

The Day of the African Child Report



2025

Theme: *Learning in Adversity: Breaking Barriers, Building Futures!*



The Day of the African Child Report 2025

Nuba Mountains, Sudan

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Abbreviation and Acronyms

ACRWC	African Charter on the Rights and Welfare of the Child
AU	African Union
CPA	Comprehensive Peace Agreement
CPC	Child Protection Committees
CU	Coordination Unit
CRI	Child Rights Institute
DAC	Day of African Child
EiC	Education in Crisis
FCPU	Family and Child Protection Unit
FGM	Female Genital Mutilation
NGO	Non-Government Organization
OAU	Organization of African Unity
PTA's	Parents Teachers Associations
PWD	Person with Disability
SDGs	Sustainable Development Goals
SMCW	Secretariat of Mother and Child Welfare
SOE	Secretariat of Education
SP	Samaritan's Purse
SPLM/N	Sudan People's Liberation Movement-North
SRRA	Sudan Relief and Rehabilitation Agency
VAC	Violence Against Children
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WHO	World Health Organization
GYP	Global Youth Philanthropy

Purpose and significance of the Event

The African Charter on the Rights and Welfare of the Child (ACRWC) – 1990 Article 11 guarantees the right to education, including for children affected by conflict.¹ Education in Crisis (EiC) in its [strategic planning](#), envisions empowering and transforming 1 million children and young people by 2029, especially those in conflict settings, poverty ridden communities as well as those left furthest behind by displacements. As one of its key change strategies, EiC is fostering collaborative partnerships and advocacy networks to actively engage in policy dialogues and advocacy efforts at regional and global forums. This is to influence education policies, secure increased support for crisis-affected children, and promote educational equity.

The commemoration of the Day of the African Child 2025 by EiC was initiated in Freetown, Sierra Leone where EiC participated at [African Peer Review Mechanism \(APRM\)](#) as an exhibitor at [3rd Africa High-Level Forum on South-South and Triangular Cooperation for Sustainable Development](#) from 7 – 9 May 2025. APRM, a specialized Agency of the African Union (AU), was initiated in 2002 and established in 2003 by the African Union in the framework of the implementation of the New Partnership for Africa's Development (NEPAD). APRM is a tool for sharing experiences, reinforcing best practices, identifying deficiencies, and assessing capacity-building needs to foster policies, standards and practices that lead to political stability, high economic growth, sustainable development and accelerated sub-regional and continental economic integration.

As part of its commitment to South-South and Triangular Cooperation for Sustainable Development, the DAC 2025 in Sudan's Nuba Mountains reflected on EiC's operation in some of the world's most fragile and hard-to-reach places in regions where children are too often left behind and where the barriers to education are compounded by armed conflict, poverty, displacement, gender inequality, and systemic neglect.

In collaboration with the Secretariat of Mother and Child Welfare-New Sudan, DAC event in the Nuba Mountains was organized to recognize the resilience, courage, and aspirations of children living in one of Sudan's most crisis-affected regions. The day served as a platform to amplify the voices of children who continue to learn, dream, and thrive amid conflict and displacement.

The purpose of the event was to advocate for the rights of every child to education, protection, and dignity, while mobilizing communities, local authorities, and humanitarian actors to renew their commitment to child-centered action. Through this commemoration, Education in Crisis (EiC) sought to highlight the urgent need for inclusive education, safe learning spaces, and sustained support for children especially girls and those displaced by conflict.

¹ African Union. (1990). African Charter on the Rights and Welfare of the Child. Adopted by the 26th Ordinary Session of the Assembly of Heads of State and Government of the OAU, Addis Ababa, Ethiopia.

The event also held deep symbolic and practical significance. It provided an opportunity for reflection on the progress made since the 1976 Soweto Uprising that inspired the Day of the African Child, while contextualizing its message within the realities of the Nuba Mountains region. By engaging schools, community leaders, parents, and youth groups, EiC reaffirmed that education is not only a fundamental right but also a pathway to peace, recovery, and social transformation, giving stakeholders a chance to reflect on;

*“the high rates of child mortality, child malnutrition, stunting, wasting affecting their survival and development. To recall millions of in-immunized children in the undeserved areas of Africa like Sudan where poverty remains to be an underlying factor that affects children and results in the violation of their rights such as child labor, separation from parents and caregivers, lack of access to basic services such as education and health. Moreover, the continent is facing famine, pandemics, armed conflicts, natural disasters, and other emergencies that disproportionately affect children. Harmful practices such as child marriage, female genital mutilation as well as gender-based discrimination are violations of children’s right and often perpetuated due to poverty.”*²

Furthermore, children in vulnerable situations are more exposed to violence due to insufficient programming for their specific needs such as children with disabilities, children in displacement situations, children separated from parents, and children from marginalized and remote areas.

EiC re-echoed through the event that the need to make a difference in millions of such children’s lives, would require deliberate effort, flexible funding and investments in education. The immediate solutions suggested included increased mass awareness raising and advocacy to send back children to class, localized resource sourcing, proper planning for data collection, analysis of trends, and its use to inform programming. The event featured a memorable awareness walk around key communities of the Nuba Mountains by the children chanting their voices highlighting the very challenges that sullied their dreams. Key stakeholders, education actors and community leaders listened and resolved to protect and preserve the dignity of the children!

The report pieces together some of the key messages that will inform national and international actors in education, child rights, welfare and protection on the urgent call from the children of Nuba Mountains region, and the resolve of front-line actors like EiC working in Africa’s most fragile contexts, using innovative, community-led approaches to break down barriers and restore learning opportunities where they are needed most.³

² African Committee of Experts on the Rights and Welfare of the Child (ACERWC), (2025): Day of the African Child 2025 Concept Note, Planning and budgeting for children’s rights: Progress Since 2010

³ Education in Crisis, (2025). Education in Emergencies (EiE) & Crisis Response. <https://eduincrisis.org/about-eic/>

About Education in Crisis (EiC)

Education in Crisis (EiC) is a distinguished, three-time award-winning non-governmental organization (NGO) recognized in Africa and London, United Kingdom (UK) for its grassroots work in advancing Sustainable Development Goals 4 and 5. Founded in 2019, EiC was initially registered in South Kordofan State, Sudan, in 2020 under the Sudan Relief and Rehabilitation Agency (SRRA). In 2022, the organization established its main Coordinating Hub in Arusha, Tanzania, and successfully completed the registration process in February 2023, enabling EiC to operate as a registered NGO in Tanzania's mainland.

Our Vision



Improved free quality education for all

Our Mission



To promote inclusive, equitable, quality education for poverty alleviation and sustainable development.

EiC's programming integrates education, protection, and resilience-building to address the complex realities faced by children in crisis settings. Through flagship initiatives such as the Foundational Scholars Program, TutaLearn and the School Feeding, Protection initiatives and Nutrition Programs, EiC empowers learners, supports teachers, IDPs and strengthens education systems in fragile contexts ensuring learning continues.

Guided by its 2025–2029 Strategic Plan, EiC's bold mission is to mobilize one million Africans for education, creating the continent's largest education movement dedicated to breaking barriers that endanger children and young people caught in emergencies. The [\\$1 Campaign: 1 Million Africans](#) was recognized by the **African Union** and exhibited in Freetown, Sierra Leone from 7 – 9 May 2025 to its donors. The organization's approach is participatory and inclusive, engaging local communities, teachers, IDPs and governments to co-create sustainable education solutions that leave no child behind. Across its interventions, EiC upholds strong commitments to Protection, Gender Equality, Safeguarding, and Accountability to Affected Populations (AAP) ensuring that its programs are safe, dignified, rights-based, and inclusive for all.



