

**SUDAN
FIELD REPORT
FOR
ARC and the World University Service (WUS)**

**Orientation Workshop:
*Adults and Children Learning:
A holistic and integrated
approach to ECCD
Khartoum, October 2002***

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ARC, Arab Resource Collective _____



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Participants of the workshop

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1. Introduction

1-a Rationale for the Field Trip

WUS and ARC have enjoyed a long-standing partnership in particular with support for the Child-to-Child Regional Programme. Following the launch of the ARC/SCFUK ECCD Manual in July 2002, in Cyprus, it was agreed that orientation and follow up activities in each country including Sudan would take place as soon as possible. WUS requested technical support from ARC to offer an orientation workshop on the ECCD Manual with local partners, working in a variety of childhood programmes.

Rima Zaazaa from Lebanon and Julia Gilkes, one of the authors were invited to plan and co-facilitate the event. On completion of the workshop, both facilitators identified and prepared the content and format for the Report. Rima completed the Report in Arabic in Beirut, as a resource for further dissemination with partners. Julia completed the English version.

1.b Terms of Reference

As the target group changed from trainers to local practitioners, a request to establish potential future partnerships and linkages for WUS, there were two specific objectives:

- to introduce the concepts of ECCD and CR to a number of teachers working with children in Khartoum and orientate them on the ECCD manual
- to appraise the 'educational' needs for those involved in early childhood care and development - with the view of further inputs in the near future to develop a cadre of Sudanese advocates in this field - who will also possibly participate in future regional training in Cyprus etc

The brief was a little broader from the ARC perspective, i.e:

- to begin a pattern of orientation events of the ECCD Manual as agreed in Cyprus in July
- to learn from this experience to aid planning further events in the region
- to re-establish contacts with former Sudanese organizations that had regional links
- to identify other potential Sudanese CBO's, NGOs and others to introduce to the ARC regional networking programme
- to disseminate and share useful Arabic resource materials for childhood and youth programmes

1.c. The situation of young children in Sudan

This brief description is gathered from the participants who all live and work in Khartoum, and from the field visits following the workshop. It is very clear that the situation for children in the south and west is appalling with limited effort to ease it. Sudan has been struggling with a long civil war and the effects of the impact of the long droughts on the economic and social situation. A fragile cessation in the conflict is offering a hope of a satisfactory resolution to enable the country to begin its recovery. It is a vast country, with many diverse languages and cultures, with Arabic the official language and English more common in certain communities. Many languages are totally oral, with no written forms. There is great poverty in the rural

and urban areas. AIDS support and mine clearances are two urgent priorities for development.

Thousands of children and their families have been displaced and many have resettled or are being rehabilitated in and around Khartoum. Some of these areas are in desolate hygienically unsafe areas, with no vegetation, no water or sanitation or other services. e.g. on or close to land fill sites. Orphans have to some extent been absorbed into extended families, but many are placed in residential institutions or children's villages e.g. SOS Villages. The majority of organisations attending the orientation workshop are engaged in programmes that target displaced communities. The programmes offer a range of non-formal educational activities, preschools, health and vocational training, literacy and cultural projects, and vital linkages with the juvenile justice and reformatory department. The Ministry of Education has established a Pre-school and Basic Education Department in the Khartoum municipality, with registration of preschools, some training, monitoring and supervision. There are a small number of government preschools, (220) but mostly they are provided by CBOs and private enterprise. This is still a very recent and undeveloped service.

WUS has had programmes in Sudan for many years. Currently, there is a new direction that will include a focus on early childhood and networking and capacity building. The literacy programme will continue. Projects are in Khartoum and in Shendi.

Sudan is often isolated from the other Arabic speaking countries by the artificial boundaries set by international aid organisations. ARC has been developing networking between NGO's and academic institutions within the Middle East North Africa (MENA) region. Sudan is the only Arabic speaking nation in the Central Africa region (UNICEF and SCF Alliance), so the linkages with MENA developments have not been easy. Therefore Sudanese CBOs have received less support to enjoy the developments and networking in the ARC Regional programmes and Arabic resource development.

