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REPORT OF THE ECONOMIC AND SOCIAL COUNCIL

Situation of refugees in the Sudan

Report of the Secretary-General

1. In its resolution 36/158 of 16 December 1981, the General Assembly, inter alia, requested the Secretary-General, in co-operation with the relevant agencies, to arrange for the completion of the remaining technical follow-up missions identified in the report of the United Nations interagency mission to the Sudan (A/35/410) and endorsed by the General Assembly.
2. A mission, organized by the Economic Commission for Africa and including representatives of the United Nations Children's Fund, the United Nations Educational, Scientific and Cultural Organization and the Office of the United Nations High Commissioner for Refugees, visited the Sudan from 21 January to 19 February 1982. The mission's report, whose recommendations have been accepted by the Government of the Sudan, is annexed hereto.
3. In paragraph 5 of resolution 36/158 the General Assembly requested the Secretary-General, in co-operation with the United Nations High Commissioner for Refugees, to submit a comprehensive report to the Economic and Social Council at its first regular session of 1982 as well as to the General Assembly at its thirty-seventh session on the progress achieved in the implementation of that resolution.

* A/37/50/Rev.1.

ANNEX

Report of the United Nations Interagency Mission on Education and
Social Development/Welfare Services for Refugees in the Sudan

(21 January-19 February 1982)

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I. INTRODUCTION

1. In its resolution 35/181 of 15 December 1980, the General Assembly requested the Secretary-General, in co-operation with the United Nations High Commissioner for Refugees, to send, as a matter of urgency, follow-up missions to carry out feasibility studies with a view to strengthening the capacity of the Government of the Sudan to pursue cost-effective strategies and to plan and locate new settlements as an integral part of over-all rural and urban development.
2. In response to that request, a series of technical feasibility missions were arranged according to the list indicated in document A/35/410. One of these missions was to cover the feasibility studies related to strengthening the education and training systems, and to defining other social development/welfare services to benefit the refugees in the Sudan. Contacts with the authorities concerned to field this combined mission were initiated in early 1981. However, the mission could not be received in the Sudan before January 1982. In the mean time, the training components of its terms of reference were assumed by a separate joint mission of the International Labour Organisation (ILO) and the Office of the United Nations High Commissioner for Refugees (UNHCR).
3. In its resolution 36/158 of 16 December 1981, the General Assembly, inter alia, requested the Secretary-General, in co-operation with the relevant agencies, to arrange for the completion of the remaining technical follow-up missions. Further, the General Assembly requested the Secretary-General, in co-operation with the United Nations High Commissioner for Refugees, to submit a comprehensive report to the Economic and Social Council at its first regular session of 1982 as well as to the General Assembly at its thirty-seventh session on the progress achieved in the implementation of that resolution.
4. The interagency mission which visited the Sudan from 21 January to 19 February 1982 was organized by the Economic Commission for Africa and included representatives of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the United Nations High Commissioner for Refugees.
5. The mission had extensive discussions with H.E. Sayed Ahmed Abdel-Rahman Mohamed, Minister of Internal Affairs, and with other Ministers and senior officials in the Sudan. Discussions were also held with the officials of the regional governments, with project managers responsible for settlement programmes and related refugee issues in the eastern provinces and southern region of the Sudan, as well as with officials from United Nations agencies concerned with refugee matters. In addition, the mission had meetings with voluntary agency representatives at the central, provincial, regional and field levels.
6. Twenty-one refugee settlements in Kassala and Blue Nile Provinces, in the Red Sea Province, and in the southern region were visited by the mission, which had thus a first-hand insight into the current problems, through interviews with individual refugees, families, committees of elders, and through its regular meetings and discussions with the authorities and officials involved directly or indirectly in refugee assistance policies, strategies and activities. The mission

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was enabled to identify problem areas and to envisage possible solutions that were reviewed and cleared with the competent authorities. Briefings on the refugee situation in the western part of the country were arranged for the mission during its stay in Khartoum, as the volatile situation in that area, as well as the time constraint, would not have allowed the mission to undertake any significant visit to that part of the Sudan.

7. The mission wishes to record its appreciation for the assistance extended by the Government of Sudan, through whose good offices, with the co-operation and assistance of the United Nations Development Programme (UNDP) and UNHCR offices in Khartoum, all the arrangements, logistics and facilities were made available to facilitate its work and travels. Assistance received from all United Nations representatives, officials, experts, consultants and non-governmental organization staff serving in the Sudan is also acknowledged with appreciation.

II. FINDINGS AND RECOMMENDATIONS

8. Recent influxes have brought the over-all number of refugees in the Sudan to an estimated figure of 550,000. ^{1/} The presence of such an important refugee population has further deteriorated the conditions of providing normal educational and social services to the local populations in the areas where refugee concentrations, in spontaneous and/or organized settlements, constitute an additional onerous burden to already overstretched services. There is need, therefore, to review all the services available in the areas of refugee concentrations in the Sudan, relating them to the requirements of the local populations, so as to evolve comprehensive, effective and adequate services that could appropriately cater for the needs of the local populations and the refugees. There is also need to ensure that governmental agencies, at the central, regional and provincial levels, are involved in proper delivery of educational and social services through quick and efficient co-ordinated actions, due consideration being given to the implementation of the new policy of decentralization and to its impact on adequate delivery of all services. It should be emphasized, in this context, that the voluntary agencies, whose role in social services delivery has to date been important, should be associated with a co-ordinated exercise intended to ensure that adequate services are made available to the nationals as well as to refugee communities.