Acknowledgements

Education in Crisis extends its deepest gratitude to all the organizations for their invaluable contributions to the success of the Day of the African Child commemoration event held on June 16, 2025, at St. Vincent Primary School, Upper Kauda, Nuba Mountains, South Kordofan State. We appreciate the collaboration with the Secretariat of Mother and Child Welfare-New Sudan and Media Team.

Special appreciation goes to Commander Abdelaziz Al-Hilu for graciously accepting to deliver the keynote address, which was presented on his behalf by Mr. Kuku Jagdiol, EiC's donors, Secretariat of Education, the SRRA Regional Director Mr. Juma Idriss for his proactive leadership and mobilizing efforts in encouraging partners to support the event, the Rector of St. Daniel Comboni Seminary College-Kauda, administration of St. Vincent Ferrer Primary School and Holy Cross Catholic Parish-Kauda for granting the use of venue and logistics.

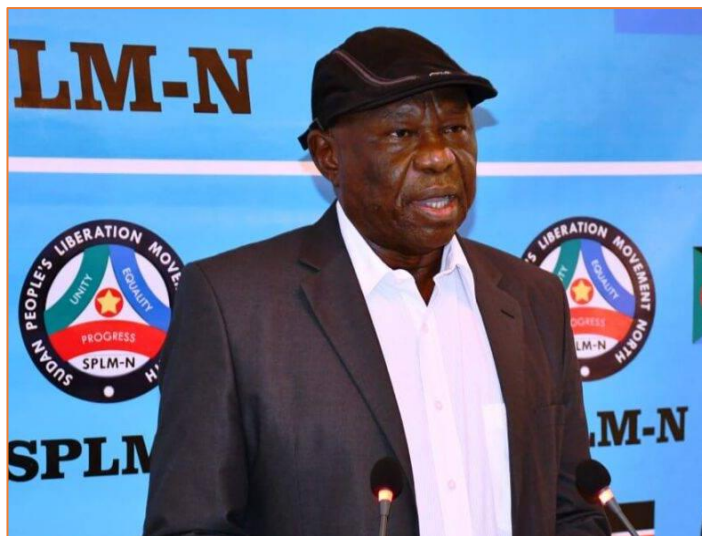
We extend our heartfelt appreciation to the Coordination Unit-Kauda, Samaritan's Purse, Nuba Mountains Youth Association Organization, Save the Children International, NRRDO, Political Party Office, Swiss Global Relief (SGR), Danish Church Aid, Eldo Trading Company, Governor's Office, KAMA, Koje Primary School, Norwegian Church Aid, Skills for Nuba Mountains, YMCA Primary School, and all other partners and stakeholders for their invaluable contributions including logistics, food, financial, and in-kind support, which made the success of this event possible.

Finally, we thank the EiC field team for their tireless coordination, planning, and dedication. Your hard work ensured that the voices of children were heard and their rights celebrated. Together, we reaffirm our commitment to building a future where every African child can learn, dream, and thrive in peace.



Keynote Address from Commander Abdelaziz Adam Al-Hilu – Chairman, SPLM-N

Kuku Jagdiol, “I would like to appreciate and send my gratitude to all the comrades who are attending the education conference and that the crisis of the SPLA’s education injustices in Sudan. It is great to be part of this event, and I would like to deliver this message/speech on behalf of Commander Abdelaziz Adam Al-Hilu, chairman of the Sudan People’s Liberation Movement-North (SPLM-N)”.



“If education is to become the way up, then it has to be placed in the highest priority. Positive discrimination is necessary in addition to policy reform.”

Commander Abdelaziz Adam Al-Hilu – Chairman, SPLM-N

“There were some types of education systems in Precolonial Sudan but they were confined to central and northern Sudan. The Turks and the Mahadists introduced educational systems based on Islamic religion called Khalawa or Khutabs and these were **exclusively for boys**. Education for girls began later by *Shaikh Babiker Badri at Rufa’a* in Central Sudan.

Marginalized areas like South Sudan, Nuba Mountains, Blue Nile, Darfur, and Bija People, were **intentionally neglected**. These exclusions became policies during colonialist era and subsequent national regimes. The only secondary school in the Nuba Mountains was completed in 1971.

Post-independence education policies by different national regimes continued to exclude marginalized areas. The policies deliberately deprived the peripherals from education and other development services which resulted in current conflicts all over the country.

The number of schools that were built in the marginalized areas were disproportionately low compared to the size of the population. However, they faced lots of challenges in terms of trained teachers, stable curricula, syllabi that included and respected local culture of diverse Sudanese communities.

SPLM/SPLA introduced a new education system in areas under its control (liberated areas) that used English as a medium of instruction. As of now, some of the early students of that system, have graduated from colleges. Currently, millions of Sudanese people are displaced and all services have collapsed. Millions of returnees, created challenges for SPLM in education and other basic services. Displaced children need to be accommodated in the few available schools that could be targeted by Sudan Army any time. Schools have always been bombed by air-planes and many students got killed in the past. Local languages were prohibited and even today they are not part of the curricula.

The overall goal of curricula in Sudan is to Arabize and Islamize all students regardless of ethnic affiliations, that is Where education ceased to empower, and become a tool of assimilation.

“If education is to become the way up, then it has to be placed in the highest priority. Positive discrimination is necessary in addition to policy reform.”

In Conclusion, there is a need for a decentralized education planning, increase the education budget in the marginalized areas, invest in education in conflict areas and involvement of communities in education” .

EiC Director's Message

I recognize all the protocols present here today starting with Comrade Kuku Jugudul representing Commander Abdelaziz Adam Al-Hilu, Chairman of the Sudan People's Liberation Movement-North (SPLM-N), The Governor of Nuba Mountains represented by Comrade Daniel Ibrahim, SRRA Regional Director Comrade Juma Idriss and all protocols mentioned earlier. I want to sincerely thank you all partners, EiC donors, SPLM-N leadership and individuals who contributed to the success of this historic day as we commemorate the Day of the African Child 2025.

Right here at St. Vincent Catholic Primary School is where my dreams were put on hold by the Khartoum government when on June 6, 2011, they launched indiscriminate bombardment against us the Nuba people. We planted trees which you sit under today 15 years ago with colleagues I do not know their whereabouts now especially those who chose to flee for safety and education access when no school was operating then.

In 1976, the brave school children of Soweto, South Africa decided to record their history against the apartheid regime by protesting for better education rights and to be taught in their languages. Their bravery has led us here today and every year as instituted by the African Union in 1990s, which should remind us of both the struggles

For me, this day is more than a commemoration, it is a reminder that the quality education I fled to get access to in distant lands must be brought nearer to the children of the Nuba Mountains because I witnessed, firsthand, how conflict, poverty, and displacement were robbing an entire generation of their right to learn, to dream, and to lead. Yet even in the hardest moments, I saw children like me by then who refused to give up on education, a dream I have chased for no less than 18 years before graduating from Africa's 7th best university, [Makerere University](#). While my courage became the seed of my mission to get access to education and help my people, I want to ensure that no child is left behind, no matter where they are born or what crisis surrounds them in Africa.

and the boundless potential of Africa's children left behind by chronic armed conflicts in around 15 African countries with active armed conflicts today including Sudan.

It is here, in the heart of adversity, that the resilience of African children shines brightest even in 21st century because the world does not or knows very little about this region. From our flagship program, the [Foundational Scholars Program](#), EiC continues to stand with the children, teachers, and families who turn their hope to education every day. We believe that every child deserves not only to survive, but to thrive, nourished, protected, and empowered through learning.

To this end, I call on all of us here, including the donor governments, individuals, diasopora, communities, and citizens across the world, to renew our commitment to Africa's children, leaving no one behind and being right behind every effort to make accessible the right to education to all. Thank you for listening!"

