

Darfur Humanitarian Response

Education Sector Report

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**UNICEF Sudan in cooperation with:
The State MoE, NCA/SCC, IRW, IRC, and SC-Sweden, SC-UK,
SC-US, WVI**



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ABSTRACT

The 90 Day Humanitarian Action Plan was designed to strengthen coordination and speed assistance to conflict affected communities in Darfur. The plan established Education as a key sector for emergency assistance and appointed UNICEF as coordinator of the sector. The primary objective of this plan for the period covering 1 June to 31 August 2004 was to ensure access to education to 141,700 IDP children in permanent and/or temporary schools and encourage their continued attendance.

In order to achieve this objective, the following actions were required:

- Add 634 new temporary class rooms in the region;
- Ensure that schools servicing these children are staffed by sufficient numbers of suitably qualified teachers;
- Provide adequate supplies of writing, teaching and recreational aids as well as core textbook libraries to schools and classrooms.

By the end of August, basic school enrolments increased from 32,144 to 91,015 IDP pupils through the construction of 699 temporary classrooms and the training of 655 teachers. Each of the new schools was supplied with teacher and pupil books and writing materials as well as recreational kits for playgrounds. In addition, school uniforms were distributed to the female pupils.

Despite this progress, enrolment of children stands at only 64% of the 90 Day Plan target and 54% of the total conflict affected school-aged children in Darfur, in August. In some cases, the gap in assistance is due to security or seasonal constraints which have limited interventions to particular regions. In the majority of cases however, this is due to the limited capacity of education partners to ensure adequate supply of classrooms, materials and qualified teachers. The demand for education continues to outstrip the supply of essential inputs. Increased emphasis on teacher training and teaching incentives must be made to invite and sustain teacher attendance.

In the emergency context, the education sector is often under funded as the physical survival needs of conflict affected populations take priority. Basic schools in Darfur however, can assist with the psychosocial repair of conflict traumatised children as well as impart lifestyle skills such as health/hygiene education. It is through education that programs, communities and hence countries, build sustainability and stability.

INTRODUCTION

The conflict in the Darfur Region, which escalated in March 2003, is characterized by widespread low intensity conflict and population displacement. According to the August Humanitarian Profile, there are approximately 1,498,802 conflict affected residents in Darfur. Of this total, over one million persons are internally displaced (326,422 in South Darfur, 398,773 in North Darfur and 502,265 in West Darfur) and close to 271,342 have become host communities.

IDPs have left behind their land and property, income generation mechanisms, and local infrastructure such as health facilities and schools. Although many families crossed to neighbouring Chad, the majority of displaced persons, seeking safety and security, opted to gather in and around larger urban towns. The influx of IDPs into host community areas not only interrupted the schooling of children fleeing with their parents, but interrupted education for those resident children who found their schools to be occupied by IDPs needing shelter. This situation has placed an additional strain on the limited, often poor educational facilities in the region.

In an effort to co-ordinate and streamline assistance to conflict affected communities, the UN developed a 90 Day Plan for June to August this year. As Education Sector co-ordinator, UNICEF conducted workshops with State Ministries of Education (SMoE) and NGOs in each of the three Darfur States to set Education Sector targets to be reached in 90 days. This report presents the achievements of the 90 Day Plan in the education sector, analysis of the results and identification of gaps as of end August 2004.

It is perceived that school-aged children (6-13 years) constitute 22% of conflict-affected persons. Table 1 shows the proportion of the school-age population, which had access to education and the gap in coverage which is projected by the end of August 2004. Although the table reports that the total number of school-age IDP children as of 31 May is 175,846, these figures are constantly changing. Fluctuations in numbers are largely attributable to changes in accessibility, the security situation and the accuracy of data collection. For instance, as indicated earlier, the according to Darfur Humanitarian Profile No. 5, the total number of IDPs as of 1 August 2004 was 1,227,460¹ with the population of school-age IDP children rising to 270,041², which indicates an increase of 53.6% over the base line figure. More importantly, there is a remarkable variation regarding the distribution of IDPs through the Darfur region, which affects site specific planning and the establishment of target populations in the education sector. As of 1 August 40.9%, 26.6%, and 32.5% of school age-children were located in West, South, and North Darfur states respectively. Despite these fluctuations, the target population established in the 90 Day Plan, remains at 141, 700 conflict affected school-aged children.