A. Education

9. Refugee assistance within the education sector, which, in 1980, was seen as requiring an over-all review "to determine the basic aims and objectives of education in the light of the prevailing political, socio-economic and cultural factors affecting the over-all educational trend in the Sudan" and to assess "the magnitude of the problem [and its] financial and human resources implications"

^{1/} Source: Office of the United Nations High Commissioner for Refugees, October 1981.

(A/35/410, annex, para. 156) deserves more urgent attention. The implementation of the local government and decentralization policies which give responsibility for primary education to the provinces is under way. Its impact, future developments, requirements and consequences are not yet known. However, the increasingly acute shortages of skilled manpower and trained personnel, seriously aggravated by the continuous brain drain, the awareness of the magnitude and complexity of the educational problems confronting the refugees and of the strain that their educational needs places on the country's limited facilities and means, should together justify the need to foresee and plan an education sector review, with specific reference to refugee requirements.

10. Meanwhile, the three following substantive problem areas related to refugee education require immediate attention:

(a) Curriculum development for the refugee communities. This should aim at reconciling the background, diversity and traditions of the refugee communities, as well as their possible repatriation opportunities, with the socio-cultural values of the local populations and with the development policies and general trends in the provinces, regions or areas concerned. In the eastern provinces, due consideration should be given to the use of Arabic as the teaching medium and to the need to include an Arabic language component adapted to the conditions of the refugees when curricula are being developed for them in that part of the country.

(b) Textbooks for refugee schools or classes. At present an odd mixture of textbooks from different origins is being used in several refugee schools, probably because of their availability, but not because of their suitability to the exigencies of the environment or to the conditions governing the refugees within their areas of settlement. New textbooks should be developed that could give due consideration to the specific requirements of the refugee populations as identified and defined.

(c) Teacher training for refugees. Teachers involved in refugee education, at all levels, and more particularly at the primary level, often lack adequate pedagogical training. Their recruitment as teachers, with few exceptions, is often attributable to the shortage of trained teaching staff in the country as a whole, and to the need to cope with the pressing education requirements of the refugees as well as of the local populations. The fact that a number of teachers in refugee schools or classes are refugees themselves should call for an additional effort to assess and up-grade their knowledge and skills. Assessment of the teacher training requirements for refugee education should be carried out as early as possible, while access of refugee teachers to Sudanese teacher training institutions should be facilitated as much as possible.

11. The delicate nature and urgency of these problems would call for the active consideration of immediate assistance projects, which are outlined hereinunder (see sect. III.A below).

12. Other educational problems of a developmental nature also call for urgent attention and action:

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(a) Post-primary education for refugees. Besides the educational orientation and counselling that should be available in the settlements as well as in the urban centres, there is need to compile and have readily available up-to-date information on existing educational facilities and possibilities at the intermediate, technical, secondary and higher levels, on access and admission requirements to universities and other higher learning institutions within and outside the Sudan, on scholarship availability, and on possible sources and conditions of educational placement for refugees in the Sudan and in other African countries.

(b) Equivalence of credentials. Degrees, certificates and diplomas earned abroad need to be equated with those delivered in the Sudan to facilitate access to further education or to employment, as the case may be. Due consideration should be given to the issue of availability or non-availability with the refugees of original credentials, to the conditions and requirements laid down by the education authorities regarding the need for such original documents to avoid forgery, and also to the psychological, moral and other consequences that such conditions might have in impeding or delaying access to educational institutions.

(c) Education by correspondence. An attempt has been made in one refugee community with regard to continuing education through correspondence. Methods used and results achieved, if any, need to be duly assessed, as should be available all the conditions required - mail frequency; registration fees; supervision etc. - to follow correspondence courses, prior to systematic introduction of this form of education in the refugee settlements and among urban refugees.

(d) Remedial education for refugee children over 12 with interrupted schooling. Frequent cases of children whose education was interrupted because of asylum-seeking, or by repeated family movements in search of rewarding occupational activities, are encountered in refugee settlements. Ad hoc remedial education is to be conceived and implemented for these children, grouping them together according to their levels and abilities. All the educational and infrastructural problems that such courses and groupings may entail need to be given careful and urgent consideration.

(e) Library and reading materials for school-leavers: self-help teaching groups. While remedial education is being arranged for children with interrupted education, and as school-leavers especially in the camps are often idle because no intellectual activity of any kind is offered to them, it may be advisable to consider and implement the following possible actions:

(i) To mount in the camps small libraries and reading centres, through procurement of printed materials and media - voluntary agencies may be able to secure such materials free of charge - that have been duly screened by the authorities, so that the refugees could continue to cultivate their minds and develop their interests during their leisure time, while the new literates could find something to practice on and thus avoid lapsing into illiteracy. The formula of mobile libraries could also be explored.

