

Children First Why?

The welfare of children is fundamental to the future sustainable development of every nation in all spheres; economically, politically, culturally, etc. The page will focus on the various issues relating to children welfare and rights both at the national level and at the regional and international levels when major events will impact directly or indirectly the children of Sudan. At the same time the Page welcomes contributions from our readers and in particular from children and youth.



My Education My Rights

Realising the Global Commitment to Leave No One Behind

By: Haffiya Elyas

Khartoum - Ministry of Education and the Sudanese Coalition for Education for all and Civil Society Education Fund and partners organized last Monday a national workshop on adaptation of education of partners strategies to achieve goal 4 of the sustainable development, under the theme «My Education My Rights» . Minister of Education Dr. Tahir Hassan al-Tahir said children have the right to education, calling on the international organization to support the education strategy to achieve the sustainable development goal The head of the Arab Campaign for Education for All, Dr. Mubarak Yahya said, the Ministry of Education has to mobilize funding from all, pointing to the human development actors as the most important for sustainable development The Secretary General of the Sudanese Coalition for Education for All, Dr. Naji Al-Shavei said the aim of the World Week of Public Education to mobilize the energies to implement its strategy to promote education in accordance with the goals of sustainable development and to achieve its fourth goal, adding that the coalition is working with education partners and the Ministry of Education to support the educational process and the Arab Campaign for Education for All



Realising the Global Commitment to Leave No One Behind

Anders Jacobsen ,Country Director International Aid Services (IAS) /Sudan Leaving No One Behind said Access to Education The objective of Sustainable Development Goal (SDG) 4 is to achieve “inclusive and equitable quality education and promote lifelong learning opportunities for all” including persons with disabilities. IAS advocates for inclusive education as advocated in the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD, 2006) Article 24 and General Comment 4 (2016). «Inclusive education means having one inclusive system of education for all learners, at all levels, (early childhood, primary, secondary and post-secondary) with the provision of specific supports to accommodate learners with disabilities

and the existence of quality bilingual schools in national sign language and national written language» he said. Jacobsen stated that particular attention needs to be paid made to include learners most likely to be excluded, such as children with intellectual, psychosocial or multiple/ complex disabilities, children with deaf, blindness, those living in remote areas, or from language and cultural minorities, or those affected by humanitarian crises. Jacobsen said that Children with disabilities are among the most marginalised, often invisible in household surveys and administrative data, as well as excluded from national and global strategies that target out-of-school children. In low and middle-income countries children with disabilities make up for half of the estimated 65 million primary and lower secondary school-aged children out-of-school. There is also a

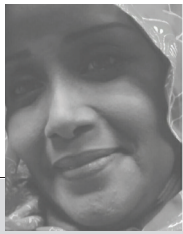
significant gender Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes. Progress has also faced tough challenges in developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the proportion of children out of school. This is a worrying trend. While sub-Saharan Africa made the

greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain. Children from the poorest households are four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high. Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development; this goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education. Quality education is one of 17 Global Goals that make up the 2030 Agenda for Sustainable Development. An integrated approach is crucial for progress across the multiple goals. Education is also central to the SDG Fund programmes to promote gender equality, improve nutrition and create livelihoods opportunities.

Feel it

Haffiya Elyas

hafielyas@yahoo.com



Homeless

The National Council for Child Welfare NCCW organized a workshop to assess and review Sudan's experiences in dealing with children in streets in collaboration with the Italian Agency for Development and Cooperation The workshop addressing the issues of homeless or street children, announcing the beginning of the renewal of the policy that has been developed since 2009 so as to put model for the social integration which will be applied in Khartoum State and then to the different States The homeless or street children are suffering from miserable conditions and they are living in streets, abandoned buildings, tunnels and sewers, besides that they are exposed to physical and psychological abuse, not to mention that they do not have access to education. Experts attribute the phenomenon of homeless children to the ongoing wars in Sudan, particularly at Darfur, South Kordofan and Blue Nile regions in addition to the economic conditions in the country The homeless or street children are suffering from miserable conditions and they are living in streets, abandoned buildings, tunnels and sewers, besides that they are exposed to physical and psychological abuse, not to mention that they do not have access to education. Despite the efforts been exerted by the official Sudanese concerned authorities, the phenomenon of homeless children in Sudan is still continuing, which pushed many trends to demand finding a different methodology to address it together with its causes and to limit its negative consequences. Experts attribute the phenomenon of homeless children to the ongoing wars in Sudan, particularly in Darfur, South Kordofan and Blue Nile regions in addition to the economic conditions in the country. Street-based services to improve children's health and safety are urgently needed. Re-integration programs may help large numbers of children voluntarily and permanently leave the streets. Advocacy campaigns and collaborative efforts with the police, judiciary and legislature should be intensified.