¹ With 326,422 ; 398,773; and 502,265 in South; North; and West Darfur respectively.

² With 94,195; 87,730; and 71,812 in West; North; and South Darfur respectively.

Table 1: Conflict-affected Population Access to Education and Projected Gap in Darfur Region

State (1)	IDP Child		Gap up to 31 May		Targeted Pupils 31-Aug (6)	Projected Gap 31-Aug	
	School age pop (6-13 yrs) (2)	Assisted by 31 May 2004 (3)	# Pupils (4)	% (5)		# (7)	% (8)
North Darfur	51,612	15,507	36,105	70.0	51,200	412	0.8
South Darfur	31,784	10,344	21,440	67.5	31,500	284	0.9
West Darfur	92,450	6,293	86,157	93.2	59,000	33,450	36.2
Total	175,846	32,144	143,702	81.7	141,700	34,146	19.4

Source: Darfur Humanitarian Profile, June 2004.

Note: (4) = 2-3

1. 90 DAY PLAN OBJECTIVE

The primary education objective of this plan for the period covering 1 June to 31 August 2004 is:

Give access to education to 141,700 IDP children in permanent and/or temporary schools and encourage their continuing attendance in the Darfur Region.

In order to achieve this objective, the following actions are required

- Add 634 new temporary class rooms in the region.
- Ensure that schools servicing these children are staffed by sufficient numbers of suitably qualified teachers.
- Provide adequate supplies of writing, teaching and recreational aids as well as core textbook libraries to schools and classrooms.

2. IMPLEMENTATION STRATEGY AND MAIN ACHIEVEMENTS

Education partners, in collaboration with State Ministries of Education (SMoE) responded with interventions to improve access to education facilities in IDP locations. By end of May 2004, some 32,100 IDP children (out of approximately 175,800 conflict affected school-age children in Darfur in May) had access to education. The limited number of schools/classrooms and inadequate number of trained and qualified teachers, combined with a lack of school materials in almost all IDP locations prevented a large number of children from exercising their right to improved primary/basic education.

As a result of the collaborative interventions of Education Sector Partners, this number increased to 91,015 by the end of August 2004, constituting 64% of the 90 Day Plan target and 53.9% of the conflict affected school-aged children in Darfur at that time. An overview of UNICEF and partner achievements can be found in Table 2. Note that the accessible IDP population of the three states has been increasing over the 3 month period. The increase in enrolments across the states is encouraging, particularly increases in girls enrolments.

UNICEF initiated a three month 'catch up' education programme that enabled children living in the IDP camps to return to a classroom environment and make-up their missed lessons before the start of the new school year. The MOE in North and West responded positively, arranged for teachers through radio announcements and prepared all classrooms available – as this was during the vacation period for host community schools. Children whose schooling had been stopped for a long period received vital reorientation prior to the start of the normal school year in July and August. A total of 2,500 IDP children were part of the program. Girls attended the classes equally with boys. Sport, games and basic subjects were prioritized activities.

One positive factor for the IDP school-aged children versus resident communities is a general increase in number school enrolments as a percentage of school-aged children, particularly for girls. This may be because displaced people are unable to work in their farms and businesses so the demand for children to assist in family income generation is reduced, thus freeing them to go to school.

In order to cover the need for adequate number of teachers, the SMOE is now using university and secondary school graduates as teachers, in addition to IDP teachers. Double shifts of classes have also been introduced, in order to cover the demand for adequate number of classrooms. Despite these initiatives, schools continue to have waiting lists of children interested in starting classes.

The provision of Emergency School Feeding, in co-operation with WFP, is one of the essential elements that will contribute to the sustainability of enrolment figures. Under this program, food will be supplied by WFP, while an implementing partner should prepare and distribute it. Not only does school feeding help to curb child malnutrition, it sustains attendance. Without school meals many children have been found to leave school for the morning recess, go home to eat breakfast, and then not return to school that day. Additionally, teachers and ancillary school staff receive little or no pay, thus the provision of a meal would help to keep them employed and healthy.