(ii) To arrange teaching groups that could be run on a self-help basis,

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whereby available and willing school-leavers devote their time and efforts to teaching those who have not reached their levels of education. Thus the remedial education could be at least partly catered for.

- (iii) To compile in the camps with due assistance from elders, leaders, teachers and/or social workers, information and data on the educational backgrounds and aspirations of refugee school-leavers and students who need to resume education or further improve themselves. Such data would facilitate the identification and selection of students to fill vacancies as they occur in educational institutions, or would help to evolve ad hoc educational projects tailored to suit the needs identified.

(f) Adult education. In almost all the camps visited, school premises and/or available classrooms are used for evening classes whose attendance varies according to the activities carried out and the motivation of the social worker(s) of the settlement and of the groups concerned. One common feature, though, is that all these activities are carried out on an ad hoc basis, as no preparatory groundwork and systematic data collection have been undertaken. Hence, for example, requests from male groups to organize teaching for men as is done for the women; hence also the felt need to provide family life education which is not given enough attention for all the family members. It ensues that, while adult education in the settlements need to be sustained and expanded, its contents will have to be revised and consolidated once the findings of the socio-economic surveys of the settlements and their environments are available, so that these activities can be properly diversified and thus become more beneficial to the refugees and more accessible to the nationals in the surrounding areas.

13. There are also, in the field of education, issues of a logistic and infrastructural nature that need to be recorded as they represent problem areas identified which call for consideration and solution.

(a) School facilities are not always commensurate with the demands, especially at the intermediate and secondary levels. There is need, therefore, to consider either extending existing premises or renovating old ones, or erecting new schools or classrooms. While primary school premises are generally available in the refugee settlements, it seems advisable to consider, as a matter of urgency, the construction of intermediate secondary schools that could be sited in areas accessible to more than one settlement. 2/ Determination of new school sites should be done after appropriate data collection on the needs obtaining, and in co-operation with and with the approval of the education authorities in the provinces or regions concerned. It might also be appropriate to consider the issue of teachers' accommodation in the settlements, as this constituted one of the

2/ See The Refugees Educational Problems, passim, a cyclostyled document published in February 1982 by the Ministry of the Public Services, Education and Guidance of the Eastern Region, containing details of an urgent plan and of a long-term one related to the physical and other facilities required for the educational placement of refugees in that part of the country.

quasi-unanimous issues raised during the field visits, provided, however, that the provision of teachers' dwellings is in line with normal and current practices in the country, the principle being that the refugee communities and the local populations are considered and dealt with on equal footing.

(b) School equipment, supplies and materials seem to be problematic, as it was often recorded that shortages are not unusual in furniture, exercise books, pencils, blackboards, textbooks, etc. Here again, an effort should be made to assess the situation realistically and to suggest ways and means of ensuring that the basic needs and requirements are available for refugees and nationals alike. Consideration could also be given to school feeding programmes that could serve, if at all feasible, as incentives to younger generations of refugees whose life chances are otherwise extremely precarious, provided, however, that similar programmes are under way or envisaged for nationals. Another problem is that of transportation facilities and vehicles to service post-primary schools and teacher training institutions. This was raised frequently, as these institutions are opened for students originating from more than one refugee camp and from neighbouring villages, and are staffed from more than one area. It would be presumptuous to formulate recommendations with regard to this issue before having concrete data and facts as to the needs and also to similar practices in the national context.

(c) One other problem area is the access of refugee children to local schools when no refugee educational facility is available for them. This is particularly true of the urban areas. Here again the constraints on educational facilities and the high competition for access to such facilities constitute for the competent authorities a dilemma which is not easy to tackle. This issue seems to have provoked, within the national communities, some dissatisfaction that cannot and should not be ignored. On the other hand, denying a refugee access to an educational institution just because he is a refugee, although he has fulfilled all the admission requirements, is a concept that is also difficult to validate. There is need to emphasize in this respect that no action can be taken or solution suggested before accurate data have been collected and assessed on the magnitude of the problem, unless such an action entails building quickly the physical facilities for the educational placement of Sudanese and refugees.

14. In light of the foregoing, and due consideration being given to the urgent need to tie up so many loose ends in the education sector, it is recommended that an Education Services Development Project should be conceived and launched, preferably by UNESCO as the lead specialized agency, in close co-operation with UNHCR, which is developing in the Sudan the largest educational project it has undertaken anywhere in the world, and UNICEF. The unit responsible for the implementation of this project will fulfil the following duties:

(a) To undertake systematic studies, surveys, fact-finding missions, data collection and the like, so as to consolidate as early as possible all the relevant, accurate and objective information, statistics and data pertaining to the problem areas identified above in the light of the over-all national and regional development plans;

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(b) To assist and give technical advice to the educational authorities at the central, provincial and regional levels in all that pertains to finding and implementing solutions to the problems obtaining, more particularly to those outlined above, due consideration being given to the combined needs of both the local populations and the refugee communities;

(c) To consider all appropriate ways and means to evolve, as a matter of urgency, curricula and textbooks commensurate with the requirements of the national education system and also with the specificities and exigencies of the refugee communities;

(d) To associate itself as closely as possible with all activities pertaining to the education sector review recommended above;

(e) To be available for other assignments and duties that may be entrusted to it by the competent authorities.

