

*The Republic of Sudan*  
*Ministry of Welfare and Social Development*



National paper on:  
***The priority key areas and  
recommendations for  
reconstruction based on the  
outcome of the JAM and MDGs  
and others***

***10th April 2005  
Oslo – Norway***

## **Introduction:**

**The Sudanese women have been directly and gravely affected by the twenty one year fierce civil war. This was the largest civil war in the recent history. It was finally terminated by the signing of the peace agreement in January 2005.**

**The women from North Sudan are grateful to participate in this gender symposium which is organized by UNIFEM and the Norwegian Institute of International Affairs (NUPI). In order to preparer for this symposium. A workshop was held in Khartoum from 21-22 March 2005. The workshop was organized by the Directorate for Women Affairs of**

- the Ministry of Welfare and Social Development in collaboration with IGAD desk for Women's Affairs. It was attended by a number of leaders from some government departments, civil societies, parliamentarians, private consultant. The recommendation of the workshop calls for the enhancement of the role of women in peace building and integration of their needs and priorities in the post conflict process based on their current status.

#### **Gender Profile of the Sudan/ Overview:**

- Life expectancy at birth; women 55.5/men 52.2 years (SMS 1999)
- Females constitute half of the population (100.97 males to 100 females) out of an approximate population for the northern regions of 28.363 million ( CBS/UNFPA Population Data Sheet 2003)
- About 27% of the households are headed by women with variation between regions. Percentages of women headed households are 26% in urban and 13% in rural areas (SMS 1999)

- **Female literacy varies from 24% in Western Darfur to 68% in Khartoum (SMS 1999)**
- **In rural areas illiteracy rates are 62% females, 44% males and in urban 34% females, 21% males (SMS 1999)**
- **Once enrolled, drop out rates seem relatively low and similar for both genders, except in 14-16 years in rural areas (SMS 1999)**

- **Both enrollment and intake rates vary among Sudanese states to an extent of 83% difference between the highest rate of (99.7%) in the Northern state and (16.6%) in the Upper Nile state. This is an important issue that needs further analysis and formulation of policies and strategies to bridge this gap**
- **There are major gender gaps in employment, but since the beginning of the 1990's women's participation in economic activities has increased from 18% to 30% (fMoLAR, 1996)**

- **Women comprise 37.9% of the work force (fMoLAR, 1996)**
- **The percentage of working women in the private<sup>4</sup> sector is 10% (fMoLAR, 1996)**
- **Many of the employed women are found in Khartoum state compared to other states**
- **Women seeking jobs were found to account for 35% in urban areas, while in rural areas the rate was 64.6% (fMoLAR, 1996)**

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- **Records show that women participation in registration and voting in election is higher than men's (National Election Authority, 2000)**
- **Since the independence of the Sudan in 1956 all constitutions have given women "equal rights" without discrimination as to gender, race or religion**

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## **Civil war/ natural disaster and its impact on women:**

**1.1 The civil war has torn the country, it has depleted its natural and human resources, destroyed its infrastructure and driven the villagers of the rural areas into refuge, internal displacement and migration. The refugees are sheltered along the borders of the neighboring countries. The internally displaced are gathered in camps outside the big cities in the North, South, West and East of the country after their villages had been raided, burnt and their livestock had been stolen.**

**1.2 The natural disasters, particularly the desertification and famine of 1984 and 1992 respectively and the flood of 1988 were no less damaging than the civil war. These disasters resulted in high rate of rural- urban migration reaching 15% of rural population. These migrants were accommodated in poor shelters and camps in the outskirts of the big cities in the North particularly around Khartoum state.**

**1.3 The internally displaced and refugees are mostly women who lost their providers in the war either by killing or captivity. They have to shoulder the responsibilities of the head of the household. They all live under miserable conditions of abject poverty that lacks almost all of human needs of nutrition, health care, water and sanitation. Again the inaccessibility to school has aggravated the situation and resulted in high level of illiteracy particularly among young girls and boys.**

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**1.4 Women who have not migrated are not better off than those refugees and internally displaced. They live under the same miserable conditions, mostly without providers and access to decent living.**