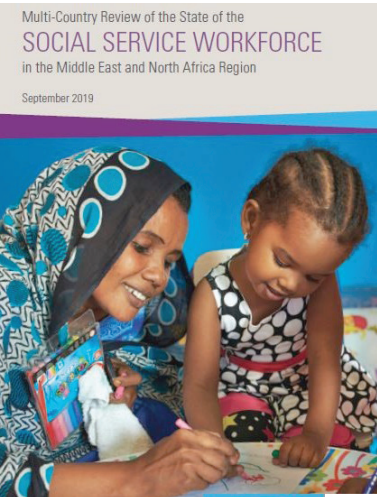
Sudan Participates in Strategic Framework for Strengthening Workforce for Child Protection in Tunisia

UNICEF: Four Out of Five Children between in the MENA Region are Victims of Violence, 14 Million Children are Out of School, and 29 Million Live Below the Poverty Line

Report by Haffiya Elyas

A three-day regional consultation on strengthening the social service workforce, hosted by the UNICEF Middle East and North Africa Regional Office with support from the Global Social Service Workforce Alliance and the World Bank began on Monday in Hammamet, with the participation of 12 countries including Sudan, from September 30 October 2. Secretary of the Protection Secretariat NCCW, Sudan ? Ustaza/ Amira Azhari said that the workshop will lead to a roadmap to strengthen the social service workforce in the region and encourage governments and donors to invest more in the region's social systems On the sidelines of the opening session, Minister of Social Affairs Mohamed Trabelsi told TAP «the eradication of violence, terrorism and the reduction of extremism and migration hinges on the fight against social disparities, the establishment of social peace, as well as the protection of children in re-

gions, as this vulnerable group of the population is the most exposed to violence». «The MENA is the region of all contradictions,» said Trabelsi, noting that «although it is among the richest in the world, it is plagued by difficulties that translate into rates of social disparity, illiteracy, poverty, unemployment and inequality, considered among the highest in the world». Deputy Regional Director «UNICEF-MENA» Bertrand Bainvel said that social service workforce are at the heart of the child protection system, noting that this regional workshop is a prelude to the development of a network of organisations and social service workforce to make economic and social inclusion and poverty reduction efforts more effective. He added that the results of a study on the role of social service workers in the region will help identify good practices and benefit from them to contribute to the development of more effective child protection legislation, especially in a



region marked by numerous humanitarian crises. According to UNICEF, four out of five children between the ages of 2 and 14 in the MENA region are victims of violence, 14 million children are out of school, and 29 million live below the poverty line. This consultation follows an extensive process to map and analyze the social service workforce within the region. Over the course of 12-months, the Alliance led this

multi-country review which entailed a participatory process led by government and included technical support from Maestral International. Countries involved in the mapping all established country task groups who worked together to collect mapping data, verify findings, develop action plans and contribute to regional recommendations.

The Multi-Country Review of the State of the Social Service Workforce in the Middle East and Africa Region Reportshows that gaps in workforce support and funding negatively affect the quality and effectiveness of social services, leading to missed opportunities for protecting children and improving the well-being of the region's most vulnerable populations. The report is a review of the social service workforce in eight countries: Djibouti, Iran, Jordan, Lebanon, Morocco, Palestine, Sudan and Tunisia.

There are many countries within



the region that have made great progress in planning, developing and supporting their social service workforce, through establishing policies, codes of ethics, minimum standards, licensing, registration, and training and degree programs. Learnings from these countries can be applied to support countries still in the early stages of workforce development. Low ratios of social service workers to child population reduce access to and quality of

care. The number of workers per 100,000 children ranges within the eight countries from 19 to 140. The global target ratio is 2000 workers for every 100,000 children.

Lack of available data on this workforce negatively affects allocations of proper human and financial resources, resulting in decreased quality and availability of services. With up to 173 different job titles for social service workers reported, comparing data across countries can be challenging; however, this also highlights progress and importance of cultural and contextual application of titles between English, French and Arabic.

The engagement of stakeholders across sectors in each country and across countries in the region shows that many of the challenges faced by this workforce are similar in different countries and contexts, and thus provides an opportunity for regional and international collaboration to address these challenges.