15. This unit will be composed of a project manager, preferably Arabic-speaking, and two professional staff members on secondment, if possible, from the relevant United Nations agencies. Their national counterparts should be closely associated with the day-to-day activities of the unit, so as to be able to assume its proper functioning once the project is terminated. The necessary support staff (research assistant, secretaries etc.) and logistic support and means (vehicles, travel funds, equipment) should also be envisaged as basic components of the project.

B. Social development/welfare services

16. While emergency and humanitarian assistance is provided by UNHCR, the World Food Programme (WFP), UNICEF and a host of active voluntary agencies, long-term, development-oriented assistance programmes, although partly considered and often initiated by those bodies, have not been properly defined or launched, especially because of the serious economic constraints confronting the country. The dearth of demographic, statistical and sociological data on the refugees in the Sudan has also compounded the problem by making it almost impossible to carry out feasibility studies of viable projects. Therefore, there is an urgent need to launch, as early as possible, a series of socio-economic surveys of the refugee settlements and of their respective areas and environments, so as to collect accurate data on the demographic, social and economic situation of each settlement, and subsequently to undertake feasibility studies for the planning of developmental projects on a sound basis.

17. The data collected through such surveys should be put to positive use by translating it into action-oriented programmes and projects that could be launched and implemented, with available and adequate refugee inputs, by refugee workers, professional and supervisory staff under the Office of the High Commissioner and in close collaboration with representatives of United Nations agencies and field staff of non-governmental organizations. This implies that the findings of the socio-economic surveys should constitute a determinant motivation to all concerned to ensure that qualified staff and/or adequate means are made available for the realization of the action programmes meant to bring the refugees as close as possible to self-reliance.

18. Research activities and technical studies require adequate attention to cover all aspects of refugee problems. In this respect, it must be emphasized that social development needs to be conceptualized as a dynamic process for the promotion of the total well-being of individuals and communities, and not confined to the traditional view of welfare as a charitable, curative or preventive set of actions taken to mitigate the adverse effects of social changes on people.

19. Research and studies in the field of social development should, therefore, be related to ongoing or planned national data collection or development endeavours. The November 1982 population census in the Sudan could have been an ideal framework for the collection of statistical data on the refugee population in the country. The manpower survey that is envisaged to follow the population census constitutes another framework for the collection, collation and analysis of background information that could help in evolving, or at least suggesting, viable development-oriented projects for the refugee communities considered as part of the labour force of the country of asylum, as well as for the local populations.

20. In this respect, there is need to properly conceptualize a comprehensive programme of research work and studies on refugees in the Sudan, defining in detail its substantive contents, its manpower, technical and financial requirements, to have it approved by all concerned at all levels, and launched without undue delays, if the refugee presence is to be turned into a positive asset and brought to bear on, and contribute significantly to, the development of the Sudan as a country of asylum.

21. Such a research and study programme could embark immediately on at least the following urgent activities:

(a) In-depth study of the attitudinal behaviour of the refugees and of their socio-cultural backgrounds vis-à-vis the new conditions in their spontaneous or organized settlements, and as related to the traditions and values of the communities among which they are settling, in order to delineate the kind, diversity and magnitude of the problems that exist or might arise, and to pave the way for all possible solutions to such problems.

(b) Sociological research to identify factors that facilitate or impede adaptation to new conditions and ways of life, response to innovations in diet, technology, community participation and the like, to assist the guidance and counselling services and the social workers involved in refugee work.

(c) Action-oriented research to identify, test and implement pilot projects in appropriate/village technology for fuel, food storage, preservation and processing, water collection and storage, for provision of domestic tools and devices to save energy and food and to promote the efficient use of scarce resources.

22. Whereas the socio-cultural values of the refugee communities and the local populations seem to be fundamentally different, if not divergent, in the eastern provinces of the Sudan, the settlement programmes could, in the long run, tend to reinforce and maintain those differences, through community separation and

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prevention of intercommunity contacts and exchanges. As such it may end up by impeding any possible social osmosis which could pave the way for possible refugee integration in their country of asylum, as long as voluntary repatriation to their country of origin is not immediately foreseeable. Hence the need to identify, define and implement projects that could be conceived for both the refugee communities and the local populations, that could contribute to solving the issue of social unrest and intercommunity friction attributable to diverging social attitudes, cultural values and traditions. Such projects may have a greater chance of success if they evolve gradually from ad hoc intercommunal events - sport competitions, joint social functions, cultural performances, exchange visits - to joint education endeavours, through sharing community centres, participating in the planning and implementation of community development activities etc. In this respect, a special allocation of funds should be made to ensure an early initiation of self-help joint ventures.

