectively, of Sudanese youth; should, on the other hand, avail itself of the activities carried out in order to give, in outline, indications to government authorities as to the most urgent needs to be answered and the demands to be satisfied.

5.1.4 Study and research

Bearing in mind that the lack of public institutions in Sudan devoted to carrying out study and applied research, from which government opinions could succeed in obtaining scientific and cultural backing and that the new Ministry of Youth, Sports and Social Affairs and by all the other Ministries need urgently to know in greater detail the socio-economic reality of the country, as well as the youth policy and plans adopted in other countries, an applied research activity is imposed on the institute.

The lack of adequate staffs to perform such activity and the shortage of funds for the institute are serious drawbacks in solving the problem.

The "extra-mural studies" of Khartoum were supposed to be an initiative towards the solution of the problem concerning the "relationship between theoretical and applied research with a view to the needs of the country". Heretofore, the "extra-mural studies" lacked a governmental "questioner". Today, such a situation can be changed.

Consequently, with the co-operation of the university (we shall see afterwards its organization framework), the institute could carry on the twofold function of concretely studying the socio-economic reality of the country and presenting to government authorities a total outline of their studies with a number of alternative proposals as to planning techniques.

5.1.5 Setting up of youth activity centre staff

Owing to its nature and functions, the institute should also act, to a certain extent, as the stimulating centre of "cultural" ideas and initiatives for the whole network of youth activities. In this connexion its training rôle as regards directly employed staff is evident. The training of staff involved would entail: the building up of a civil and political consciousness; the promotion of awareness of the leading problems concerning youth activities (local socio-economic problems; psychological, sociological, pedagogical problems relative to youth; problems regarding organization; etc.).
5.2 Organization

On the basis of the functions stated so far, a general outline of the institute should now be elaborated. Three fundamental work sectors can be envisaged:

General administration and organization;
documentation;
study and research.

5.2.1 General administration and organization

This sector should be responsible for all the institute's activity; handle the relations between the institute and all its "questioners", either Sudanese or foreigners; scientifically direct the institute's research activity; promote, organize and control public relations and other public aspects of the institute (documentation circulation, organization of seminars, conferences, debates, presence in newspapers, on the radio, television, etc.).

In order to accomplish such functions, which are numerous and complex, this sector might be guided by a scientific committee that would have enough authority to debate and reach a solution for the institute's problems; in this connexion it is desirable that the membership of such a committee include a government representative, university professors, trade union officials, teachers and students, as well as representatives of social organizations (such as National Women's Union, National Youth Union, etc.); a director, who would perform the twofold rôle of executor of the committee decisions and co-ordinator of all outside initiatives connected to the institute's activities.

5.2.2 Documentation

Two members of the documentation personnel should begin classifying all the institute's publications. As already pointed out to the Sudanese authorities during the mission, documentation organization requires a particularly qualified personnel, possessing on the one hand, an extremely thorough knowledge of the most up-to-date techniques on documentation and on the other hand, an intellectual and cultural preparation so as to quickly provide scientific abstracts or outlines of publications and documents arriving at the institute.

5.2.3 Study and research

The institute should only stimulate and co-ordinate the applied research undertaken by other bodies. In particular the forming of university student teams might be envisaged which, under the guidance of their professors and on the basis of indications provided by the Scientific Steering Committee of the Institute, might concretely carry out requested research work. Such research on the other hand, should be part and parcel of the curriculum of the university students involved.

As to the management of this sector, a continuous relationship should be envisaged for the institute's director as interpreter of the needs and co-ordinator of all the work and "extra-mural studies" as a "questioner" capable of promoting in an efficient manner research work within universities.
5.3 General requirements

The general requirements for carrying out the institute's programme are:

- premises and facilities,
- personnel,
- documentation.

5.3.1 The premises have already been put at the Ministry's disposal, including three offices (one for the director, one for the typist, and one for the stenographer) and a large room for documentation and documentation personnel. The main, indispensable equipment for starting the institute's activity are already at hand (furniture, shelves, typewriters, stationery, etc.): Other equipment needed, such as a photostat, computers, classifiers and other facilities, not to exceed $2,000 will be provided by Unesco under its Participation Programme in the Activities of Member States.

5.3.2 As for personnel, the first problem would appear to be that of setting up a steering committee (the number of committee members should not be excessive) capable of guaranteeing a scientifically oriented and representative body and effectively directing the institute.

The second problem is that of finding a director (because of the functions that his post envisages, he should be highly qualified and capable of taking initiatives and assuring organization), two documentation employees, capable of carrying out work in Arabic, English and French and able to meet the qualifications already stated; two shorthand-typists; a technician to run the stencil and other technical equipment of the institute.