2. Summary of the Orientation Workshop

This was a very challenging event as the initial target group changed from trainers to local practitioners with diverse backgrounds and programmes. However the ECCD Manual is a very flexible resource, which can be adapted by facilitators, familiar with participatory training. This event therefore unexpectedly offered clear evidence of the suitability of the materials for practitioners in varied formal and informal settings. The Facilitators were to be able to make recommendations to ARC and other country partners for clear guidelines for orientation and future Training for Trainers, planned for 2003.

2.a Participating organisations working with children 3-14 years (See Appendix)

3 residential institutions
4 special needs and disability
5 preschools
3 street children programmes
2 women and child projects
2 Ministry of Education Preschool Department

Status of the participants.

There were 14 women and 5 men

8 Coordinators
3 teachers
2 Administrative Assistants with field responsibility
1 psychologist
1 lawyer
1 social worker
1 social research worker
1 Ministry Educ. Supervisor
1 volunteer

2.b. The Content of the 4 day programme.

As there were insufficient copies for each participant, group or pairs reading, volunteer homework and photocopying were essential

Four Topics were selected that introduced important issues for programme development. These were:

Section One. Topic 2	What do we mean when we think ALL children?
Section One. Topic 9.	Conflicts of interest 'Best Interest of the Child?'
Section Two. Topic 12.	Respecting the whole child
Section Three. Topic 24	Partnerships for a better childhood

Tasks included reading and commenting on terminology, selecting and using specific activities and an experience of experimenting with the open-ended use of a Topic Introduction Sheet. Time was given to consider the reality of Sudanese childhood, the value of roles and responsibilities of parents and the community, the importance of nurturing the child's inner life and the opportunities for partnerships and networking. Non-discrimination and inclusion, and children's opinions were integrated into all activities.

A small group of volunteers read and prepared critical feedback on the materials in Volumes One and Three. The whole group worked in pairs to examine one topic each from each unit in Volume Two and prepare comments

A few overhead transparencies rounded off a short presentation on the content and philosophy of the Manual. As no trainers were present, there was no elaboration on the training practicalities.

2.c. Introducing adult learning using participatory approaches.

Many participants commented well into the event that they had expected formal, traditional lectures given by outside experts. Some had come prepared to be bored, as if they were at University again (!!!). One was fearful and anxious as a young child attending a preschool for the first time, wondering how people would respect her and interact with her. Within a very short time, the group lost their shyness and was highly motivated, articulate and very active and creative.

The focus throughout the four days was to celebrate and build on the experiences and skills of the group within the Sudanese reality. Activities included simple fun energizers, working in pairs, threes or small groups, plenary discussions, illustrated and active presentations, role-plays and sketches, mapping, case studies, handouts, and using children's drawings. Songs, poems music and dance placed the four days firmly in the rich Sudanese cultural traditions.

Different groups taking responsibilities within each day fostered a collective approach. One group organised and presented the daily evaluations. A documentation group collated the materials each day to present as a summary the following morning. They supported the Facilitators by the gathering of the group work and plenary materials as a complete resource to ensure a rich and accurate report of the whole event. An entertainment group organised energisers, dancing, songs and poetry during and at the end of each day. Instead of leaving each afternoon, we were surprised and delighted to enjoy a half hour of humour and 'tawassal' strengthening relations within the group, Sudanese style.

Gradually more indicators emerged of the needs and desires of the group for more consistent, relevant and practical training, for good Arabic resources and the support of regular networking and exchange. Recommendations for WUS and ARC to take further were listed, and ideas of how each participant and organisation also had a responsibility for taking things forward.



3. Orientation on the ECCD Manual as a resource

Volume 1. Feedback from the reading group.

The Guidelines for Participatory Training are clear and very helpful. Some of these could be used to improve active learning of children. Many of the activities at the 4 day workshop were recognised from the Manual, and the group were pleased to have had practical experience of this approach as well as to read its theoretical suggestions.