23. In the southern region, the differences between the local populations and the refugee communities are not as evident as in the eastern provinces, as there is greater cultural affinity and as the ethnic groups across national boundaries are often related, if not one and the same people. Development assistance could therefore easily evolve within one broad framework and aim at the integration of refugee and Sudanese communities. In this context, a programme of mass communication and public education using films and audio-visual materials could help to promote mutual understanding of the different cultural groups.

24. Refugees, as a target group, could be considered and dealt with as a potential source of manpower that could be assisted and trained to contribute to all activities intended to promote the development process of their areas of settlement. As such, they should be closely associated with, and participate in the planning, implementation and evaluation of, projects conceived for their benefit.

25. To achieve refugee involvement in their own community development activities, and to ensure that their participation is not secured through alien or superimposed patterns of community development, the following should be given careful attention:

(a) Counselling and guidance services to newly-arrived refugees, through comprehensive and integrated orientation, family life education and group motivation to ensure their personal, social and psychological adjustment to the new society;

(b) Within the settlements, continuous programmes and activities by social workers and counsellors to motivate the settlers, to orientate them to possible new opportunities and facilities, to new ways of life, to sustain their interest in the life of the community and its social activities, and to avoid the development of a dependency mentality;

(c) Guidance on occupational changes that are necessitated by the settlement patterns, in the light of the findings of labour and market surveys;

(d) Building awareness among refugees as to the transition from emergency to rehabilitation and development, its implications and exigencies, and the responsibilities they are expected and should be prepared and ready to assume;

(e) Need to evolve as close co-operation as possible between the counselling services in the urban areas, mainly a UNHCR activity, and the social work in the rural settlements, assumed almost entirely by voluntary agencies, in order to ensure complementarity, continuity and co-ordination when the need arises;

(f) Social workers and counsellors involved in activities related to refugee assistance, either through community development projects in the settlements or through counselling services, should have special exposure to refugee problems through either in-service training courses or on-the-job training programmes, to be carried out by their supervisors, other senior officials and/or ad hoc consultants, so that they become acquainted with the delicate nature of their assignment and of the complexity of the problems it entails. In this regard, the importance of group work in their methodology and daily practice should be emphasized;

(g) Finally, there is an urgent need to train refugees to constitute a cadre of community development and social workers that could ably assume this professional activity among the settlers in the refugee camps.

26. Community development programmes should be imaginative and have clearly defined objectives to avoid frustration and disillusion. For example, in the field of handicraft production and artisans' activities, a distinction should be made between income-preservation and income-generation meant to sustain a family. In this respect, activities such as fancy needle-work, crocheting and basketry should be assessed for their value to the lives of the artisans. With regard to women's programmes they should be designed in such a way as not to overload the women with additional burdens over their farm and domestic responsibilities. Where necessary, child care facilities should be provided.

27. Co-operative activities within the settlement need to be given attentive consideration as the refugees do often have their own concepts, ideas and traditional practices of co-operation that need to be duly assessed, developed and strengthened through appropriate and relevant training, in basic co-operative investment, management, accounting and cost-benefit analysis etc. In the absence of such technical knowledge and the provision of an initial starting capital to launch co-operative activities, there is every likelihood that co-operative ventures in the settlements will either fail or remain limited, thus depriving refugee communities of an important income-generating opportunity that rapidly develops self-reliance.

28. Community health needs are urgent and should be met through appropriate training in fields like hygiene, sanitation, nutrition, and family welfare education. Such training should be carried out systematically, should not be confined to women only, but should permeate through the entire family, as often male refugees have not only requested adult education for men but have put emphasis on this specific component of adult education programmes.

29. Vulnerable groups within the refugee communities deserve to be given careful attention to define and ensure their active participation in the development of the community. All therapeutic activities devised for the aged, disabled, handicapped, under-fives etc., should be converted, as far as possible, into productive ventures, through introduction of innovative ideas and suitable tools and technologies, so as to stimulate the creative abilities of these groups and to enable them to contribute to the community life and activities. In this connexion, abled-bodied widows should be assisted to overcome, as early as possible, the initial sense of loss, and to embark on productive activities which could maintain their independence as heads of their families even in patriarchal societies, without necessarily condemning them to destitution or exploitation.

C. Administration

30. Phasing out of emergency and humanitarian assistance seems not to relate smoothly and closely to subsequent development aid, leaving gaps and provoking sufferings which are frequently encountered in refugee settlements. Complaints about food shortages, lack of drugs, unavailability or low-quality of land for agricultural ventures, water shortages, might induce a state of demoralization and unpreparedness to assume full-fledged responsibility for community subsistence and survival that is common to many settlements. It is therefore appropriate for refugee-serving agencies, particularly those involved in emergency assistance, to consider their role and intervention and the phasing-out of their assistance in the light of the economic, logistic and manpower constraints in the country, which often lead to, or directly cause, delays in implementing assistance programmes. It should be recalled that development endeavours in the country are frequently impeded by a host of other constraints that cannot be foreseen by any planning process, and that, in certain cases, go beyond any control.