Key Highlights and Achievements

A young man with dark skin and short hair is speaking into a black microphone. He is wearing a light pink long-sleeved shirt under an orange high-visibility vest. The vest has a circular logo on the left chest that says 'EDUCATION IN CRISIS'. He is outdoors, with trees and a building in the background. A semi-transparent text box is overlaid on the left side of the image.

“The Education in Crisis (EiC) organization through its remarkable resourcefulness and creativity, leveraging local resources and partnerships delivered a successful event to commemorate the Day of the African Child (DAC) for the first time in the Nuba Mountains, Sudan, on 15th & 16th June, 2025.”-James Basha- Youth Leader New Sudan and Director NMYAO

The event was celebrated under the theme ***“Learning in Adversity: Breaking Barriers, Building Futures”*** with the slogan ***“No Child Left Behind in Education!”***.

It featured a public forum for children and local authorities where education leaders, policymakers, NGOs, Community members and children advocate discussed the opportunities, challenges and solutions for education in the Nuba mountains. The event aimed to advocate for the right to education for children in conflict-affected regions, highlight the resilience of children pursuing education despite adversity, and mobilize support and partnerships to strengthen education interventions in crisis-affected communities.

It is notable that the event was attended by at least 1,500 school children and over 600 local leaders, educators, youth, community members, and partners physically on ground and about 200 people participated online over the two days. This report reflects on the successes, challenges, and lessons learned from the event. It will serve as a valuable resource for future events and advocacy efforts in the region.

Background of the DAC Event

The Day of the African Child (DAC) was launched by the Assembly of Heads of State of the Organization of African Unity (OAU) in 1991 to be commemorated on 16 June each year. It pays tribute to the 1976 student uprising in Soweto, South Africa, which resulted in the killings of students who demonstrated against the poor quality of education they received and demanded to be taught in their own language by the apartheid regime.

Over the years, the Day has been an opportunity for all stakeholders and actors involved in the protection and promotion of children's rights in Africa to come together, to consolidate common goals and to tackle the obstacles that stand in the way of achieving an Africa fit for its children.

Despite global commitments, millions of children-especially girls-remain out of school due to violence, displacement, early marriage, poverty, and gender-based discrimination. In conflict zones like the Sudan, girls are disproportionately affected and often denied their right to education.

Millions of children across Africa, particularly in conflict-affected areas, face systemic barriers to education. In the Nuba Mountains, decades of conflict and displacement have severely disrupted schooling, leaving thousands of children without access to quality learning opportunities.



Ending the Global Education Crisis...



Introduction

Education in Crisis recognizes education as a fundamental human right and a powerful tool for human capital development. The commemoration of the Day of African Child called for serious introspection and commitment to addressing the many challenges facing African children not just in the Nuba Mountains region but across Sudan during which the country faces the worst humanitarian crisis in the world. The country has experienced decades of armed conflicts, which have resulted in damaged infrastructure, limited access to resources, and worsened security situation for schools to thrive.

Objectives of event

The 2025 event in the Nuba Mountains aimed to:

1. Advocate for the right to education for children in conflict-affected regions worldwide.
2. Highlight the resilience of children pursuing education despite adversity.
3. Engage local and international stakeholders in discussions on solutions for educational access and quality in the region.
4. Provide children and youth with a platform to share their experiences and aspirations.
5. Mobilize support and partnerships to strengthen education interventions in Sudan.



Overview of Activities and Outcomes of the Event



The 2025 Day of the African Child event in the Nuba Mountains successfully raised awareness on the right to education for children in conflict-affected regions. Through the Public Forum & Panel Discussion, education leaders, policymakers, and child advocates highlighted the challenges facing children's education in crisis settings and emphasized the importance of ensuring access to quality education for all.

It featured the following activities;

✧ The Education Awareness Walk

This was organized to raise awareness about the DAC, promote unity and solidarity, and mobilize community support, while also providing a visible and impact way to demonstrate collective commitment and action toward the rights and welfare of the children and young people.

A march/parade through key communities within Nuba mountains attracted masses who joined EiC to advocate and raise awareness for children's rights to education in the region.



The awareness walk reached out to more than 7,300 people raising awareness about the DAC, promoting unity and solidarity, and mobilizing community support, while also providing a visible and impact way to demonstrate collective commitment and action toward the rights and welfare of the children and young people.

A march/parade through key communities within Nuba mountains attracted masses who joined to advocate and raise awareness for children's rights to education in the region.



✧ Mass awareness-raising in Sudan



Why EiC must carry out awareness programs

- ✧ 99% of children in lower primary cannot read or write an age appropriate text. The high illiteracy rates are compounded by cultural and economic barriers to education especially among girls.
- ✧ 97% of teachers are not professionally trained and/or have not received refresher training on pedagogical skills in the last 5 years
- ✧ Poor health infrastructure and limited access to health care among IDPs and host communities
- ✧ Poor WASH infrastructure contributes to waterborne diseases like cholera and poor hygiene practices.
- ✧ Malnutrition remains a significant challenge due to food insecurity and lack of nutrition education.
- ✧ EiC's extensive experience in community-driven initiatives makes it well-positioned to lead a sustainable and impact awareness campaigns in the region.



We cannot do it alone. Together, stronger we can.

Education and learning are not just about books and classrooms; it's about offering hope, resilience, and the promise of a better future.

Despite the small support provided by EiC and other humanitarian actors, the education needs of children in emergencies far exceeds the assistance that is currently provided.

Greater funding is urgently needed to support the world's most vulnerable children left behind with lifesaving education.

Let's stand together to support these children and safeguard their right to education.

Their futures depend on it.

✧ Safe Space for Children

"We, the children of the Nuba Mountains, gathered on this Day of the African Child to voice our hopes, dreams, and demands for a future where every child has the right to safety, education, and opportunity, demanding our collective vision for a future where every child's rights are upheld, protected, and fulfilled."

Hibtihaj-Head girl DOE primary school, Kauda

The event highlighted the resilience of children pursuing education despite adversity through the Children's Voices Session. Children shared their personal stories of perseverance and determination, inspiring the audience with their courage and resilience. The session showcased the impact of education on children's lives, demonstrating how it can provide hope, stability, and a sense of normalcy even in the midst of conflict.





CHILDREN'S VOICES

The Nuba Children's Declaration for Change

Commemorating The Day of the African Child
16 June, 2025

Upper Kauda

South Kordofan State, Sudan

Children's Declaration for Change

"We, the children of the Nuba Mountains, gathered on this Day of the African Child to voice our hopes, dreams, and demands for a future where every child has the right to safety, education, and opportunity, demanding our collective vision for a future where every child's rights are upheld, protected, and fulfilled.

We speak today with one voice to urge donor governments, humanitarian agencies, NGOS, individual donors, diaspora community and all stakeholders to prioritize our right to education, safety, and well-being. That without access to quality education, our future and that of our country will be at stake because of poor human capital development capable of rebuilding our destroyed homes, properties and dreams.....;" – **Nuba Mountains Children's Representatives**

Our Declaration

1.

Quality Education for All

– We demand safe and accessible schools, trained teachers, and adequate learning materials that allow us to build a future free from poverty and violence. No child should be left behind due to displacement or conflict.

2.

Protection from Violence & Exploitation

– We call for stronger child protection measures to end child labor, early and forced marriages, gender-based violence, and the Intergenerational Poverty. We deserve to grow up free from harm.

3.

Health & Well-being

– Our survival depends on access to healthcare, mental health support, nutrition, and clean water. We urge investment in nutrition, healthcare, mental health support, and clean water so that we can thrive physically and emotionally. No child should suffer from preventable diseases, malnutrition or hunger.

4.

Child Participation & Inclusion

– We demand to be heard and included in decisions that affect our lives. Our voices matter, and we must be included in policies and programs designed to improve our futures.