Volume 2. Practical sessions and reading selected topics for feedback

Topics examined: Topics 2, 3, 6, 8, 10, 14,16, 21, 24, 27

The feedback was from a practitioners view point:

- The format of two sessions plus a field activity was very acceptable and necessary.
- Concepts were clear and accessible
- Occasional problems with some terminology
- Useful to have appropriate Handouts
- Pays good attention to cultural diversity within a community and a country
- Can be used in the Sudanese reality
- Can link own experience quickly into the new ideas and vision.
- A useful range of topics for a wide range of ECCD workers/organisations/programmes.
- Builds on their understanding for inclusive practices and programmes
- Useful to have other ARC Training Manuals to supplement some basic assumptions; e.g. Working with Parents Training Manual

Volume 3. Reading Group feedback

- Contained some very new and useful materials
- Increased need to examine the Convention on the Rights of the Child, as most people had little understanding of its holistic and comprehensive contents
- Raised interest in the importance of CRC on ECCD practice and policies and recognised how much deeper and broader the subject of ECCD is than is currently practiced
- Stimulated interest to read more, and have access to more resources related to the Arabic discourse
- Useful for practitioners as well as trainers
- Stimulated interest to know more about the resilience of children living in difficult circumstances and issues such as Multiple Intelligences

4. Orientation and Training Programme

4.a. The reality of life for Sudanese children; achievements and challenges.

Materials:

- Where do you stand? Activity Topic 25
- What do we mean by ALL children? Activity Topic 2
- Quality for ALL children. Topic 2
- ECCD Principles. Handout Topic 2
- Street children's drawings
- Group Map of Sudan showing war and drought zones, and borders for abduction of women and children etc.

This was a starting point, to consider cultural values and attitudes as well as local child rearing practices and the challenge of living in Sudan after 20 years of conflict.

There was an extensive exchange of experiencing this reality by the participants who are involved in work in displaced or resettling communities. There are parents struggling with rehabilitation and resettlement; working parents requiring day care support, illiteracy is common and evidence of illegitimacy with a growing concern for AIDS. In many communities, basic services are non-existent, no water, electricity, sewage or garbage collection, and no schools or health services provided. Where there is no spare family money for uniforms, fees, and educational materials, there is a high proportion of 'drop out' from schools. Street children and juvenile offenders are increasing in number.

The main achievements of the CBO's are in health and nutrition, non-formal and preschool education, with cultural and literacy programmes, and significant work is being achieved in residential settings such as reformatories for juvenile and child crime with police and legal aid. There was pleasing evidence within the group of an understanding and commitment to inclusive practices and advocacy, including girls' rights and those with disabilities.

Achievements include:

- Raising awareness of special needs of children
- Registration of displaced children in preschools and schools
- Establishing simple parent and 'Friends' councils
- Better environments for children in residential homes
- Strengthening parents knowledge and awareness
- Teacher training to produce simple aids
- Raising awareness of children's rights
- Focus on the most vulnerable and marginalised children

The challenges to address the huge needs include:

- Attitudes and values, particularly to accept difference and diversity
- Lack of consistent quality training of teachers etc. including recognising and providing for different cultural backgrounds and traditions
- Few opportunities for children to express themselves appropriate to their age and ability
- Accept diversity and eliminate attempts for conformity
- Poor and dangerous environments, in homes, institutions and the community spaces
- Little follow up to monitor development and sustainability

The Field visits provided much evidence of the challenges facing the communities, the government and the CBOs. Physical living and learning environments were dismal. Huge areas of camps without a blade of grass or tree to relieve the barren landscape, which included evidence of old landfill garbage sites. Classrooms were empty except for a blackboard, and in some cases a few simple home made educational games. Children sat in rows; boys separate from the girls, on long benches, or in groups on rush mats. In one kindergarten, children brought their own chairs from home. Efforts had been made in some cases to provide improvised but adequate outdoor shade. The kindergarten provided at the Ministry of Education demonstrated significant under use as it enjoyed excellent facilities and had huge potential as a training space as well as to develop a range of other programmes in the generous indoor and outdoor areas. Children and youth with significant learning disabilities were visited in a segregated center, and provided a clear insight of the urgent need for better training to meet their varied needs.

However, teachers, CBO committees and Coordinators displayed much enthusiasm for their work and expressed their hope for more training. Although over subscribed, there was a commitment to providing early learning, linked to primary health care and nutrition. Food is usually prepared and cooked by volunteers on the premises. During one visit, the kindergartens in the camps were all involved with the UNICEF polio vaccination programme. This programme also had a home visiting scheme to ensure all young children received their vaccination.