31. In this context, it should be stated that land allocation for refugee settlements should be based on sound ecological feasibility studies to ensure that the land plots allocated are arable, that underground water is available and accessible, so as somehow to guarantee the viability of the settlement, and thus to avoid further family migration and population movements in search of better living conditions, which lead to disruption of family life and social services and increase the chances of social unrest.

32. However, and while such measures are envisaged, taken or recommended, due consideration should be given to the need to caution against creating imbalances between refugee communities and local populations, or between areas of refugee concentrations and other regions where refugees are not settled. Refugees are not to enjoy preferential treatment, and the availability of additional means because of refugee presence should not lead to uneven development of the respective regions of the country.

33. In view of the increasing responsibilities it has to shoulder, the Office of the High Commissioner needs to strengthen further its technical capabilities to cope with vital and often urgent human issues. This would heighten its sense of motivation and dynamism to ensure opportune and adequate initiative, continuity in

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implementation and appropriate follow-up. It seems, therefore, relevant to recommend that a United Nations expert should be recruited and seconded to the High Commissioner's Office for a period of two or three years. As a special technical adviser to the High Commissioner, he will be responsible for:

(a) The implementation of the socio-economic surveys of the refugee settlements and their environments;

(b) The definition of proper follow-up to these surveys and the adequate utilization of the data thus collected;

(c) The conceptualization, launching and first stage implementation of the Research and Study Programme;

(d) All technical activities that he may be entrusted with by the High Commissioner, especially as regards the follow-up to the present report;

(e) Initiating useful contacts with all the non-governmental organizations involved in refugee assistance with a view to bringing about a well-conceived, co-ordinated and global approach to refugee development programmes.

34. The presence of a United Nations expert in the Office of the High Commissioner will have the added advantage of (a) linking the substantive activities of that Office with those of the departments of planning, social welfare, statistics, labour, education etc. at the central and provincial levels; (b) bringing about new approaches and techniques whose injection could relate refugee assistance to dynamics of development; and (c) ultimately, through sustained collective efforts involving all parties concerned, developing the refugees, through self-reliance, into active participants in the socio-economic development of their environment.

35. Refugee-serving agencies, intergovernmental as well as non-governmental, should endeavour to maintain among themselves, and with the Office of the High Commissioner, as close and regular a liaison as possible, in order to be acquainted with their respective activities, share information and experiences, thus enhancing co-operation, reducing chances of duplication and overlapping, and opening the way for a possible co-ordinated approach to their programming exercises. In this connexion, the role of the non-governmental organizations, international as well as national, and its importance in refugee assistance, need to be stressed, especially in the implementation of social development/welfare projects. Their present and active involvement in ongoing programmes which they have helped in identifying and implementing, as well as their potential role in planning, launching and carrying out development-oriented projects which could encompass both refugee communities and local populations, should invite closer attention to their activities. The role of the High Commissioner, his head office in Khartoum, his sub-offices at the provincial level, and his staff at the settlement or project levels cannot be over-emphasized in this respect, as it is through their action and perseverance that regular interagency consultations, at least and to start with at the grass-roots level, could be held, and subsequently, in the long run, co-operation secured and co-ordination perhaps achieved.

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D. General issues

36. The National Refugee Fund that was established pursuant to a recommendation of the 1980 International Conference on Refugees in the Sudan does not seem to have carried out the activities foreseen by its sponsors. Its role as a central body grouping representatives of all agencies involved in refugee assistance in the Sudan could be quite determinant in shaping up and/or sharpening, as the case may be, refugee policies and programmes, as well as in associating with their implementation all those concerned, from within governmental set-ups, and from other institutions, agencies and bodies that are or could become partners in refugee assistance.

37. The number, diversity and frequency of visiting missions need to be properly looked into to avoid useless strain on logistic support and field personnel who must assist the missions, to ensure proper flow of information between missions' sponsors in order to eliminate irritating repetitions to which the interviewees are exposed, to tie the missions together at least through clarity of objectives and logical sequential arrangements and priorities, and, above all, to avoid having the missions confronted with thinly veiled hostility from the refugees who often fail to appreciate anything that is not concrete action meant to improve their living conditions.

III. DEVELOPMENT ASSISTANCE

A. Education

Project I

Education Services Development Unit

Duration:

Three years

Objectives and activities:

(See paras. 14 and 15 above)

Cost estimates:

Team of 3 United Nations experts

Honoraria for 3 national counterparts
Support staff (research assistants, secretaries)
Funds for travel, studies
Equipment and vehicles

Total \$1,100,000

Project II

Remedial Language Training

Duration:

One year

Objectives:

As refugee students move into new socio-cultural environments their interaction is often constrained by a lack of adequate linguistic knowledge; the main objective of this project, therefore, is to facilitate the refugees' acquisition of language skills appropriate for their social and professional participation in the host society