“Voices” from the Strategic Partners

Tracey Clayton- New Hope

In February 2024, we embarked on a mission to support the resilient communities of the Nuba Mountains, partnering with Education in Crisis (EiC) to provide critical support to children affected by trauma. The ongoing conflict has had a profound impact on these children, with many experiencing trauma due to the bombing of schools in the region. This has created a sense of insecurity and fear, making it challenging for them to feel safe in schools.

Through a targeted training program, we equipped more than 34 local resource persons from Heiban, Thobo, Kwalib, and Suwaya with the skills to address trauma and promote education. **“We recognize that the people of the Nuba Mountains are best placed to identify solutions to their challenges, and our role is to provide strategic support.”**

By working together with EiC, we aim to create safe and inclusive learning environments, where children can heal, learn, and thrive. Our shared goal is to ensure that no child is left behind in education and every child has access to quality education, and that the community is empowered to build a brighter future”.



Global Youth Philanthropy U.S.A

“We are proud to announce that GYP student leaders have been invited by our partner, Education in Crisis (EiC), to participate in the upcoming Day of the African Child (DAC) on June 16, 2025. This year’s event will be hosted in hybrid format—onsite in the Nuba Mountains, Sudan, and online for participants worldwide—to bring together voices from across the globe in support of educational equity.”⁴



Representing GYP, Student Board Members Lucy Zhang and David Wang will deliver remarks via Zoom, sharing GYP’s ongoing commitment to combating education inequality and strengthening joint programs with EiC. Their presentations will highlight youth-driven solutions, global collaboration, and the future of humanitarian education efforts between GYP and EiC.

“To all the teachers, community leaders and especially all the amazing young people here today in the Nuba Mountains.

*I am here representing global youth philanthropy and I feel very honored to be part of this special day, the Day of the African Child today. We gather around the powerful theme; **Learning in Adversity: Breaking Barriers, Building futures** and we stand united behind the promise that no child will be left behind in education.*

I want to share with you a story today about young people connecting across the world, a story about hope and the amazing things that happen when young people help other young people. Today we remember the brave students from Soweto who fought for the right to education in 1976. They showed us that education is not something that should be given to some people and not others. It belongs to everyone. Their message is still important today every child deserves to learn”.

The partnership between Global Youth, Philanthropy and Education in Crisis is more than just working together. It's a statement that distance cannot stop our compassion and that the differences cannot defeat determination. And that when young minds come together with global hearts, change becomes not just possible but certain.

Thank you. David – GYP, Student Leader

⁴ Global Youth Philanthropy (GYP), 2025. GYP to Participate in the Day of the African Child Commemoration with EiC: Empowering Youth Through Humanitarian Storytelling. <https://globalyouthphilanthropy.org/>

The Education–Nutrition Nexus

“A hungry child cannot learn effectively.”

Malnutrition weakens concentration and reduces school attendance.

At least 66 million primary school-age children in developing countries attend classes hungry according to United Nations’ WFP.

Poor nutrition is linked to poor academic performance.

Let’s cultivate minds as we cultivate land”-Agaba Kenedy, Agripreneur Specialist



The Relief Kitchen Project of EiC has significant impact on local farmers through the 'Farm-to-Class' model, where community farming improves meals in schools, and 'Youth Agripreneurs', where young people innovate to earn and feed others. It should be well supported initiative and scaled in the region for better learning outcomes.

*"Food security exists when all people have physical and economic access to sufficient, safe, and nutritious food at all times."*⁵ I believe food security is foundational to learning outcomes, defined by the World Food Programme's four pillars: *availability, access, utilization, and stability*.

In Sudan, where armed conflict has severely hindered food security, I envisage to promote initiatives that combine education and nutrition, such as school gardens, community farms that support school feeding. By empowering youth-led agribusiness and advocating for agricultural education, we can foster innovation, sustainability, and dignity.

On the Day of the African Child 2025, I reiterate our collective effort to action: support school-based food production and feeding initiatives, empower youth, and ensure no child is left behind in food or education access. By working together, we can build a brighter future for Sudan's children, where agriculture is a source of nourishment for empowerment and prosperity in emergencies. —

Agaba Kenedy – Agripreneur Specialist based in Denmark.

⁵ World Food Programme, July 2025. Food security – what it means and why it matters: Global Report on Food Crises. Accessed September 27, 2025. <https://www.wfp.org/stories/food-security-what-it-means-and-why-it-matters#/>

EiC Relief Kitchen: Nourishing Minds in Emergencies

The Sudan has been severely impacted by protracted conflict, displacement, and economic instability. These has resulted in widespread food insecurity, limited access to education, and significant disruptions to community livelihoods. Vulnerable populations, particularly school-aged children, face the dual burden of malnutrition and lack of access to quality education.



As a School Meals Coalition partner, Education in Crisis (EiC) launched a pilot [Relief Kitchen program](#) in 2024 funded by the NRC's GCTs, aimed at providing nutritious meals to school children in emergencies. With an objective to ensure that displaced and host community children are provided with nutritious meals, enabling them to attend school regularly and focus on their education to reduce child marriages, idleness and risks of child labor. To EiC, by tackling food insecurity, the project seeks to improve educational outcomes, enhance children's health, and strengthen community resilience.⁶





“


For me, school is not just a place to learn reading and writing, it is my only hope for a better future. When the war came, many things were taken from us our homes, our farms, and even some of our family members. But when I sit in the classroom, I feel like I still have something that no one can take away: my dreams.

YASIN
Scholar in EiC's supported school in the Nuba Mountains region, Sudan.

#LeftBehind #RightBehind www.eduincrisis.org

⁶ Education in Crisis, December 2024. Relief Kitchen Report : Nourishing Minds in Emergencies. <https://eduincrisis.org/2024/12/21/relief-kitchen-nourishing-minds-in-emergencies/>

Speech from the Guest of Honor



“There is a movement of development that is reaching us through education. We need to give more chances for these children to develop their talents.”-

*Cde. Daniel Ibrahim- Secretary of
Education New Sudan*

The event of today is very important to us as it awakens us to follow the path of the brave children of South Africa. As we commemorate the DAC, we have to know that it is our collective responsibility to protect the Nuba child. We the leaders of the New Sudan accept to protect the children, we pledge to make accessible education in all counties of the Nuba Mountains especially among the IDP communities. This event is an evidence that we care about the education of the child in the Nuba Mountains.

We the government leaders are also working to provide health care services to the children in the schools, to those left behind! We encourage NGOs and international actors to continue to support the protection of the health of children against outbreaks like cholera, and other diseases. Apart from giving education, the secretariat of

education envisions to preserve the culture of the Nuba Mountains by discouraging defiant behavior inform of alcoholism, drug abuse, early marriages, and child labor.

To the young people gathered here today; “we still need you, smoking, alcoholism, early pregnancies are harmful to you in this era.”

We wish to integrate the teaching and learning of the local languages in the curriculum. We respect the rights to our heritage, the rights of children, their talents, and we will provide equal opportunities to the girl and boy child.

“there is a movement of development that is reaching us through education. We need to give more chances for these children to develop their talents.”

The secretariat of general education/government has managed to graduate teachers in certificate and diploma so as to cover the gaps in schools that compromise the quality of our education.

“Our children, our priority”

We encourage the parents, community leaders and individuals to continue providing safety to our children. We acknowledge the challenges facing our children, we uphold their resilience to continue learning. There is a continuing child labor where children miss school to contribute to family needs. We discourage parents from these practices.

We have many IDPs in our region, we are doing our best to ensure they are safe, their rights are protected and they have access to continual education.

We as regional government stand against corruption, nepotism, and tribalism. We call for cooperation and unity.

We call on people to turn back to our vision of the New Sudan”.