4b. Working with parents in the Best Interest of the child

Materials used:

- What is Parent Involvement? From the Working with Parents Training Manual
- Topic 9. Best Interest-Conflicts of interest?

The group first explored their current levels of parental involvement in programme development. They acknowledged that there were many obstacles for both parents and the programme staff and that training for partnership was rare. The levels of participation identified were:

1. Not involved
2. Provide external support
3. Participate in a project at various levels
4. Partnership and joint planning
5. Control and management

The first three levels were the most common, with little or no contact with the fathers. However there is evidence of Mothers Councils and Friends of the projects, who are community members, which should be good starting points for developing this particular Child Right; to value the roles of parents and family.

The 'Best Interest' article was quite unfamiliar to the group. They became very stimulated to really be orientated on Children's Rights in more practical ways. The Case Studies used from Topic 9 highlighted the potential conflicts of opinions and interests of programme staff, families and community members. The activity raised much discussion on linkages and consistency between services and families to meet the needs of the whole child. There is an interesting cultural bias towards institutional and centre based solutions to children and family needs, with a great reluctance to examine home based alternatives. Training is required to consider more flexible alternatives, and a more realistic, low cost and community approach to solving problems

During the Field Visits there were examples of Parent Councils purchasing a refrigerator for foods, building sun shades in outdoor spaces, and building the classroom facilities. Lectures and meetings usually take place monthly, and there is close cooperation with the UNICEF Primary Care programmes. In one project, FFEDA, the needs of mothers were addressed by providing income-generating training on the kindergarten premises during the afternoons. This organisation expressed their belief that children's programmes must be provided alongside the needs of the families and not in isolation. It was clear that Christian and Muslim communities shared the same programmes, teachers, parents and the children. In one school, Christian children were receiving faith teaching from their priest in a small room, whilst other children continued their classes.

4c. Respecting the Whole Child

Materials used:

- Topic 12 Respecting the Child. The Top Introductory sheet only

The group reflected on why the 'inner life' of children is absent or neglected in Sudanese society. The resilience of children living in very difficult circumstances is a key issue for these programmes, as important as physical health, education and nutrition. Discussions ranged from treating children as individuals in residential institutions, large groups and large families; improved awareness of quality interaction between adults and children and their environments and to the value of children's opinions gathered through play, drawing, drama, songs and puppets and fantasy. This topic reawakened the participants own need to dream of a different, better life, for rest and for recreation

There was no evidence of activities to reflect these ideas in the projects visited.

4.d. Partnerships in ECCD

Materials;

- Communication energisers from Working with Parents Training Manual
- Topic 24. Partnerships for a Better Childhood. Activity 1 Mapping

This activity related to current programmes but was also planned as the basis for their preparation to consider networking as a new element and their responsibilities for ensuring follow up of this particular event.

Once again, the group provided a good understanding of the characteristics and criteria for partnership drawn from their experience. They listed the following:

- Strengthen common interests
- Develop and share a common vision
- Develop shared goals and objectives
- Agree on shared equal rights in decision making
- Shared roles and responsibilities
- Increase exchange of information, skills and resources

The group had very ably demonstrated trust and respect for each other during the four days, and had acknowledged their differences. Besides the usual list of target groups from health and education, and UN and INGOs, the group outlined a comprehensive list of potential 'interested others' that needed to be drawn into networking: universities and trainers, police, media, business, lawyers, volunteers, performing arts groups, resource developers, displaced camp committees and donors.

In most cases, those met during the Field Visits were enthusiastic to cooperate with other organisations, to strengthen and improve their work. The Ministry of Education coordinators and advisers were very interested in the ARC newsletters and other resources. The CBOs all expressed their wish to continue with follow up of the workshop and felt that WUS would provide good support. Unfortunately it was not possible to meet up with UNICEF or SCF US or Radda Barnen, but SCF UK showed interest in receiving the ECCD Manual



5. Recommendations for Follow Up (from participants)

One of the aims for the workshop had been to consider a potential interest in promoting networking activities, on which the group could build, to include further support from WUS locally and some directions for increased regional networking through ARC, with a vision for organizations to break down their isolation and support each other

Recommendations agreed:

The Manual:

1. ARC to produce publicity pamphlets of the Manual for further distribution and dissemination
2. ARC/WUS to provide copies of the Manual to each participating organisation

Networking:

1. Field visit follow up of participants to each others projects to be planned
2. WUS office to become a focal point for future meetings and to receive bulk buy ARC newsletters (Qatra an Nada, Haqqi and Ma'an) for easy distribution
3. WUS to support future activities, such as meetings and training workshops.
4. Follow up discussions for Sudanese representation at ARC Regional Meetings to reduce their isolation from other Arabic speaking activists in ECCD and Children's Rights and to promote linkages with other Sudanese groups.

Other Arabic Resources

1. More information and actual copies of the range of ARC resources (reports, Manuals, Newsletters, etc) on Children's Rights, Inclusion and other ARC programmes to be held as a Resource Collection at WUS for future training events

Training

1. Training of Trainers on the ECCD Manual is vital
2. Training for Ministry of Education Supervisors and Administrators for KGs and Basic Education using the Manual is vital
3. Orientation programmes for a wider range of organisations would increase the potential for a child rights vision for ECCD, to include early schooling.
4. Planned programme of training with follow up to measure the impact of the Manual on ECCD in Sudan.

Campaigns on children's issues

1. This group should work together to mobilize and raise awareness of holistic integrated approaches to ECCD and other children's issues

6. Recommendations by the Facilitators

As described, the group attending the workshop was very motivated and able. With this evidence and from visiting some of the projects, it is clear that a number of activities would enhance and build on current practice.

- More orientation on the child's rights based and integrated holistic approach is necessary. This should target trainers. It should include those working in health, education and social welfare. Early schooling (Basic Education) is part of ECCD, so INGO and UN organisations would strengthen this approach by their participation. The Save the Children Alliance Training Manual on the Convention on the Rights of the Child is a valuable resource as well as the ECCD Manual. The current cessation of violence offers an opportunity to look to a different future for young children.
- Training to include parents and primary carers in all programmes for children is very important to support sustainability
- The WUS office is a very suitable informal space to support networking and staff could provide invaluable support for the collection and distribution of useful Arabic resources from ARC and other Arab organisations
- A Follow up Workshop in 4-6 months would be very important to monitor any changes and developments by the group
- There is much evidence of the need for more technical support in basic educational resources and aids, and enhancing learning environments, all using low cost materials and community participation.
- There is a great need for those working with disability to receive more training and guidance. Organisations could be included in MENA workshops, to become more aware of current inclusive practices in schools, institutions and community life. The rich range of Arabic reports and materials and experiences could provide more technical support for the Arabic speaking organisations
- The Child to Child programme offers another opportunity for schools and CBOs to consider children's active learning. Networking with Yemen Child to Child organisations is recommended

7.Evaluation

The group completed forms that asked the following:

- Describe your feelings at the beginning and end of the Workshop
- Comment on the content and usefulness of the Topics used in the Manual
- Describe one important thing you have learned
- List the most important skills, knowledge or attitudes that you have acquired
- Describe your interaction within the group
- Other comments

Many commented on their enthusiasm and need for new information and knowledge

The majority had some reservations that the workshop would be 'heavy', 'rigid', boring and traditional, consisting of mostly expert lectures. There was therefore great enthusiasm for the open active approach, the recognition of their reality and experience and the important new issues raised that were realistic to their situation

All responded that the choice of subject was useful and stimulating. Working with parents, value of play and best interest of the child were mentioned in particular as well as the need for partnerships for sustainability

Most comments related to the practical application of participatory training; in particular respect and quality of interaction, collective work and training organisation and facilitation. Regarding children; understanding their rights, considering an 'inner life' and children's participation in programmes were highlighted.

Most comments related again to the active participatory approach to adults learning together. Facilitation skills, communication and presentation skills, new knowledge on CRC, under threes and partnership between organisations, with families and children and within training events had particular impacts.

Interactions within the group were trusting and respectful, with rich exchange of ideas and experience. Critical analysis, developing a particular vision and collective responsibility were much appreciated.

Other comments of course included the desire for more and longer training events, the need to disseminate the Manual more widely and to include other organisations in the future networking activities. There was one request for materials in English as well as Arabic as that was a more useful language for their particular cultural traditions.