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**1.5 Displaced, refugees, rural-urban migrants and rural women have the right to access decent living as stipulated by the human rights code of the successive constitutions of Sudan since independence (1956). The latest is that of 1998. Women have the right for secure and safe shelter for themselves and their properties, food, adequate education and health care.**

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**They have the right to exercise political rights by voting or running for election in the local or the national election. Therefore, they have to be reintegrated in their communities to access their rights as stated in the human rights Code.**

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- **In this paper we will attempt to tackle the problems of these target groups of women in the light of their constitutional rights. This is in the hope that the donors community would provide its urgent assistance to their priority needs in the coming 2-3 years and until they return to the old villages after rehabilitation or when new ones are built for them, with the essential human needs.**

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- **Target groups identified:**
  1. **IDPs**
  2. **Refugees.**
  3. **Returnees**
  4. **Rural population.**
- **Priority needs for the four groups:**
  - **Centers around four the areas .**
  - **Health care.**
  - **Clear drinking water and sanitation.**
  - **Education.**
  - **Empowerment of skills.**

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**They first and second target a groups have common features. They live in transitory shelters and location. This will be resettled after peace agreement in then old villages after rehabilitation or in newly build villages equipped with all human need facilities.**

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- Inadequate health care coverage.**
- High rate of illiteracy.**
- No skills and there fore they are poor and deprived.**
- High rate of maternal mortality.**
- Lack of clean drinking water and sanitation.**
- The Threat of HIV/AIDS.**

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- **Health Requirements:**

- Well equipped mobile health centre to cater for pregnant and lactating women.
- Vaccination for children as scheduled.
- Means of a transporting serious cases to the nearest medical – referral point.
- Supplies of clean drinking (pumps) and sanitation facilitates (VIP).
- Extension of sanitation with ventilated improved pits (VIP) latrines.
- Provision of drugs for infectious diseases including HIV/AIDS free of charge.

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- **Education Requirements:**

- Mobile and semi stationary schools.
- Enrollment of girls.
- Provision of school material, nutrition meals.
- Education material for primary school girls.
- Light curriculum relevant to their surroundings.
- Adult and adolescent teaching centers.

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- **The third and the fourth target group rural urban migrant (Suburban) and rural people.**

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- **Common features:**
- **Education of personal hygiene:**  
**Training of relevant skills to empower women to earn income for self-reliance, economic, economic independence and self pride.**  
**The third and fourth target group, rural, urban, and migrant women (sub-urban) and rural women.**

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**These target groups share a common feature:**

**.They are settlers.**

- **The sub-urban are settled in the outskirts of the big cities and rural women settled in their villages.**
- **They have common problems.**
- **The households are mostly headed by women they live in poverty and they lack adequate health services, low coverage of clean drinking water and sanitation.**
- **Low level of education both primary and secondary.**

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### **Remedies:**

- **Larger health coverage to cover maternal and child health care.**
- **Increase number of trained midwives in the villages.**
- **Rehabilitate referral system and provide ambulance service.**
- **Emergency care units in obstetric rural areas need to be rehabilitated.**
- **Imbalance services must be provided.**

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### **Education:**

- **Bridge the disparity between the enrollment boys and girls both primary and secondary levels.**
- **Expansion of the primary facilities.**
- **Rehabilitation of old schools.**
- **Addition of class rooms.**
- **Building of new schools.**
- **Training of teachers.**
- **Provision of education material at no cost.**
- **Establishment of boarding schools for far-away rural girls.**
- **Provision of one nutrition meal for the children.**
- **Training skills.**

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### **Training on skills include:**

- **education level abilities and aptitude.**
- **vocational training e.g. goldsmithing food preparation, furniture design and residential decor.**
- **Training on small business accounting to help them establish their rural business.**
- **Micro credit to establish on-business for micro we need mobile rural banks to extend credit and to encourage saving.**

**Vocational training will increase the gains from employment, self reliance economic independence and will generate more respect for them from their families and the neighborhood they will be more precious in eyes of community.**

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**Priority Key Areas and recommendation for reconstruction based on the JAM report:  
First: Institutional Development and Capacity Building.**

**Overview**

**A women empowerment and gender mainstreaming mechanism with adequate organizational and human capacity are necessary for ensuring the advancement of women and sustained development and of critical importance in a post conflict situation.**