The Role of Diaspora Community

It is with deep respect and sincere gratitude and appreciation that I am with you today to discuss this important education issue with respect to the role of the diaspora. Greetings to the esteemed dignitaries, the Head of State, led by the Governor, members of the civil administration, led by El Mak, and all our honored guests. A special thanks to the Chairman and Commander in Chief, Abdelaziz Adam Al-Hilu, for his unwavering fight for equality, peace, and justice for all Sudanese people, especially for those who are marginalized.

The diaspora community holds immense potential in transforming the education landscape of our nation. Their contributions can be financial, intellectual, technological, and cultural, providing vital lifelines where local systems face constraints. Through scholarships, tuition aid, and the construction or renovation of schools and learning facilities, diaspora members uplift countless young lives. Many also support educational NGOs, providing resources for libraries, laboratories, and access to electricity and clean water creating environments where learning can truly thrive.

Beyond material support, the diaspora brings valuable knowledge, mentorship, and advocacy. Through online lectures, mentorship programs, and teacher training initiatives, they help strengthen human capacity and align education in Sudan with global standards. Their advocacy on international platforms amplifies local voices, influencing education policies and drawing global attention to the needs of children in conflict-affected areas. Additionally, they play a crucial role in bridging partnerships with international institutions, promoting exchange programs, and inspiring innovation through technology and digital learning tools.

Finally, the diaspora's most enduring contribution is their ability to inspire. *"Through their success stories, commitment, and engagement, they model the power of education as a means of empowerment and peacebuilding. They promote cultural pride and values of learning, reminding us that education is not a privilege but a right that strengthens identity and community resilience"*. Together, by uniting local efforts with diaspora support, we can ensure that every Sudanese child no matter where they are born has the opportunity to learn, grow, and build a future rooted in dignity and hope". By **Meirgan Alaari – Diaspora Representative**

Speech from EiC Foundational Donor's Representative



Nagwa Musa, EiC Donor

Education is the key to a new door to the future, it doesn't wait for someone to raise it up. It is key for life, dignity and the future."

I want to open my speech with a poem by Commander Yousif Kuwa entitled, My Africanness

My Africanness

With thousands of apologies, forgive me, my brothers and sisters,

For my frankness and my courage,
Despite my religion, despite my culture,
I am Nuba, I am black, and I am African.

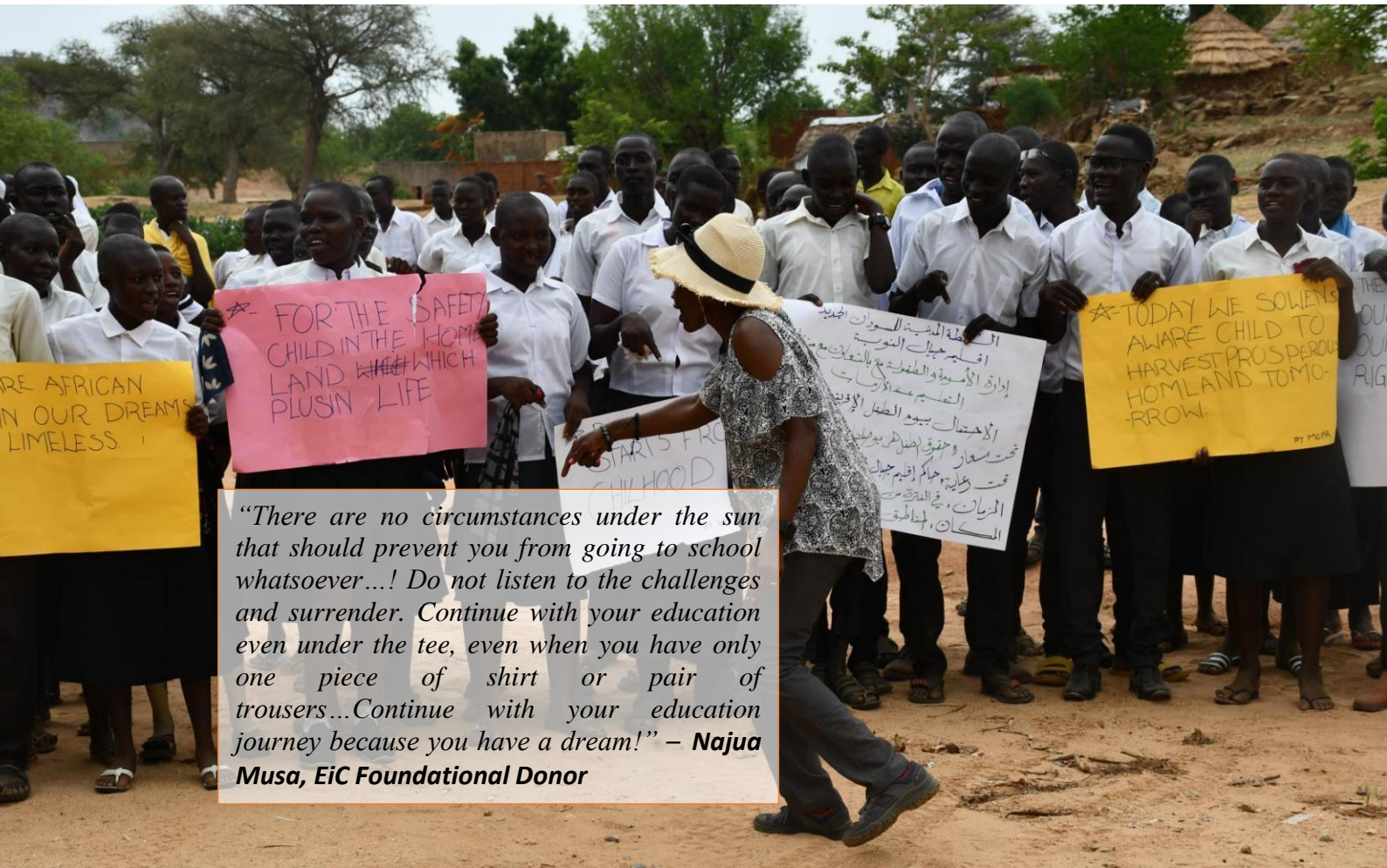
Africanness is in my identity,
Entrenched in my appearance,
Engraved in my lips,
Manifested in my skin.

My Africanness is in the sound of my chest,
In my bewildered past,
In the depth of my laughter.