8. Field Visits

I was fortunate to visit the following organisations, following the Workshop.

Save the Children UK.

P.O.Box 6209
Khartoum

Tel: 00249 11 471135
Fax: 471150
Mobile: 012394436
Email: duncanjharvey@hotmail.com

Duncan Harvey, Education Coordinator for Basic Education. Interested in receiving a copy of the ECCD Manual. Will contact Shireen Miller for information

Sabah Association Office

Director; Khalatalla Ismael
P.O.Box 8342
North Farouq Cemetery
Khartoum

Tel: 00249 11 468322
Email: sabah_ass@hotmail.com

This organisation supports mostly non formal education, Child to Child programmes, and juvenile offenders. They offer a range of training for other CBOs

A meeting with the Director, a member of the Board of Managers and a Coordinator of programmes was warm and enthusiastic. A request for all correspondence to be addressed to the Director, should increase the networking, as the previous contacts with ARC and the regional programmes were broken by changes in staff. There was a promise to write an article for the Regional newsletters, in particular covering their work with juvenile offenders. Keen to support networking through WUS Office.

Together for Peace

Director: Silas Dudu
Coordinator. Izdehar Beshir
P.O. Box 11125
Khartoum

Tel: 00249 11 786612

We visited a kindergarten in North Khartoum, in a displaced peoples camp. It was clear from the visit, that very basic training is required to create more appropriate early childhood environments and practices.

Very enthusiastic to support networking.

FFEDA (Facilitate Family Education and Development Association)

Chairperson: Moses Mathews
Coordinator: James Maring
Administrator: Samuel Duku
(address. See Arabic Report)

This organisation combines kindergartens, health care, nutrition, basic education and women's income generation in programmes based in displaced peoples' camps. They would appreciate ARC materials in English as well as Arabic

Ministry of Education. Preschool Department

Director of Preschool, Basic Education (Grade 1-3) and Adult Training. Mariam Hassan Omar

Preschool Director. Ahmed Fadil Alsaeed

Technical Adviser. Jaffa Mamoom

Ministry of Education kindergarten

Address etc. See Arabic Report)

Colleagues at the Ministry shared their experience and vision. There are State 222 kindergartens and a programme emerging for registration, training and supervision. It is in the very early minimal stages

A visit to the kindergarten on the site of the Ministry revealed a resource, hugely under-developed with great potential for training and programme diversity

Basma Centre for the Disabled

A brave attempt to create a programme for children and youth with severe learning difficulties. The Centre is inadequately staffed and resourced, but full of optimism and hope.

9. Conclusions

This was a very important first visit to support WUS as it moves towards new directions. The situation of the poorest and most vulnerable young children is grim. If the cessation of conflict across the country is achieved this will be a very opportune time to move forward.

Basic training for those involved with young children require the support of significant training resources, to lift the programmes from child caring towards active learning, with full family and community participation. WUS will need to explore with the group the current range of potential training partners to move forward.

It is clear that the ECCD Manual could become a very influential resource, but it requires a clear plan of training, programme follow up and evaluation. There is much enthusiasm from the range of Coordinators and teachers that attended the orientation, but these organisations require much support. Closer networking between the Alliance partners and ARC might prove very useful to sustaining the motivation for more training support in ECCD, which includes Basic Education and Children's Rights.

The group has recommended their wish for a follow up visit within 4-6 months to examine any further developments.

10. Appendices:

- a. List of participants
- b. 4 day Programme
- c. Resources exhibited during the workshop