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Activities:	<p>Identification and selection of 500 students to be grouped into classes according to their levels</p> <p>Preparation of teaching materials by a team of 10 language instructors</p> <p>Implementation of teaching programmes in existing learning or community facilities</p> <p>Evaluation for necessary follow-up action</p>
Cost estimates:	<p>Instructors' fees</p> <p>Students' stipends</p> <p>Teaching materials</p> <p>Administrative support</p> <p style="text-align: right; margin-right: 100px;">Total \$100,000</p>

Project III

Intermediate School Extension/Construction

Duration:	Two years
Objectives:	<p>While primary-level education is generally available in refugee settlements, access to post-primary education is frequently blocked for lack of teaching facilities; the objective of this project is to extend and/or contribute to the construction of 10 intermediate school premises which are or should be sited in areas accessible to more than one refugee settlement and local community</p>
Activities:	<p>Identification of sites and development of building plans</p> <p>Procurement of building materials and other school equipment</p> <p>Implementation and supervision of extension/construction</p>
Cost estimates:	<p>Construction costs</p> <p>Equipment</p> <p>Miscellaneous</p> <p style="text-align: right; margin-right: 100px;">Total \$1,500,000</p>

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Project IV

Curriculum Development and Production of Primary School Textbooks

Duration:

Two years

Objectives:

To develop relevant curricula for refugee primary schools aimed at reconciling the diverse educational backgrounds and needs of the refugees with the policies and trends of the host society

To develop and produce appropriate textbooks for the curricula evolved under (1) above

Activities:

Fact-finding missions by local experts for assessment of needs obtaining

Meeting of Sudanese, refugee, and other local experts to consider and define the methodology to be followed

Workshops for curriculum development specialists and textbook writers to produce the curriculum and required learning materials

Cost estimates:

Fact-finding missions

Honoraria for experts, specialists and writers

Production of curricula and textbooks

Miscellaneous

Total \$200,000

Project V

Teacher Training for Refugees

Duration:

One to four years

Objectives:

To provide professional training for refugee intermediate and secondary school-leavers in existing teacher training institutions

Activities:

Identification and selection of 100 candidates for a one-year post-secondary and a three-year post-intermediate training as appropriate

Placement of candidates in teacher training institutions throughout the country

Evaluation for possible project continuation

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Cost estimates:	Tuition and other training fees	
	Stipends	
	Learning materials	
	Total	\$270,000
Total for education assistance projects		\$3,170,000

B. Social development/welfare services

1. Immediate assistance

One United Nations expert as special technical adviser to the High Commissioner for three years (see para. 33 above) \$300,000

Project I Integrated Appropriate Technology Development for Rural Communities

Duration: Three years

Objectives: Given the ecological and environmental constraints in the Sudan, the main objective of the project is to urgently develop and introduce to the growing numbers of rural refugee and local populations appropriate technological devices for the efficient production and conservation of domestic energy, food and water

To train refugees and local trainers in production methods using available local raw materials and skills

Activities: Preliminary survey of traditional skills and technologies in charcoal making, cooking equipment, devices for water collection, filtration, cooking and storage, food preservation, processing and storage

Identification of local raw materials and supplementary requirements

Training for upgrading of skills, adaptation and introduction of new sources of energy, e.g., biomass and solar energy, combinations of traditional Sudanese and refugee technologies, e.g., in granaries

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Development, testing and production of prototype devices and their introduction in pilot communities

Cost estimates:

Team of one United Nations expert and 2 volunteers

Subsistence for trainees

Materials and equipment

Travel and transport

Miscellaneous

Total \$800,000

Project II

Intensive Training Course for Community Health Educators

Duration:

One Year

Objectives:

To train as quickly as possible a cadre of community health agents and educators composed of Sudanese and refugees to fill the acute vacuum in personnel in this field

To introduce new concepts and approaches in the practices in community hygiene, sanitation, nutrition, child care, family life and health to entire families in mixed urban communities or refugee settlements

Activities:

Preliminary study and preparation of training materials and programmes on new approaches by a multidisciplinary training team of Sudanese and other experts available in the Sudan

Selection of approximately 20 initial trainees (10 refugees, 10 Sudanese) from different regions and rural and urban work settings

Implementation of intensive training programme (3 months)

Field assignment, supervision and monitoring of trainees' work (7 months)

Evaluation and refresher course/integrated rural development seminar (jointly, if feasible, with trainees of project III below)

/...

Cost estimates: Honoraria etc. for training team (6)

 Stipends for trainees

 Training materials

 Travel and transport

 Miscellaneous

Total \$51,000

Project III

In-Service Training for Community Development
and Social Work Counsellors

Duration: One year

Objectives: To upgrade the knowledge and skills of Sudanese
 and refugee community development/social work
 counsellors through the introduction of new
 approaches to orientation and adaptation, group
 work, community participation and self-help,
 outreach for vulnerable groups and day care
 programmes

 To enable such workers in the social field to
 become trainers of village and urban animators/
 animatrices thus yielding a multiplying effect

Activities: Preliminary study, preparation of training
 materials and programme on new concepts and
 approaches by a multidisciplinary training team
 of Sudanese and other experts available in the
 Sudan

 Selection of approximately 30 initial trainees
 (15 refugees, 15 Sudanese) from different
 regions and rural and urban work settings

 Implementation of training course (2 months)

 Field assignment, supervision and monitoring of
 trainees' work (7 months)

 Evaluation and refresher course/integrated rural
 development seminar (jointly with project II
 above, if possible)

/...