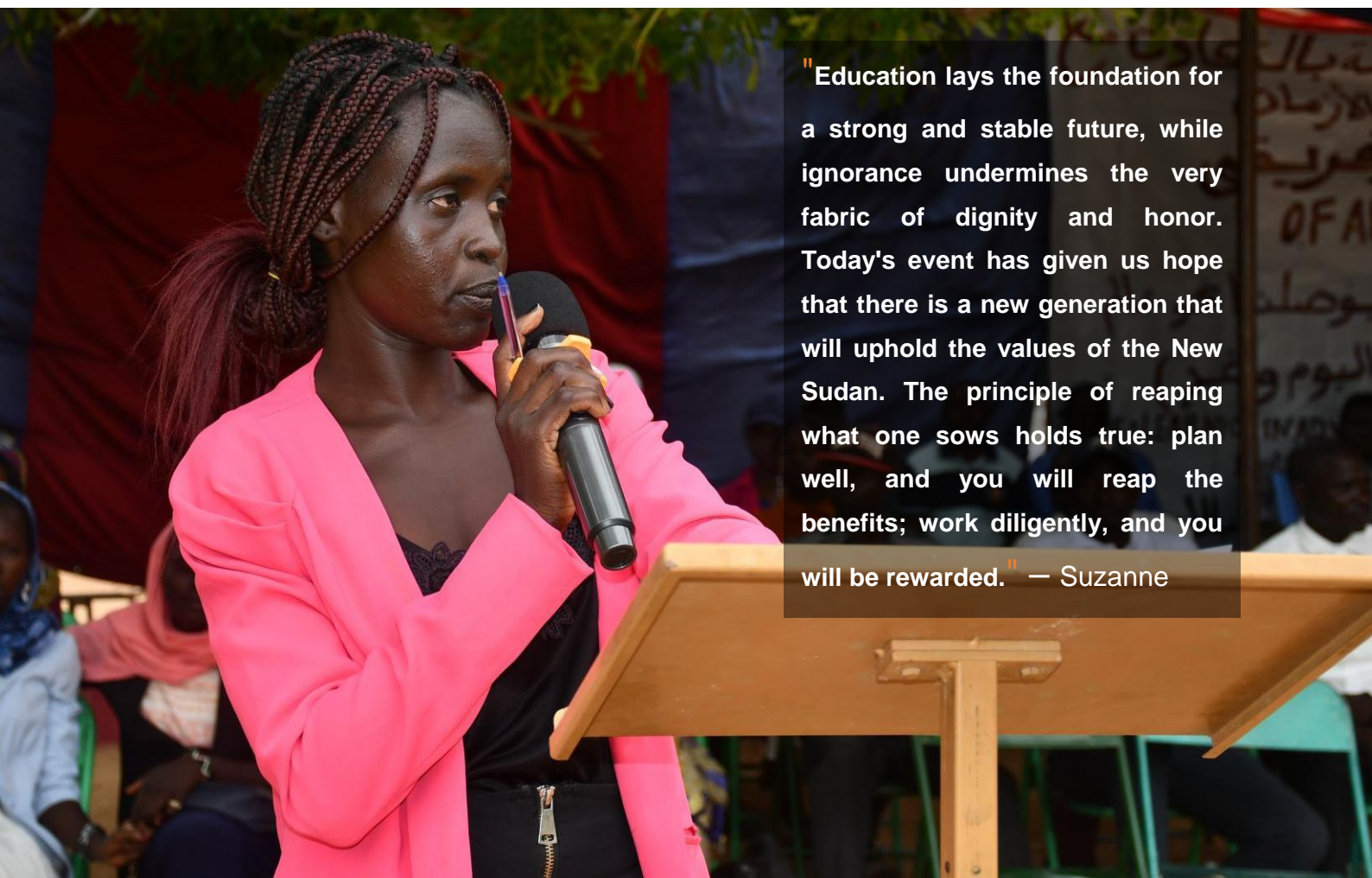
Despite my grandfathers' and
grandmothers' humiliation,
Despite my ignorance and backwardness,
My tomorrow shall come,
I shall crown my identity with
knowledge,
I shall light my candle,
And with its light, I shall build my
civilization.

And when that time comes,
I shall extend my hand,
And I shall forgive those who tried to
destroy my identity,
For my aspirations are love and peace".

Poem by Cdr. Yousif Kuwa Mekki



*"There are no circumstances under the sun that should prevent you from going to school whatsoever...! Do not listen to the challenges and surrender. Continue with your education even under the tee, even when you have only one piece of shirt or pair of trousers...Continue with your education journey because you have a dream!" – **Najua Musa, EiC Foundational Donor***



"Education lays the foundation for a strong and stable future, while ignorance undermines the very fabric of dignity and honor. Today's event has given us hope that there is a new generation that will uphold the values of the New Sudan. The principle of reaping what one sows holds true: plan well, and you will reap the benefits; work diligently, and you will be rewarded." – Suzanne

Secretariat of Mother and Child Welfare

“I implore the government, national, and international actors together with individuals of good will to support the poor, orphans and those in need of help to get basic needs. Secure the region so as to provide conducive environment for teaching and learning especially with provision of water and sanitation services, health care and proper infrastructure.” -

Mrs. Leila Karim Tima,
Secretary, Mother and Child
welfare – New Sudan



Today we are celebrating the child rights in the Nuba Mountain region. In 1991, the Organization of African Union settled to commemorate this day yearly. In the same spirit of the thousands of children of South Africa who fought for their right to be taught in their own language, we in the Nuba Mountains ought to support children especially the girls so that they achieve dreams and vision for a better society.

There is a surging number of IDPs in the region with localities of Kadugli, and Delling experiencing the most numbers. Secretariat of Mother and Child Welfare has recorded more than 57,373 children among the IDPs in Thobo county with majority of 10 to 13 years of age abandoned without care taker/relative. Many of these children have been left to the government leadership while a few have been received to the communities. We should work together to uphold the rights of the children so they stay safe, happy and live in comfortable environment”.

Speech from Regional Director – SRRA

“Children are not just beneficiaries of development but also active participants in shaping their own futures in the African continent.”

**Mr. Juma Idriss Kuku – SRRA
Regional Director**



“Distinguished guests, esteemed officials, and fellow citizens,

I would like to acknowledge the presence of the Acting Governor, represented by Cde. Daniel Ibrahim; the Secretary of Regional Education; Leila Karim, Secretary of Mother and Child Welfare; and all honored guests.

Today, we commemorate a significant day that highlights the strength and resilience of the African child. This occasion honors the 1976 fight for education rights, emphasizing the inherent potential and creativity of our children. We draw inspiration from their achievements and contributions, and we share success stories of African children who have overcome adversity.

These young individuals are not just beneficiaries of development; they are active participants in shaping their own futures and driving change on our continent.

However, in the Nuba Mountains, education remains a major challenge for our children. To address this issue, we require concerted efforts from all national and international organizations. It is our collective duty to respond to the increasing displacement of over 1.5 million people, ensuring that our children receive the education and support they deserve. Let us work together to provide opportunities for our children to thrive and reach their full potential”.

Strategic “Voices” from NGOs and the community



Mr. Sebit Musa Orwel – NRC Kauda

“A good education imbues students with knowledge, enriching communities with inquiring minds open to new ideas and capable of ingenuity and creativity. It equips them with the future austerity to face the challenges that society is facing and prepares them to look for solutions and ensure sustainability of resources without negative impact on climate change. The real struggle is to liberate the minds and enable citizens to know the value of their dignity, especially their rights. You, dear students, present here today, are called to be the agents of the awaited change and transformation.”

On behalf of the NGOs operating in the Nuba Mountains region, we wish to reaffirm our commitment and resolve to work with the civil authority of the New Sudan to ensure that all services are rendered effectively and efficiently. We congratulate and salute Education in Crisis (EiC) and all the partners who have joined hands to make this day a success.

This initiative, taken for *the first time in the history of the Nuba Mountains*, marks a significant milestone in the lives of our youth and students who are the protagonists of the day. However, low attendance in schools is still a problem, and many students are missing out on this vital education.

Education is the beacon of hope and the key to success, but it is associated with many challenges and obstacles. Nevertheless, when there is an obstacle, behind it lies success.

Aluta continua! And Victory is certain. Thank you very much!”.

The Long Struggle for Education Liberation in the Region

“Education is your light, without it we will lose a generation.”

Today, we gather here to discuss education in the region. In this very event grounds, we lost 23 pupils and their teacher to war in 2000, we chose to revolt against the unfair policies denying our people their rights. Do not look at the past loses, focus on education otherwise all past sacrifices will be in vain!

We fought to defeat these four enemies of humanity: **“Hunger, thirst, poverty, and ignorance.”** Let us organize ourselves, if we defeated these four enemies, we are a free nation that cannot be defeated. With education we develop, we are strong through it, current wars have no place if we are united in education”.