As to the director, it is desirable that, once appointed, he should be able to spend a certain initial period (even if for only six to eight months) at research institutes abroad. Such a possibility might be made feasible through a Unesco fellowship (which is already foreseen).

Finally, the two documentation employees should "specialize" at advanced institutes for documentation, preferably at the Ali Bach Hamba Institute in Tunisia.

5.3.3 A list of periodical publications (with relevant addresses) has already been handed over to the Ministry of Youth, Sports and Social Affairs, as mentioned above. Since the institute is already in a position to subscribe to the major publications interesting it, it might begin with publications of the United Nations and its various agencies. Thanks to the bilateral co-operation many other publications (especially Arabic) can already be obtained free of charge.

6. International co-operation

It is desirable that a special effort be made to strengthen international co-operation in the Sudan. The conditions for the successful development of United Nations and Agency-assisted projects are:

- A highly effective government fully prepared to take advantage of benefits resulting from international co-operation and, at the same time, to respect its implications and obligations;
a population which is open-minded and fully conscious of the effort re-
quired for taking a leap forward on the way to development;

a general sense of a "state of necessity" in the whole country, capable of
stimulating rulers and ruled towards more advanced progress targets.

Convictions such as these result from a limited but very intense experience.
I could provide numerous reasons why I arrived at these conclusions or convic-
tions. I prefer to cite two concrete projects under consideration of the govern-
ment which the Ministry of Youth, Sports and Social Affairs might implement with
assistance from international organizations.

6.1 Project for youth activities

In governmental circles the possibility is under study of asking the United
Nations Special Fund to finance an inter-agency exploratory mission in order to
evaluate the needs and possibility of developing a Special Fund Project on youth
in Sudan. Such a mission, in my opinion, should be organized as soon as possible.
So far, although informally, Unicef and ILO seem ready to participate in a mission
of this type. I also consider the participation of Unesco and FAO as indis-
pensable.

What can be the function of an inter-agency project on youth? The mission,
if implemented, will provide an articulate answer to this question. I shall
only list the most serious problems on which the attention of the project may be
focused:

Technical and cultural assistance to the existing youth activity centres;

working out of criteria on which the choice of new youth centre locations
should be based;

special assistance to the "production sector" (voluntary and handicraft
work) of the various centres;

socio-economic assistance to the direction of the institute of documentation
research and planning;

assistance for the training of youth leaders.

It is clear that each of these points might give rise by itself to a pro-
ject for international co-operation, but it is also clear that such a project,
designed to solve only one of these points, becomes a specialized project with a
limited action.

I think that something else can be accomplished in Sudan, i.e., it is pos-
sible to assist the government on "youth policy", with all its relative implica-
tions and it is therefore possible to look at youth problems not from a sectorial
standpoint but following them in their multiplicity and complexity.

In this connexion I should like to suggest the possibility of setting up
in Sudan an "inter-agency project" to deal with and open to, all the problems
relating to youth (training of leaders, vocational training, social planning,
youth activities, etc.), instead of selecting one sector of problems to be treated
as a specialized project.

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6.2 Project for southern provinces

The social economic situation of the three provinces in the south of Sudan (Upper Nile, Bahr el Ghazal and Equatoria) is known throughout the world; the rates of schooling in these three regions, stated at the beginning of this report, obviously represent only one of the symptoms of a situation which is becoming more and more dramatic. The new Sudanese Government seems to be seriously committed to provide a solution to the problem of the south.

In view of the above, the government is studying the possibility of asking a special intervention of the United Nations and its affiliated agencies.

Mr. Rolu Moltu, Unicef regional area representative, already came to Sudan on mission, and, together with the Chairman of the Revolutionary Council, Major-General Nimeri, and the Ministers of Education, Work, Animal Resources and the Minister of State for Southern Affairs, went to the southern provinces. Before this journey he contacted the Minister of Youth, Sports and Social Affairs. His mission report calls for a special intervention by Unicef and the United Nations for the three southern provinces. According to Mr. Moltu the most urgent needs to satisfy would be, in order of priority, the following:

- Education and training;
- Food and opportunity for work;
- Health services, particularly for mothers and children (midwives);
- Veterinary services.

After Mr. Moltu's mission and on the eve of my departure, Mr. Stein Moss, Unicef programme officer in Cairo, went to the Sudan in early September. He was to stay a month in Sudan, including two weeks in the southern provinces. Thus he will be better qualified to evaluate the actual possibilities of intervention on the part of Unicef as well as other United Nations Agencies. He may also be in the position to comment further on the need and possibility of implementing (obviously in a general and informal sense) an "inter-agency project".