Notwithstanding the above, it can be seen from Table 3 below that the sector enrolment for the period was 91,015 pupils; 50,685 short of the target figure of 141,700. The planned number of temporary classrooms was exceeded in North and South Darfur but not reached in West Darfur. Finding enough teachers to staff the schools was a significant barrier to increased enrolments. Classrooms can be used for more than one teaching shift per day if enough teachers are available, in many of the schools, there are two shifts per day.

The reasons for the target shortfalls include:

- The extremely limited number of implementing partners.
- Funding shortages for all partners.
- Supply and transport problems associated with the wet season and remote nature of many of the IDP concentrations.
- Local shortages of building materials.
- Shortage of trained teachers and the difficulty of recruiting and training new teachers.
- Lack of food supplies for the Emergency School Feeding Program.
- Some cultural resistance to concept of universal child education.

Table 2: Summary by state of enrolments and classrooms constructed during the 90 day plan*

The school age IDP population figures in table 3 have increased compared to the figures shown in table 1 due to new camp arrivals and refined data collection method

SCHOOLS SUMMARY DARFUR August 31, 2004											
Location and population					planned targets		Status as of 31 August				
Location	Affected host population	IDPs	6-13 yrs pop (22%)	Actor	Enrolments	No of classrooms	Enrolment	% coverage (GER)	% enrolment against planned target	No. Temp Classrooms completed	% classrooms against planned target
North Darfur	51,774	244,431	60,591	UNICEF	24,000	212	30,960	65.2	77	284	136
				Partners	27,200	20	8,532			4	
South Darfur	24,148	193,167	49,409	UNICEF	6,000	104	25,387	61.9	97	211	280
				Partners	25,000	n/a	5,200			80	
West Darfur	80,548	338,211	80,548	UNICEF	30,000	318	19,336	24.3	35	106	38
				Partners	29,000	n/a	1600			14	
TOTALS	156,470	775,809	190,548		141,700	634	91,015	47.8	64	699	110

2.1 Education Partners

UNICEF is the Coordinator of the Education Sector for the three Darfur States. Table 3 below shows partners operational in the Education sector, in addition to UNICEF and the SMOE in the three states. Obviously, the lack of sufficient numbers of education partners, combined with their often limited capacity, constitutes a major hindrance to the achievement of the 90-Day Plan target goals.

- NCA/SCC had secured funds and capacity for a modest educational intervention in selected areas; namely in Mershing (South Darfur) and Zalinge (West Darfur). They have plans to expand to Ta'asha area (South Darfur) and Nertiti (West Darfur) but their plans are dependant on availability of funds.
- SC-UK and SC-US activities were mainly focused on protection activities, with provision of supplementary training and orientation to teachers on psychosocial support and working with conflict-affected children.
- World Vision International (WVI), which recently arrived, has secured funds and managed to carry out a preliminary assessment for education, in addition to establishing a field office in Nyala (South Darfur). They also have plans to start rehabilitation of schools in Nyala.
- Islamic Relief Worldwide (IRW) has been involved in school rehabilitation (finished construction of a school in Riyadh- El Geneina).
- International Rescue Committee (IRC) worked along side and complemented UNICEF's work in Abou Shuk and Zam Zam in North Darfur. IRC is also supporting recreational activities in camps.
- SC-Sweden received their funds late— however intervention is started in Tawilla and Kutum. An expected second grant will enable them to expand and also move to West Darfur. They are planning to be involved in construction and rehabilitation of classrooms, teachers' training (with especial emphasis on psycho-social orientation of teachers), and provision of school supplies. Their targets locations are around Geneina with possible expansion to Masteri and Habila to compliment other partners' activities in those areas.

It is also worth mentioning that agencies operating in other sectors, for instance NWC/WES, Spanish Red Crescent/Cross, Oxfam and SRC, have provided support to schools-latrines and access to water. Promotional hygiene education has been carried out in the schools in all three states by WES.

