

Country profile prepared for the  
*Education for All Global Monitoring Report 2007*  
*Strong Foundations: Early Childhood Care and Education*

# **Sudan**

## **Early Childhood Care and Education (ECCE) programmes**

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## SUDAN

### Early Childhood Education and Care (ECCE) programs

#### **A. GENERAL INFORMATION, STATISTICS AND INDICATORS**

##### **Starting age of compulsory education (if applicable):**

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-13 years.

#### **1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)**

(ISCED = International Standard Classification of Education)

##### **1.1. National definition of ISCED 0 programs:**

Pre-school education

##### **1.2. Normative age group(s) covered by ISCED 0 programs:**

4-5 years of age

##### **1.3. ISCED 0 programs: statistics and indicators** (*source: UIS*)

###### *1.3.1. Enrolment:*

	<b>Percentage</b>	<b>Year</b>
Gross enrolment ratio	23.0	2003/04
Net enrolment ratio	23.0	2003/04
Percentage of children entering primary education with previous preschool experience	48.8	2003/04

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable): Not available

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

1.3.3. Teachers:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
13,616	95.6	10.2	21.4	9.7

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing: Not available

## 2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

**2.1. National definition of other ECCE programs:**

Not available

**2.2. Normative age group(s) covered by other ECCE programs:**

Not available

**2.3. Estimate number of children covered by other ECCE programs:**

*Not available*

## **B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)**

### **3.1. Legislation concerning ECCE:**

There was a policy statement issued by the Council of Ministers in 1992 obliging 4–6-year-olds to attend preschool education before attending primary school. This policy is rarely enforced.

### **3.2. Official body/bodies in charge of supervision or coordination:**

There is a Federal Ministry and State Ministries of Education and each Ministry of Education has a Pre-School Unit.

### **3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):**

State Governments and Municipalities, in the larger urban centres, are involved in pre-school education. The main providers are public, although in the urban centres they are private.

### **3.4. Type of personnel involved:**

*Not available*

### **3.5. Type of staff training (requirements):**

Two major universities have been offering early childhood education major at the undergraduate level but under different faculties since the 1970s. Ahfad University offers it under the faculty of Psychology and Kindergarten and the University of Khartoum (1969) under the faculty of Family Sciences. In 1994, the Nile Valley University established teachers college and offers early childhood education major. (Faour, 2006)

### **3.6. Recent national policies and reforms:**

There have not been any national policies and reforms in recent years. Attention to early childhood began in 1990 followed by the National Plan of Action for the Survival, Development, and Protection of Children which was established in 1992. The National Council for Child Welfare (NCCW) was established in September 1991

as a government body responsible for monitoring and promoting children's rights in Sudan. The NCCW operates under the Ministry of Social Welfare and Development. It is more concerned with strategic planning, policy development and reports on the status of children in Sudan. One of the goals is to expand access to 35% by the year 2007 and to 100% by the year 2015.

### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

The government stipulated that public and private sectors should establish child care facilities to orphaned children providing them with education and health care, either through direct sponsorship or through foster families. (Faour, 2006)

### **3.8. Special projects/programmes aiming at expanding or improving ECCE:**

*Not available*

### **3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs**

#### *3.9.1. Objectives and aims:*

Pre-school education provides play activities that suit children, aiming at their overall development—intellectual, emotional, physical and social—in the cultural context, and at increasing their vocabulary and intellectual skills for successful schooling.

#### *3.9.2. Learning areas and teaching-learning methods:*

Pre-school education is highly decentralized and each state follows its own model in accordance with the above-mentioned general objectives and goals. The curriculum normally includes the following aspects covering the major areas of children's development:

- Islamic values, including the Koran and moral values;
- language skills;
- arithmetical skills;
- social skills;
- scientific knowledge;
- motor skills;
- aesthetic skills.

Children usually attend pre-school institutions 18 to 24 hours per week. Activities are organized in the form of integrated units lasting five to fifteen minutes. Children's performance is continuously evaluated through direct observation; there is a final evaluation at the end of the course. *Khalwas*—Koranic schools—accept pupils of all ages.

3.9.3. Average number of hours per week and average amount of weeks per year:

18 to 24 hours per week [Weeks per year: *not available*.]

**3.10. Any other relevant and pertinent information**

The national enrolment percentage for the year 2003 was 25.4% for both genders as compared to the 20% enrolment ratio of the year 2000; it was 27.2% among boys and 23.5% among girls. The percentage, however, varies considerably between states, being 6.6% in Bahar Elghazal state, compared to 52.8% in the Northern state.

The first Sudanese kindergarten was established in the 1930s by Sheik Babiker Badri who was an advocate for women's education. He had established Sudan's first private school for girls in 1907. The ECCE programmes are provided by two types of institutions, Kindergartens (KGs) and Koranic schools or *Khalwas*. The non-religious kindergartens remain overwhelmingly an urban phenomenon but they do not pay sufficient attention to the health, nutrition, social and cognitive aspects of child development. The *Khalwa*'s primary role is clearly religious and they are often in rural areas, and these outnumber other kindergartens. *Khalwas* provide preschool education to two thirds of the children between the ages of 4-6. In 1983, and with the help of UNICEF, the Ministry of Social Welfare established a training center for ECE teachers which provided a six-month training course in child development, art, music, and production of teaching materials. Currently, in Khartoum, there are 2000 KGs out of which only 206 are public. The most recent data for the years 2002-03 show that the government provides for 9,833 ECCE centers in all of Sudan. Of these 3,298 are *Khalwas* and 6,523 are KGs. (Faour, 2006)

[Main sources: *National Report on the Development of Education*, 2004.

B. Faour. *ECCE in four Arab Countries*. Report commissioned by the GMR, April 2006.]

**C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)**

***Information not available***

**4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:**

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres		
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits		
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development		
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)		

**Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).**

**4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?**

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?**

[Some additional information provided by UNICEF, December 2005.]