Any inter-agency project should, therefore be closely co-ordinated with the Unicef office in Cairo.
ENCLOSURE NO. 1

Contacts effected during the mission

Khartoum

H.E. Mr. Khalid
Mr. Manson
Mr. Holmberg
Mr. Asad
Mr. Eley
Mr. Hashim Osman
Mr. Mirghany Baleiter
Miss Fauzia El Nur
Mr. Mohed Ahmed Onnan
Mr. Inmail Bushra
Mr. Hassan El Zein
Mr. Sagiaroon El Zein
Mr. Mohed Ahmed El Hadu
Mr. Abdel Atti Mohed Abdel Atti
Mr. Sit Haram El Sumri
Mrs. Fatina Ahmed Ibrahim
Mr. Siddix Umbada
Mr. El Khatim
Mr. Abdel Wahid Abdalla
Mr. El Zein Ali Ibrahim
Mr. Abdel Wahid Abdalla
Mr. Suaad Ibrahim Ahmed
Mr. Gamar El Din Garambàa
Mr. Mahqnob Sid Ahmed

Minister of Youth, Sports and Social Affairs
U.N. Officer in charge
U.N. Programme Officer
U.N. Programme Officer
Unesco expert
Unesco National Commission Secretary
Responsible for a boys' club
Experimental Omdurman girls' club
North Khartoum boys' club
Responsible for the Abu Siad Work Camp
Guidance Ministry
Work Ministry
Ministry of Agriculture
Local Government Ministry
Ministry of Education
President of the National Women's Union
National Student Union
National Student Union
Publications - University of Khartoum
Administration - University of Khartoum
Extra-mural Studies - University of Khartoum
Extra-mural Studies - University of Khartoum
Extra-mural Studies - University of Khartoum
Secretary of the National Union of Trade Unions

Gezira Board

Mr. Nur Mohed Nur El Huda
Mr. Mohed Omar Ahmed
Mr. Mutasim Mohed Osman

Director-General of the project
Social Development Officer
Press Assistant and Information Officer

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Shendi

Mr. Abdel Moneim Khidir  City Adviser Officer
Mr. Osman Mohed Ahmed  Trade Union Leader
Mr. Abu Zeid Musa  Secretary of the Teachers' Trade Union
Mr. Ali Mirghani  Secretary of the Teachers' Trade Union
Mr. Abbas Abdel Rahim  Hospital Doctor
Mr. Hag Omar Abdel Gadir  Boys' Club leader
Mr. Mudathir Mohamed Osman  Boys' Club leader
Mr. El Nur Abdel Sid  Director of the National Development Centre
Mr. Yamin Ahmed Abdel Wahid  Vice-Director of the National Development Centre
Mr. Abu Zeid Mussa  Director of the "General Institute of Formation".

Cairo

Mr. Rolu Moltu  Unicef Regional Area Representative
Mr. Stein Moss  Unicef Programme Officer
ENCLOSURE NO. 2

During the mission I prepared four documents dealing with internal work of the Ministry of Youth, Sports and Social Affairs, a private note and two enclosures for His Excellency the Minister.

Work document No. 1 contained schematically:

A brief recounting of the existing statistics on uneducated youth between the age of 7-18;

a short review of all out-of-school youth activity centres existing in the country;

the problems related to the transformation of such non-homogeneous and scattered centres into well organized and homogeneous ones;

the problems related to the setting up of new centres;

the rôle of an institute of documentation and research on social and youth problems;

the possibilities of developing such an institute.

Work document No. 2 provided a number of proposals related to the content and organization of new youth activity centres. In particular the following sectors of work were analysed:

- Civic and political education;
- voluntary work;
- illiteracy elimination;
- sport, recreation and health;
- pre-vocational training and handicraft work;
- various cultural activities (music, cinema, theatres, etc.).

On the basis of this outline, the problems concerning youth activity centres for girls and young women were separately studied. Finally, the problems concerning the personnel and organization within the youth activity centres were also tackled.

Work document No. 3 made several observations on the criteria to be followed for the location of the new youth activity centres. In particular, in this connexion the importance of a careful examination of several factors such as the following was stressed:

- Existing extra-curricular activity centres;
- rates of schooling;
- the degree of population concentration;
- "community" development planning;
- existing socio-cultural structures;
- structure according to age and mobility of the population;
- employment structures.

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Work document No. 4 concentrated entirely on problems concerning the setting up of the institute of documentation and research on social and youth problems. Here below are the proposals put forward:

To organize documentation and its circulation;

to initiate and promote activity for cultural "promotion" and staff training;

to stimulate study and research activity;

to meet the most urgent necessities as regards personnel and equipment;

to co-ordinate the socio-political activity carried out by the Ministry and the research effected by the institute.

The private note to His Excellency the Minister dealt with several observations on the action performed and of that to be performed through the "Social Department" of the "Gezira Board" project.

Finally, "Enclosure No. 1" was concerned with a list of item chapters on the basis of which the documentation might be initially classified and "Enclosure No. 2" provided a list of periodicals that could be of interest to the institute.