Table 3: Education Sector Partners

State	Education Partners
North Darfur	SC-Sweden, IRC, UNICEF, SC-UK, German Agro Action, SMOE, WFP, WES
South Darfur	NCA/SCC, WVI, UNICEF, Ahlam, Muslim Hands, SMOE, WFP, WES
West Darfur	NCA/SCC (Zalinge only), IRW, UNICEF, SC-US, SMOE, WFP, WES

2.2 Coordination Mechanism

Sector coordination mechanisms have been established at both state and national levels. Education partners meet every second Wednesday in Khartoum and on weekly basis in the three states. In Khartoum the meetings are chaired by UNICEF while state meetings are chaired SMOE. Coordination meetings facilitate dissemination and sharing of information, identification of gaps for interventions and formulation of joint plans as well as monitoring and validation of information.

2.4 Rehabilitation of Schools and Construction of Classrooms

Existing permanent schools in Darfur were already overcrowded so they were additionally strained or unable to cope with the IDP influx. In some locations, IDPs occupied schools, thus preventing IDPs and host communities from using them for education. The rehabilitation of school infrastructure involved some repairs to permanent schools and the construction of 699 temporary classrooms.

Temporary classrooms were initially constructed from locally available materials, such as timber log frames covered with woven grass mats. Classroom roofs have been waterproofed with plastic sheeting during the rainy season. The possibility of IDP returns or relocation combined with a shortage of local building materials in some sites, inspired partners to seek other solutions for classroom construction. As a result, UNICEF designed and fabricated (with a local contractor) portable classroom tents to replace the timber and grass mat version. These are now coming into use throughout Darfur. The SMoE, who has engaged building contractors to perform the work, implemented the construction of schools comprising temporary classrooms funded by UNICEF.

2.5 Teachers -Teachers' Training Programme

There is an overall shortage of schoolteachers in the region. Teachers are state government employees and are paid from locally raised taxes. The dislocation of a large percentage of the population from their income generation sources has therefore resulted in irregular payment of teacher's salaries. This situation has discouraged and reduced teachers' motivation. Additionally, current government structures have not permitted inter-state movements of teachers. Teachers who are relocated to another state due to the conflict are required to receive their payments from their original state³.

An increased demand for education has overtaxed the SMoE's ability to provide trained teachers. To alleviate this situation, UNICEF is funding and supporting short-term teacher training programmes. The training programme recruits IDP teachers who either work for the SMoE or provide their services on voluntary basis. To date there have been 421 teachers trained in North Darfur, 124 in South Darfur and 110 in West Darfur, making a total of 655 for the whole region. However, the number of teachers employed by the SMoE is still far below the needs of the newly created schools. To alleviate this situation the SMoE is also training secondary school graduates as teachers.

At this point, the emphasis of training has been on peace education (so far only implemented in a few schools in South Darfur) and psycho-social orientation, which has been implemented by protection agencies. However, from September onwards, focus will be on methodology, as well as continuation of existing psycho-social orientation, and peace education programs. Activities such as teachers' training must be prioritized due to the lead time required to produce adequate number of qualified teachers.

2.6 Provision of Teaching and Learning Materials

One essential element guaranteeing the sustainability of schools is the continuous provision of teaching and learning materials, for teachers and pupils respectively.

³ This largely refers to the case of teachers from West Darfur who moved to South Darfur (as IDPs). They are working in South Darfur but the SMoE is asking them to collect their salaries from West Darfur.

Materials are supplied to all temporary and some permanent schools and include classroom, pupil, and recreation kits, in addition to supply of core textbooks library to a number of schools. The kits contain exercise books, pencils, and chalk etc. as well as skipping ropes, volley balls and soccer balls etc for the playground. Darfur is the only region of Sudan where UNICEF provides text books. These are for core subjects, and the distribution ratio is one book for three to five students, on average.

2.7 Provision of School Uniforms

Girls' education in the region has been hampered by cultural and traditional beliefs and/or perceptions about girls' right to education. Boys have been always favoured with regards to access to education⁴. In addition, lack of proper clothing constrains girls' access to schools.

In Darfur, the 2002/2003 school year GER was: males 49.7% and females 33.9%. This gender disparity in primary education (in addition to impoverishment of the IDPs) prompted UNICEF and its education partners to provide school uniforms to girls as a way of stimulating enrolment. As of end August 2004 about 30,000 school uniforms were provided to female⁵ pupils in the whole region.