Daud John Musa – SPLM-N Army Commander



Women Representative

“We were not knowing our rights, our position as ladies, but when we went to school, we learned that we hold a part that contributes to development..., **if we focus on education, we will be able to compete with the rest of the world**”-*Mariam representing women during DAC event in Nuba Mountains*



Girls' Representative



“We girls in Sudan lack basic needs especially menstrual kits. This makes us fear to go to school. We are vulnerable, we need your support.” This would reduce on prevalence of early pregnancies, forced marriages and child labor among young children especially girls. - *Nabahi-Al Masha S.S girls' representative.*

“We thank Education in Crisis organization for bringing such an event where children come together...,1976. We ask EiC to continue supporting our education by mobilizing more support especially for girls in the Nuba mountains who struggle to complete primary education, are forced to marry young, and often taken for labor to provide for the family while young. Today, we sing and raise our voices to the rest of the world, it's our hope they will hear us and support us.”-*Children from IDP camp in Heiban County supported by Education in Crisis*



Men's Representative



I stand in front of you, young people to convey a message that “Education will enlighten you. It improves your wellbeing!”

I call on you, young people to respect yourselves, do not engage in love relationships in school, that will interfere with your goals- abstain until you accomplish your school. We need university graduates from you, I missed that opportunity because we had to rebel against the education injustices by Arabs.

Take care of your selves!”.

Mr. Ataihip Urrande, Retired SPLM-N liberation fighter



“The school is one of the pillars of the nation.

We students implore you to reconsider supporting education in your programming, channel more effort and resources to support all the schools. ”-

Furashi- Head Prefect Africa Model SS

Boy's Representative

My message goes to all the organizations who support education in the Nuba Mountains. The school is one of the pillars of the nation. We students implore you to reconsider supporting education in your programming, channel more effort and resources to support all the schools. The schools need more infrastructure, we students, study while hungry, we need school feeding. We need qualified teachers who are motivated enough deliver effective lessons to us”.

PwDs participation



On the Day of the African Child, we, the collective voices of persons with disabilities in the Nuba Mountains, emphasize the urgent need for inclusive and quality education in the region. The ongoing conflict in the region has disproportionately affected our access to education, exacerbating our vulnerability and denying us

the opportunity to reach our full potential.

Many of us live with disabilities such as intellectual disabilities, autism, physical disabilities, visual and hearing impairments, and mental health conditions like post-traumatic stress disorder (PTSD), anxiety, and depression, which are further exacerbated by the trauma of conflict.

Statistics indicate that at least 1 in every 5 learners in the Nuba Mountains lives with a disability. Yet, despite this significant number, there are no special education arrangements in place to cater to their unique needs, and mental health support services are virtually non-existent.

We call upon the international community, governments, and humanitarian organizations to prioritize the protection of our schools and educational facilities from attacks and bombing, and to ensure that education is accessible, safe, and inclusive for all children, including those with disabilities. We demand that our rights to education be respected, and that we be provided with the support and resources necessary to thrive, including trained special education teachers, accessible infrastructure, adapted learning materials, and mental health services”.

Key Bottlenecks

1. **Limited financial and logistical resources**

The event faced significant challenges due to constrained funding and logistical barriers. Limited financial support affected the scale of participation, availability of educational materials, and coverage across all target localities. Transportation difficulties in hard-to-reach areas also hindered broader community engagement.

2. **Insecurity and access**

Persistent insecurity and access to some parts of the region made coordination and participation difficult for people outside Kauda. These conditions limited the presence of external partners and reduced the number of schools and communities able to attend the central event.

3. **Weak communication infrastructure**

Poor internet connectivity and limited communication channels affected timely coordination among coordinating partners and delayed the dissemination of awareness messages. This also constrained EiC's ability to conduct virtual linkages and amplify advocacy content beyond local reach.

4. **Inadequate facilities and supplies**

The lack of sufficient tents, chairs, sound systems, and child-friendly materials affected the comfort and overall experience of participants. Some planned activities, such as film screenings, roundtables panel discussions and exhibitions, were scaled down due to inadequate equipment.

5. **Limited inclusion of children with disabilities**

Despite efforts toward inclusion, accessibility challenges and the absence of assistive devices prevented full participation of children with disabilities. This gap highlighted the continued need for targeted planning and resource allocation to ensure every child is represented and engaged.

6. **Coordination gaps among stakeholders**

While multiple actors were involved, coordination between local education actors, community structures, and supporting organizations was sometimes fragmented. Early and structured planning could help prevent overlapping activities and ensure more cohesive outcomes.



Lessons and Insights

□ Children's voices are powerful agents for change

The event reaffirmed that when children are given a platform to express their views, they demonstrate remarkable awareness and creativity in addressing community challenges. Their participation underscored the importance of including children in dialogues that shape policies and programs affecting their lives.

□ Education remains a central pillar of hope during emergencies

Despite the ongoing armed conflict and displacement in the Sudan, the event highlighted that access to education continues to be the strongest demand from children, parents, and community leaders alike. Investing in education should not only be among the humanitarian priorities but also an investment for a foundation for peace, protection, and resilience.

□ Collaboration strengthens impact and sustainability

The success of the Day of the African Child 2025 was a direct result of collaboration among Education in Crisis (EiC), community-based organizations, local authorities, N/INGOs in the region and school leaders. This demonstrated that multi-stakeholder partnerships are essential in amplifying awareness, mobilizing resources, and ensuring inclusive participation.

□ Community-led approaches build trust and ownership

Engaging parents, teachers, and local leaders throughout the planning and execution of the event created a sense of shared responsibility. This approach fostered stronger community ownership and strengthened EiC's ongoing protection and education programming in the region.

□ Empowerment of girls, IDPs and marginalized groups must be central

A recurring insight from discussions and performances was the urgent need to address barriers faced by girls, IDPs and children with disabilities. Promoting inclusive education and protection systems that ensure no child is left behind remains a core lesson for future programming and advocacy efforts.



Recommendations

Key Recommendations – Day of the African Child 2025, Nuba Mountains, Sudan. Together as partners;

- 1. We should strengthen Access to Education for Conflict-Affected Children**
 - Expand accelerated and remedial learning programs targeting displaced and out-of-school children, especially girls.
 - Support community-based schools through teacher training, educational materials, and safe learning spaces.
- 2. We should integrate child protection and safeguarding in all education interventions**
 - Establish child-friendly spaces and strengthen referral systems for cases of abuse, exploitation, or neglect.
 - Train teachers and community leaders on psychosocial support and child safeguarding practices.
- 3. We should promote the participation and leadership of young people**
 - Create platforms for children and youth to express their views through debates, art, and community dialogues.
 - Support youth-led interventions on peacebuilding, climate action, and education advocacy.
- 4. We should enhance nutrition and health support in schools**
 - Integrate school meals and health screening programs to improve attendance, concentration, and overall wellbeing.
 - Link school feeding with local food production to stimulate community livelihoods.
- 5. We should advance gender equality and inclusion**
 - Promote campaigns against early marriage and gender-based violence (GBV).
 - Ensure equal access to education for girls and children with disabilities through inclusive infrastructure and policy advocacy.
- 6. We should foster partnerships, engage communities and local ownership**
 - Strengthen collaboration among community leaders, government authorities, local national and INGOs for sustainable education initiatives and interventions.
 - Encourage public-private partnerships to mobilize resources for child-focused programs in remote areas through CSR.
- 7. We should invest in data and evidence-based programming in the region**
 - Conduct regular assessments on education, protection, and wellbeing indicators for children in conflict zones.
 - Use data to inform advocacy, resource mobilization, and targeted interventions.

Conclusion

The DAC 2025 event was a success, highlighting the importance of advocating for the right to education for children in conflict-affected regions in Africa. The DAC provided an opportunity and platform for children for the first time, policy makers, organizations and other stakeholders in the region working on children's issues and delivering humanitarian aid to some of the world's most left behind people amidst ongoing armed conflict, to voice concerns on future programming aimed to protect and promote children's rights considering the theme.⁷ The event provided a platform for children to share their experiences and aspirations, and mobilized stakeholders to invest in the future of African children. We look forward to building on the momentum generated by this event while working towards a future where all children have access to quality education and reach their full potentials.