Cost estimates:	Honoraria for training team (6)	
	Stipends for trainees	
	Training materials	
	Travel and transport	
	Miscellaneous	
	Total	\$62,000

Project IV

Self-Support Programme for Women Heads of Families

Duration: Two to three years

Objectives: Considering that harsh and traumatic events preceding or accompanying asylum-seeking by refugees have made a large number of women widows and single parents, the main objective of this project is to speedily enable such women to undertake responsible and productive ventures to support themselves and their families and to maintain their independence

To train women heads of households to develop their potential for self-reliance, to exercise initiative, make decisions, seek their rightful share of access to refugee assistance and services, and participate actively in community development programmes in their new environment

To enable women's groups to operate production-cum-training centres to benefit others in the community

Activities: Identification by training team, composed of a United Nations expert, short-term consultants and Sudanese/refugee trainers, of groups of women heads of families with appropriate skills and knowledge to embark on income-generating enterprises for self-employment

Survey of market demand in local communities for products of specific enterprises, e.g., vegetable gardening, bee-keeping, poultry and domestic animal husbandry, catering/restaurant activities specializing in national foods, family and household garment manufacturing, pottery/ceramics, soap making etc.

/...

Selection of viable projects based on
feasibility studies

Selection of participants and organization of
production/training groups in workshops

Training as appropriate in basic business
management, product design/adaptation, marketing
techniques, accounting, investments etc.

Establishment of group enterprises with
necessary capital and technical inputs arranged
on loan basis

Provision of day-care facilities or arrangements
for the care of children of working mothers in
the project should be developed as an ancillary
activity

Supervision, monitoring and ensuring
opportunities for training and employment of
other needy women in established facilities

Cost estimates:

United Nations expert (2 years)

Short-term consultants (18 man/months)

Sudanese/refugee trainers

Training materials

Non-expendable equipment and revolving loan
capital

Travel and transport

Miscellaneous

	Total	\$600,000
Total for immediate assistance projects		\$1,813,000

2. Medium-term to long-term assistance

<u>Project I</u>	<u>Self-Help Programmes for the Disabled</u>
Duration:	Two years
Objectives:	<p>To harness and utilize existing skills and knowledge of partially handicapped and disabled refugees in activities that promote their psychological and physical well-being and participation in community life</p> <p>To motivate such refugees to undertake productive projects in groups to supplement their income and resources and make a positive contribution to their communities</p>
Activities:	<p>Preliminary survey of skills, interests and capabilities among target group</p> <p>Identification and selection of appropriate projects, e.g., leather work, shoe making/repairing, garment making/repairs, clay and fibre handicrafts, after due feasibility studies</p> <p>Production or procurement of appropriately designed tools and work equipment</p> <p>Organization and training of selected groups in identified projects</p> <p>Production, marketing and follow-up inputs as required</p> <p>Monitoring, supervision and evaluation</p>
Cost estimates:	<p>Team of 1 United Nations expert and 2 United Nations volunteers</p> <p>Local production specialists/trainers</p> <p>Training materials</p> <p>Tools and equipment</p> <p>Working capital and facilities</p> <p>Travel and transport</p> <p>Miscellaneous</p>
	<p style="text-align: right;">Total \$560,000</p>

Project II

Mass Communications and Information Project on
Refugees in the Sudan

Duration:

Eight to 12 months

Objectives:

Considering the lack of popular awareness of the significance of refugees in the Sudan, the main objective of the project is to produce a set of mass communications and information materials to educate the mass of the Sudanese and refugee populations on the positive and inspiring experience involved in the humanitarian endeavour

To produce mobile audio-visual materials, a short film and other information documents suitable for radio and television which would be broadcast and shown throughout the country in Sudanese and refugee communities alike

Activities:

Thorough research and data collection by communications and media experts on important aspects of the humanitarian endeavour, including the hospitality of the host country, the needs of the refugees, the humanitarian aid and development assistance which benefit the lives of both host and refugee communities, the positive cross-cultural inspiration in the fields of artistic and cultural achievements, sports, handicrafts, food, technological and social innovations etc., comparative experiences in other African and third world countries

Production of audio-visual materials for radio, mobile cinema, television etc.

Distribution and extension of above services throughout the country

Monitoring and evaluation of responses to the pilot project for necessary follow-up

Cost estimates:

Team of communications/media experts, local and consultants (5)

Equipment, including mobile facilities

Production materials

Travel and transport
Miscellaneous

Total	\$ 495,000
Total for medium-term to long-term assistance projects	\$1,055,000
Total for social development/welfare assistance projects	\$2,868,000
Grand total for development assistance projects	<u>\$6,038,000</u>