2.8 Obstacles to Access to Education

Despite the moderate provision of access to education prior to 31 May and accelerated provision of education services and/or facilities from June to August, access to education is still being obstructed by a number of factors such as delay in construction of temporary classrooms and rehabilitation of existing ones; lack of sufficient number of trained and qualified teachers; and the inadequate supply of school materials/tools/supplies. Delay in construction of temporary classrooms has been experienced mainly in North and West Darfur states, and is attributable to inadequate number of local contractors; very few operative partners; lack of road transport facilities (that are often costly if available); and limited number of planes available for transport of supplies. Moreover, the continuously fluid security situation and subsequent IDP displacement continues to hinder access to education.

3. RESULTS BY STATE

3.1 North Darfur: Access to Education

As of 31 May 2004, an estimated 15,507 school-age IDP children were enrolled in education programs, representing 30.1 % of the total IDP school age population in the state. The 90-Day Plan achievements indicate that an additional 23,985 children are now enrolled in school. ***The coverage, therefore, has been increased from 30.1% to 65.2% of the conflict affected school-aged children in Darfur, or a total of 39,492 children. This represents an achievement of 77 % of the 90 Day Plan target.*** It should be noted that the overall total accessible IDP population of the state has increased since the end of May. Currently, out of the 18 accessible IDP locations, education interventions have reached only 7 sites⁶.

To date, 3 local contractors engaged by the SMOE have already finished construction of 288 classrooms which exceeds the planned figure of 212. In addition, four classroom tents were erected as the nuclei of temporary schools in the Sudan

⁴ Cultural and traditional beliefs dictate that home is the most suitable place for a girl.

⁵ NCA/SCC have been providing school uniform to male pupils alone in West and South Darfur states but plans to provide female pupils with school uniform in the future when funds become available.

⁶ Abu Shouk, El Fasher Town, Tawila, Zam Zam, and Kutum.

Liberation Army/Movement (SLA/M) operating areas north-east and north-west of El Fasher. There has been limited renovation of existing permanent classrooms due to the limited financial resources available and the occupation of schools by IDP families, which has prevented access for rehabilitation works (c.f. Tawilla).

Education Partner Achievements:

- **SC-UK** activities have been focused around protection activities with provision of supplementary training and orientation to teachers on how to work with conflict-affected children.
- **GAA** has renovated 4 classrooms in Kutum.
- **IRC** was heavily involved in the planning and construction of facilities generally in Abu Shouk. In the education sector this consisted of the installation of school latrines and the covering of classrooms with plastic sheeting. They intervened to provide additional playgrounds and recreational facilities in addition to psychosocial teacher training.
- **UNICEF** provided funding for the erection of temporary class rooms, training of teachers and provision of teaching and learning material for teachers and students. In the UNICEF assisted schools:
 - 12,066 pupils (6,775 girls and 5,291 boys) are enrolled in Grade 1 and thus have been given education opportunities for the first time.
 - Schooling activities have been restored for another 25,557 pupils (19,466 boys and 18,157 girls) enrolled in Grade 2-8. The pupils and the teachers have received basic school supplies. All girls have also been provided with school uniforms.

3.2 South Darfur: Access to Education

In South Darfur some 10,344 children were enrolled in education programs, representing 32.6 % of total school age population in the state as of 31 May 2004. As of 31 August 2004, an additional population of 20,243 are enrolled in school. ***The coverage, therefore, has been increased from 32.6% to 61.9% of the conflict affected school-aged children in Darfur, representing an achievement of 97% against the 90 Day Plan target.***

Education Partner Achievements:

- **NCA/SCC** had funds for a modest education intervention in Mershing. They plan to expand to Ta'asha area but must secure sufficient funds.
- **WVI**, which has recently become operational in education, has secured funds and established a field office in Nyala. An assessment has been undertaken, in collaboration with UNICEF, of 10 host community school sites in the most war affected areas in Nyala Town. The support includes school rehabilitation of classrooms, teacher offices, WES facilities and supplies to teachers and students. More over, a second shift in areas in Nyala where the concentration of IDP children out of schools has been initiated.
- **IRC/Ahlam** are proposing to assist in the implementation of Emergency School Feeding in Kalma camp where also UNICEF contribution towards operational costs and charcoal was requested.
- **Muslim Hands** constructed 8 temporary classrooms at Museh pending the move of some IDPs from Kalma.
- **UNICEF** have provided support to a total of 19,887 school age children and 234 teachers. All the UNICEF supported schools in South Darfur have access to separate latrines for girls and boys as well as safe drinking water.