a. Participants List

Name	Organisation	Programmes	Status
Jane Nicola	WOTAP (Women's Training and Promotion Association)	Kindergartens Integrated S.E.N.	Teacher
Um Jouma Hassan Khalifa	WOTAP	As above	Teacher
Aisha Ahmed	DPI Disabled People International	Raising awareness Advocacy Inclusion in community	Teacher
Um Hani Mahmoud	DPI	As above	SEN Coordinator
Gihan Mohammed	M.O.E Kindergartens	Kindergarten	Teacher
Zeinab Mustifa Hamidan	Volunteer/Lawyer	Legal Advice Children's Rights 0-13 yrs. Social support	Volunteer/Lawyer
Taj Siraj	SOS Orphans Villages	Alternative Families for Orphans	Director
Salma Gamal Alzahawe	SOS Village		Psychologist
Wisal Siddiq Osman	SOS Village	d.	Social Research
El Tayib Ellam Adeel	Ministry of Education	Kindergartens	M.o.E Supervisor
Sharif Mohammed Ahmed	Ministry of Education	Kindergartens	Administrative Assistant
Soulafa Bustani Hesse	SABAH Association	Non formal education Juvenile Offenders	Coordinator
Khalid Mohammed Ahmed Mustafa	SABAH Association	As above	Coordinator
Nafisa Hassan Zulfa	Basma Centre for Disabled	Social skills training and education for disabled	Headteacher
Lubna ?	Cheshire Homes for Disabled Children	Residential home for disabled	Supervisor
Raja Ali Hussein	Women's Groups	Social and cultural activities	Volunteer
Samuel Duku	FFEDA (Facilitate Family Education and Development Association)	Kindergartens Basic schools Adult literacy Women's Training	Administrator
Izdehar Beshir	Together for Peace	Kindergartens Nutrition	Administrative Assistant
Hanan Tahir	Child Development Centre	Kindergartens Women's Health Cultural activities	Social worker

b. Orientation Programme

DAY ONE 9.00-5.00 p.m.	
Session One	WELCOME Introductions. Getting to know each other Activity Collective ownership: Documentation Group, Evaluation group, entertainment group Expectations Agenda
	BREAK
Session Two	The Reality of young children in Sudan. Topic 2, Activity 2. ECCD Manual
	BREAK
Session Three	Quality ECCD for ALL children; Achievements and Challenges Topic 2 Activity 3. ECCD Manual
	BREAK
Session Four	Large Group Feedback presentations. Summary Daily Evaluation
Session Five	Evaluation Group Documentation Group Entertainment group Preparation for Day Two

Day TWO 9.00-5.00pm	
Session One	Evaluation Feedback Documentation Summary Energiser. Agree/Disagree. Topic 25 Activity 1. ECCD Manual Presentation of the Format of a Topic using OH Transparencies
	BREAK
Session Two	What is Parent Involvement? Activity 5 C from Working with Parents Manual
	BREAK
Session Three	Best Interest of the Child. Conflicts of Interest. Topic 9. Case Studies ECCD Manual
	BREAK
Session Four	Other ARC Resources Distribute voluntary homework to read and comment on Volumes 1 and 3 Daily Evaluation
Session Five	Evaluation Group Documentation Group Entertainment Group Prep for Day Three

Day Three. 9.00-5.00pm	
Session One	Evaluation Documentation Summary Energiser Activity: Participatory Approaches
	BREAK
Session Two	Respecting the Whole Child Topic 12. Using the Introduction Top Sheet. ECCD Manual
	BREAK
Session Three	Respecting the Child continued
	BREAK
Session Four	Feedback Daily Evaluation
Session Five	Groups as usual Prep for Day 4

Day Four	
Session One	Evaluation Documentation Summary Energiser: Communication Skills Partnerships for a Better Childhood. Topic 24. Activity 1. Mapping Partnership
	BREAK
Session Two	Orientation on Manual. Feedback from volunteers reading Volumes 1 and 3 Group work on selected Topics from all three Sections of Volume 2
	BREAK
Session Three	Networking. Recommendations for the future use of the Manual Recommendations for Follow Up
	BREAK
Session Four	Evaluation Celebration

c. Resources Exhibited during the Workshop

- Towards a Fair Start for Children
- Working With Parents, a Training Resource Pack
- Steps of Child Development
- Working With Children
- No Development Without Play
- Challenges and Initiatives in Early Childhood Education
- Partnership with Parents (1)
- Partnership with Parents (2)-Training of Trainees
- Partnerships for a Better Childhood
- Holistic Integrated Approach to Early Childhood Education
- Descriptive Reports on Early Childhood in Arab Countries
- Inclusion in ECED
- Inclusion of Children With Disabilities
- Newsletters: Qatr An Nada- Ma'an
- Adults and Children Learning Manual (3 Volumes)