**In some areas many basic initiations and capacities have not existed for decades needs strengthening.**

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**Current Situation:**

- **The General Directorate of Women and Family Affairs at the Ministry of Social development Welfare is the overall national machinery and the focal point to design strategies, polices, programs and promote, advocate and mobilize support to enhance the status of women.**
- **A national Commission for the advancement of women was formulated since 1995.**
- **Sudan is making a remarkable progress to the integration of gender perspectives in strategies, policies and programs ten years (NCS) (1992 – 2002) bicentennial strategy (SNCS) (2003 – 2027).**

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- **Women resource centers, women\gender directorate, units at the federal and state level were established.**
- **The formulation of women empowerment and gender policy is under process.**
- **There is a stronger partnership with non-governmental sectors.**

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### **Major constraints**

- **Lack of adequate resources.**
- **Inadequate information system (data collection, data analysis, monitoring and evaluation technique and institution.**
- **Inadequate and limited women development centers**
- **Insufficient support from regional international institutions and donors.**
- **Insufficient mechanisms at all levels to promote women status.**

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**Interventions required:**

- Upgrading, advocate for achieving gender equity and women empowerment.
- Strengthening the capacity of the national machinery.
- Clear government statement and policy directives...
- Enhancing the capacity of both civil society and community.
- Formulation of strong linkages among national, regional and international organizations.
- Integrating of special women empowerment issues and gender concern in all sectors in all development systems, (UNDA), food security, strategy of eradication of poverty, comprehensive plan of action of UN, MDGs which is considered as indication for the development process and allocation of resources.
- Information and data to be collected on disaggregated base.

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**Institutional mechanism and capacity building specific priorities: Include necessary actions for an effective functioning:**

- Training on skills include:
- education level abilities and aptitude.
- vocational training e.g. goldsmithing food preparation, furniture design and residential decor.
- Training on small business accounting to help them establish their rural business.
- Micro credit to establish on-business for micro we need mobile rural banks to extend credit and to encourage saving.
- Vocational training will increase the gains from employment, self reliance economic independence and will generate more respect for them from their families and the neighborhood they will be more precious in eyes of community.

- **Structural and policy development**
  - translation of the government political will towards women empowerment into concrete results.
- **Responsibility and Accountability**
  - Institutionalization of core functions of gender officials needs in all ministries so as to ensure that women concerns are mainstreamed in all policies and programs ,activities.
- **Capacity building**
  - Strengthen the institutionalization of women and gender concern through the
  - Provision of adequate resources, technical expertise and sufficient authority.

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- Ensure that more women- gender specific data are available, national statistical offices should be supported to strengthen gender data collection and dissemination.
- Strengthen the national capacity in government sectoral institutions, universities, women- gender centers to undertake research and gender sensitive programs.

#### **Co-ordination**

- develop effective co-ordination mechanisms with clear lines of communication, roles, responsibilities, accountability and levels of authority.
- Develop network of women-gender studies and researches that can be mobilized to promote researches on women situation and development.

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- **Monitoring and evaluation**
  - instruments of accountability as well as national mechanisms concerns with planning, budgeting and implementation process need to be strengthened to access the adequacy of inputs, level of results and challenges encountered in different sectors.
- **Regional and international support**
  - strengthen the implementation of the commitment taken in AU, BPFA, MDGs to support in the efforts to implement agreed outcome.
  - Ensure strong donor commitment to provide financial and advisory assistance to national machinery in order to increase its ability to carry out its mandate.

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- **Second: Gender and governance specific priorities**
- **Increase women's representation.**
- **Engendering the constitutions and laws.**
- **Gender sensitive justice system.**
- **Funds to support females standing for election.**
- **Launching a national coalition bringing together women to draft a charter for effective gender equity and equality and women empowerment.**

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- **Increase and ensure women's full and equal participation at all government levels and structures, in the six commissions of the peace protocols, in the electoral process and national elections, Human Rights commissions, courts and police.**