3.3 West Darfur: Access to Education

It is estimated that 6,293 school-age children were enrolled in education initiatives representing 6.8 % of the total school age population in the state as of 31 May 2004. The achievements up to 31 August 2004 indicate that an additional 21,722 children now benefit from improved delivery of education services. Bringing the total of children enrolled in school to 28,015 IDP. ***The coverage, therefore, has been increased from 6.8% to 30.4% of the conflict affected school-aged children in Darfur, representing a coverage of 47.5% of the 90 Day Plan target of 59,000 school-age IDP children***⁷. It should be noted that the overall total accessible IDP population of the state has increased since the end of May. The low percentage of the target achieved is a product of the small number of partners operating, transport problems associated with the remote nature of the area and the relative scarcity of local building materials which has hindered classroom construction.

Education Partner Achievements:

- **NCA/SCC** secured funds and has completed the renovation of two permanent schools and expanded these schools with temporary classrooms in Zalinge; they have also provided school supplies and school uniforms. They plan to expand to Nertiti but plans are dependant on availability of sufficient funds.
- **IRW** conducted a registration of people in Al Riyad as well as the rehabilitation of permanent classrooms in Al Riyad They propose to assist with school feeding in all schools in El Geneina, Habila and Kulbus when food supplies become available.
- **WFP** reported that an agreement with **NCA/SCC** is almost finalised for the school feeding in Zalinge areas.
- **SC-US** supported teacher training on protection issues and recreational activities.
- **UNICEF's** assisted school show a total of 18,236 pupils (5,753 girls and 7,742 boys) enrolled in Grade 1-8. All girls have been provided with uniforms and boys in some selected schools. All the pupils and teachers have been supported with basic school supplies.

4. CONCLUDING REMARKS

In emergency contexts, the education sector is often under funded as the immediate survival needs of conflict affected communities take priority. Basic schools in Darfur however, can assist with the psychosocial support of traumatised children as well as provide formal learning. Not only does education provide normalcy, empowerment and support to conflict affected children, but it can serve as a key part of community development. Schools are key venues to impart lifestyle skills such as safe health and hygiene practices. It is through education that communities and hence countries, build sustainability and stability.

Although enrolments in Darfur have increased, it must be recognized that so has the number of conflict affected persons. Insecurity in some areas has inspired increased population displacement while improvements to security in other areas have permitted the access to previously un-reached communities. It is important now to work at expanding the enrolment and services into un-reached areas and to ensure those currently enrolled stay in school.

⁷ NCA/SCC has distributed textbooks and school uniform to 700 pupils in their two schools in Zalinge.

The arrival of IDPs has placed added pressure on host communities. Residents often share their meagre resources and allow IDPs to shelter in homes and public buildings such as schools, thus depriving both communities of the use of facilities for education. Aid programs must be sensitive to the needs of host communities and recognize their contribution.

While temporary classrooms are an essential first step in increasing access to education, the construction of facilities is only one part of a larger project in capacity building. Classrooms must be staffed by sufficient numbers of suitably qualified teachers and ancillary staff, in addition to receiving vital inputs of supplies through time. Once the IDPs return to their villages they will demand the same level of education service to which they have become accustomed. The Education Sector therefore, must have foresight and vision for the long-term goals of education and teacher training in Darfur, in order to foster sustainable structures and independent capacity for development.

Annex 1: Coverage as per location in North Darfur

SHOOLS NORTH DARFUR									
Assisted Location and population			Agency	Status as of 31 August					
Location	Affected host population	IDPs		6-13 yrs pop (22%)	Enrolment	% coverage of conflict affected school aged children (GER)	Gap #	Gap %	No. Temp Classrooms completed
El Fashier		23,904	UNICEF	5,259	3,648	69.4	1,611	30.6	20
Abu Shouk*	0	43,519	UNICEF/IRC	9,574	11,644	121.6	-2,070	-21.6	150
Kassab	5,000	12,000	UNICEF	3,740	1,869	50.0	1,871	50.0	28
Kutum	3,706	55,445	UNICEF/German Agro Action	13,013	10,558	81.1	2,455	18.9	70
Tawellia	7,287	28,024	SCUK, SCS	7,768	4,504	58.0	3,264	42.0	work started
Kabkabiya(28functsch)	20,791	49,264	UNICEF	10,838	4,028	37.2	6,810	62.8	work started
Fata Borno	0	2,927	SCS	644			644	100.0	work started
Sarah Omra	14,490	15,199		6,532			6,532	100.0	
Zam Zam	500	14,149	UNICEF	3,223	3,241	100	-18	-0.6	20
TOTALS	51,774	244,431		60,591	39,492	65.2	21,099	34.8	288