THEME: *Learning in Adversity: Breaking Barriers, Building Futures.*



⁷ African Committee of Experts on the Rights and Welfare of the Child (ACERWC), 2025. Day of the African Child 2025 Concept Note: Planning and Budgeting for Children's Rights: Progress Since 2010

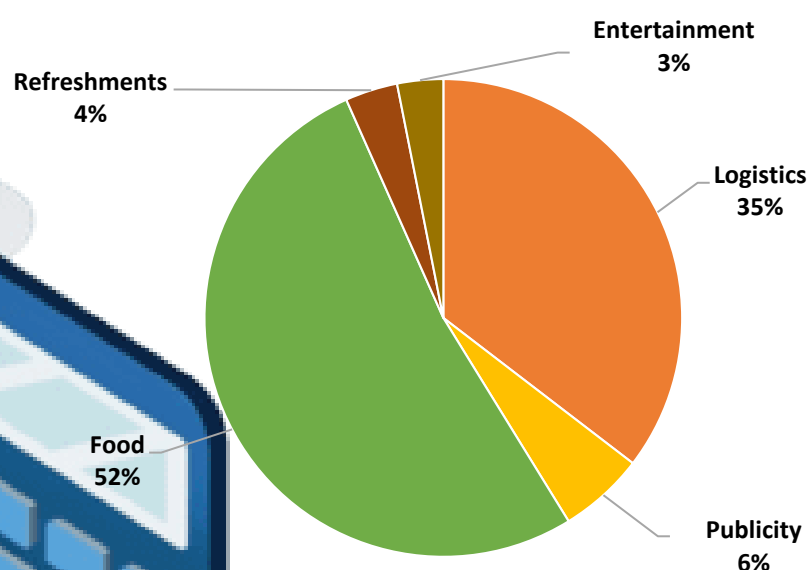
Appendices

Appendix I: Financial outlook

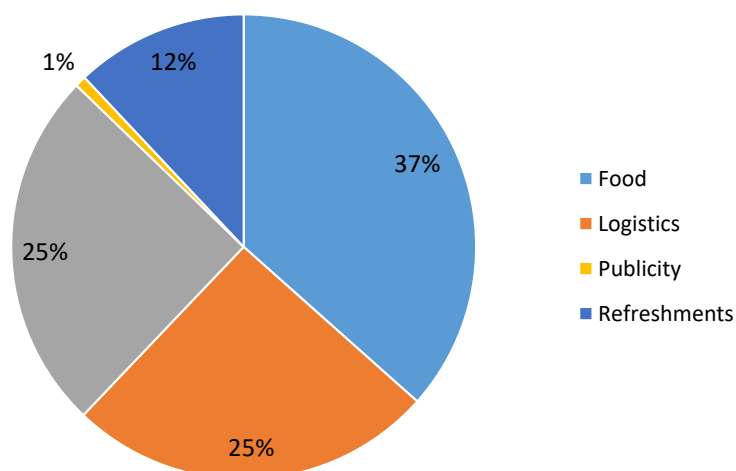
The proposed budget for the 2-day event required at least **USD 15,605**, it outlined a strategic investment on the activities that would guarantee DAC success, however only **46.8%** of the budget was realized!

The expenditure was categorized into Logistics, Publicity, Food, Refreshments, and Entertainment.

DAC BUDGET ALLOCATION



Expenditure



Appendix II: Event photos



State security official



PWDs attending the DAC



New Sudan nursery school pupils



Access more information on our website: <https://eduincrisis.org/>

And the DAC event photos at: <https://eduincrisis.org/featured-content/>

Head to our YouTube channel for video messages: <https://www.youtube.com/@EduInCrisis>

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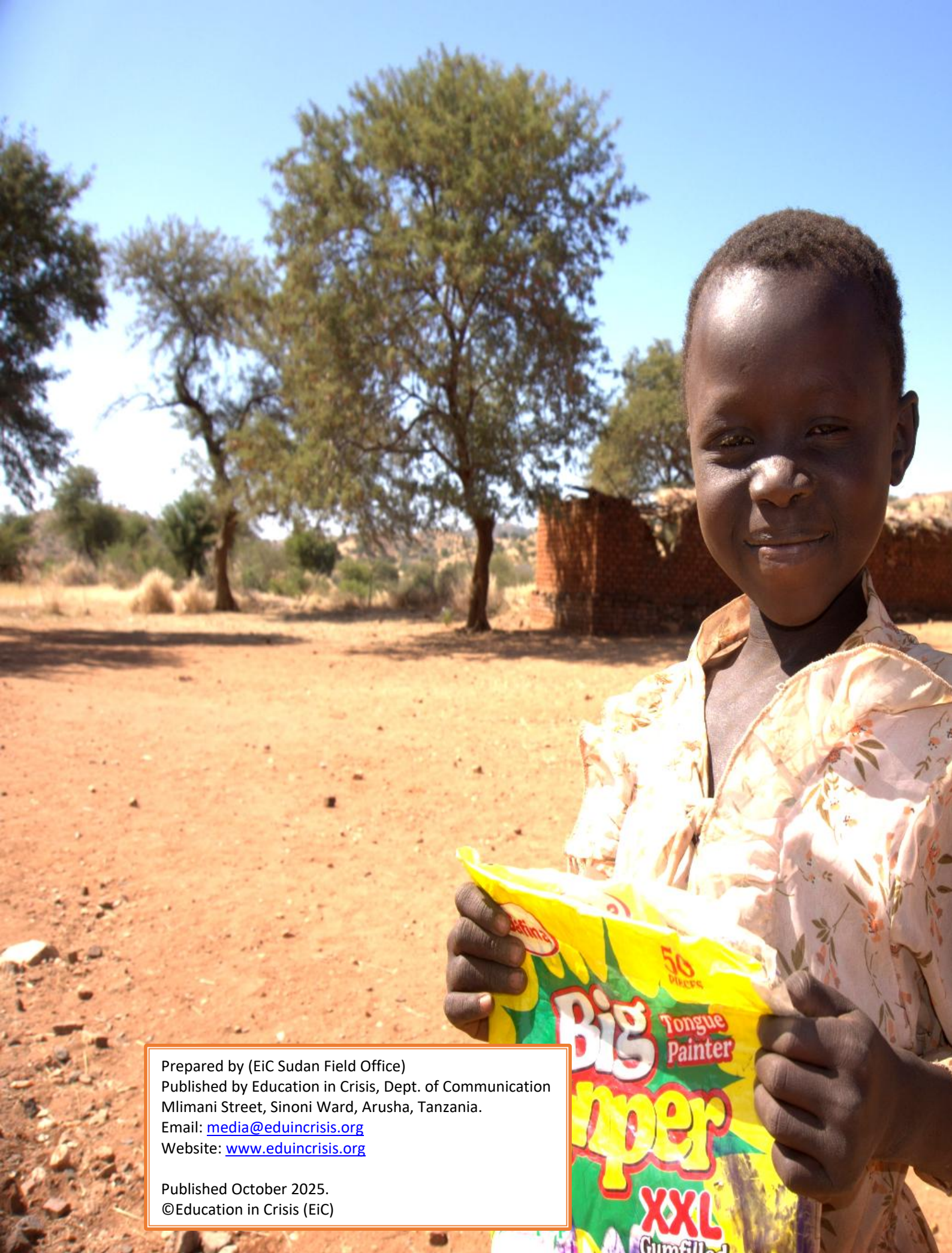
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