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- **Actions needed allocating a quota for women as a temporary measure and assist in facilitating of women to compete on equal basis**
- **Conduct survey of qualified women in all fields.**
- **Providing women with training in leadership, civic and for local and national elections.**
- **Put in place structures for monitoring the implementations of peace agreement by women's organizations.**
- **Support to political parties to be more gender sensitive, democratic in process and to include women in top decision taking and elections.**
- **Establish especial fund for women running for elections to be administered by a consortium of civil society.**
- **Implementation to be by all civil society eight clusters, expert team for monitoring and evaluation and setting selection criteria for release of funds.**<sup>٣٨</sup>

- **Protection of women rights and gender equity and equality to be enshrined in the future constitutions, legislative frameworks and policy levels, with participation of women in the process.**
- Identify experts to work out the drafts and proposals of the constitution and laws.
- Ratification of relevant human rights standards
- Harmonize the current domestic legislation with international standard relating to the protection and promotion of women's rights.
- Study on laws including discriminatory to women with concrete recommendations to amend or abolish them.
- To address the short comings and deviation between law and practice.

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- **Third: Gender sensitive justice system**
- Reforms to the existing legal and justice system to ensure equity and equality.
- Secure access to justice and legal aid for women
- Training programs to sensitize parliamentarians, the judiciary, police and correlation services to gender equality issues and human rights.
- Increase representation of women among their ranks.
- Undertaking research by academic institutions and specialized research centers on information gaps and entry point's strategies on the above.

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- **Legal Rights education for women: this facilitates popular participation in the reform of laws.**
- Establish a system for protection, monitoring and reporting of human rights violation by women's Human rights units and centers, both at the federal state and localities.
- Support to women's advocacy organizations.
- **Launching a National Coalition in order to draft a charter for effective gender equity and equality and forming the basis of the future constitutions.**

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- **Harmful Practices and Violence Against Women**
- For this end, the government must:
- Asses the magnitude and root causes of violence against women.
- Enact legislation and policy prohibiting violence against women including FGM.
- Support implementation of National Strategy and action plan (2002-2006) to abolish all form of FGM.
- Create and strengthen institutional mechanisms so that women and girls can report acts of violence in a safe and confidential environment (for example, model women managed police stations).
- Support mainstreaming of HIV/AIDS in all VA W programs.

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- **Economic cluster:**
  - The socio- economic indicators show that there are gender (disparities) gaps, and this is attributed to socio-economic, political . and cultural factors. the civil war aggravated women status and resulted in poor, insecure women IDPs, refugee and women head household.
  - **Policies:**
    - Macroeconomic policies should be pro-poor
    - Growth must be addressed in the context of the poverty eradication strategy to achieve the MDGs.
    - Budget should restructured to increase spending on pro-poor to be (emphasis on traditional rain fed agriculture – social services) budget should be gender responsive.
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- **Priorities:**
  - In the immediate post conflict period to the livelihood projects (resettlement, food security, basic education, health and water, sanitation)
  - In the medium and long term post conflict period support is needed to address growth in agriculture, industry, infrastructure and social services.
  - Support is needed to strengthen women economic capacity and training and to increase their employment opportunities in the labor market (in the formal sector). For the women farmer support is needed to facilitate access to credit, (micro-finance), agriculture inputs (improved seeds fertilizer, insecticides) extension services storage, market information, market accessibility, through improved infrastructure (roads transport facilities).
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- Support is also needed to form women associations and cooperative.
- Support is needed to encourage small medium scale agro-based industries (cottage industries) and to empower women entrepreneur.
- 3- Support is needed to invest in women health and education to promote and enhance their socio-economic conditions.

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### **Girls Education**

**Current status, priority key areas and recommendations**

#### **The Main Components of the Girls' Education Strategy:**

- **National level interventions will focus on**
- Developing policies to increase enrolment and ensure equity in learning achievement (i.e. emphasis on the participation of girls in education and how well they perform in school).
- Strengthening counterparts to generate and process reliable data for planning and monitoring basic education.
- Develop national curriculum to incorporate life skills, specially HIV/AIDS and peace education.

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- **- Interventions focus on the disadvantaged areas will include**
- Identification and building on existing social values that promote the well-being of girls and women.
- Inter-sectoral linkages that will ensure synergy of interventions relating to water supply
- Increased and improved learning spaces/environment for children in remote villages.
- Teachers trained to deliver quality instruction using child-centered learning approaches.