The source of the IDP figures is the Darfur Humanitarian Profile August

GERs over 100% indicate that the estimates of 22% are too conservative, rather than indicating full enrolment in the site. ZamZam and Abu Shouk may have particularly high proportion of school-aged children in comparison with other camps.

Annex 2: Coverage as per location in South Darfur

SCHOOLS SOUTH DARFUR									
Assisted Location and population			Agency	Status as of 31 August					
Location	Affected host population	IDPs		6-13 yrs pop (22%)	Enrolment	Percentage of conflict affected school-aged children (GER)	Gap #	Gap %	No. Temp Classrooms
Nyala		45,000		9,900	2,500	25.3	7,400	74.7	
Kalma	0	51,000	UNICEF	11,220	7,653	68.2	3,567	31.8	34
Kass	12,452	42,025	UNICEF	11,985	11,533	96.2	452	3.8	169
Museh			Muslim Hands	1,600	1,600	100.0	0	0.0	8
Kubum	0	2,617	UNICEF	576	365	63.4	211	36.6	4
Mersheng	8,133	19,200	NCA/SCC	6,013	3,600	59.9	2,413	40.1	72
Ta'Aisha villages	1,000	9,464	NCA/SCC	2,302	3,000	130.3	-698		
Manawashe	0	4,129	UNICEF	908	336	37.0	572	63.0	4
Geimeza	0	5,735	UNICEF	1,262					
Korkule	0	2,336	UNICEF	514					
Thur	2,563	7,688		2,255					
Jebel Marra			NCA						
Kailek	0	1,100	UNICEF	242					
Dagadousa		2,873	UNICEF	632					
TOTALS	24,148	193,167		49,409	30,587	62	18,822	38.1	291

The source of the IDP figures is the Darfur Humanitarian Profile August

- The normally average of 22% calculated for school age population is in this case too low as in many of the camps, the population is mainly composed of women and children

Annex 3: Coverage as per location in West Darfur

SCHOOLS WEST DARFUR									
Assisted Location and population			Agency	Status as of 31 August					
Location	Affected host population	IDPs		6-13 yrs pop (22%)	Enrolment	Percentage of conflict affected school-aged children (GER)	Gap #	Gap %	No. Temp Classrooms
El Geneina town	54,731	31,938	UNICEF	19,067	500	3	18567	97	
Ardamatta	0	35040	UNICEF	7,709	1534	20	6175	80.1	8
El Riyad(Geni)	0	8147	UNICEF	1,792	1982	111	-190	-11	17
Krindig(Geni)	0	23092	UNICEF	5,080	1541	30	3539	70	7
W. Zariba (Gen)	0	21763	UNICEF	4,788	463	10	4325	90	7
Sissi	0	6710	UNICEF	1,476	1296	88	180	12	10
Mourni	4,592	63376	UNICEF	14,953	11431	76	3522	24	60
Durti		8000	UNICEF	1,760	589	33	1171	67	3
Kulbus	3,983	2541		1,435		0	1435	100	
Sirba	1,861	3990		1,287		0	1287	100	
Mastri		30000	UNICEF	6,600		0	6600	100	
Habeila	3,353	11892	UNICEF	3,354		0	3354	100	
Kernik	3,085	17847		4,605		0	4605	100	
Nertiti	5,880	14,761	NCA/SCC	4,541		0	4541	100	
Zalinge		56,708	NCA/SCC	6,600	1,600	24.2	3,797	30.4	16
Azerni	3,063	2406		1,203			1203	100	
TOTALS	80,548	338,211		86,251	20,936	24.3	65,315	76	120