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- **A third set of interventions will focus on:**
- Communication and advocacy to create awareness on the importance of educating girls, and to bring about changes in attitudes, values and practices at family and community levels.
- Enrolment drives and back-to-school campaigns to mobilize communities to enroll their ward.
- Advocacy to build up consensus for maintaining girls' education as a strategic priority: and to create enabling environment to improve primary education nationally.
- Building partnership with all stakeholders to facilitate the mobilization of financial resources , expertise and knowledge required for improving access to quality primary education for out-of-school girls.

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- Establish learning centers for adolescent girls.
- Provision of water tanks and latrines in schools.
- Provision of school materials and uniforms for all girls.

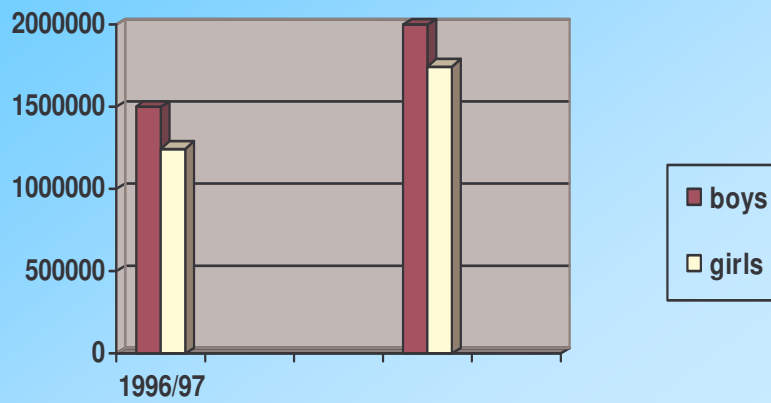
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## Mix of Strategies:

Strategies	Activities
<b>National</b> - Learning achievement monitoring - Support to policy development - Partnership building - Curriculum improvement	- Strengthening existing mechanisms for school data collection, processing and utilization - Support the co-ordination of UN Task forces and bodies in girls education for synergy, resource mobilization and sustainability - Incorporate life skills, especially HIV/AIDS and peace education in the curriculum
<b>Disadvantaged areas</b> - Bring school close to children's homes - Improve quality of education - Create gender sensitive schools - Build capacity of system and individuals - Inter-sectoral linkages	- Establish small village schools - Establish single sex schools - Provide uniform to disadvantaged girls - Introduce 2 <sup>nd</sup> shift for girls' education - Establish learning centers for adolescent girls - Teacher training - Establish Cluster Resource Centers - Train school administrators - Provide educational materials: textbooks and recreational materials - Separate latrines for girls and boys - Establish new water points.
<b>Communication and advocacy</b> - Broad advocacy	- Enrolment drives and back to school campaigns - Community mobilization and sensitization - Multi-media campaigns - Mobilizing high level political support

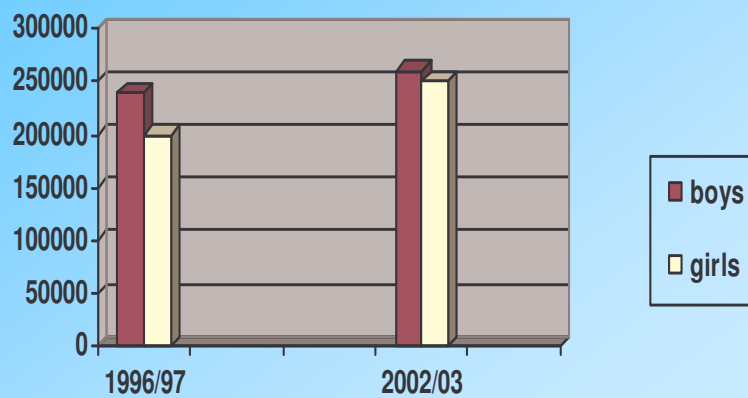
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**Enrollment in Basic Education**  
 Ratio of girls' enrolment in basic education for the year 2002/2003 is (62.7) compared to a rate of (71.3) for boys with a gap of (8.6%).  
**Enrollment in Basic Education**



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**Enrollment Secondary Education**  
 The Rate of girls' and boys enrollment in secondary school is estimated at 22.2



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