



A RAPID BASELINE SURVEY ON

THE STATUS OF BASIC EDUCATION TEACHERS IN NUBA MOUNTAINS REGION OF SUDAN

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God Bless Africa and its people, we say "*Imole Africa - Imole Africa*"

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TABLE OF CONTENTS

THE EXECUTIVE SUMMARY	5
1.0 INTRODUCTION	6
1.1 Theory of Change	6
1.2 Statement of the problem.....	7
1.3 Purpose of the baseline survey	8
1.4 Specific objectives of the survey	8
1.5 Scope of the survey	8
1.6 Limitations of the survey	8
1.8 Assumptions of the study	9
2.0 AN OVERVIEW OF THE NUBA MOUNTAINS REGION	10
2.1 The Profile of the Nuba Mountains Region.....	10
2.1.1 Geographical Location	10
2.1.2 Population structure of Nuba Mountains	11
2.1.3 Administrative and Political Units	12
2.1.4 Local Governance Structure	12
2.1.5 Economic and Social Development.....	13
2.1.6 Education, Health, and Social Services.....	14
2.2 Education as a Fundamental Right	15
2.2.1 Global Teachers' Perspective	17
2.3 Review of Education Status in the Nuba Mountains Region.....	18
2.3.1 Introduction	18
2.3.2 Review of Educational Institutions' Status.....	19
2.3.3 Curriculum Framework.....	21
2.3.4 Examination and Certification Systems.....	22
2.3.5 Educational Attainment	22
3.0 METHODOLOGY.....	23
3.1 Research Design	23
3.2 Population and Sampling Method.....	23
3.3 Data collection and analysis	23

4.0	RESULTS AND DISCUSSION	24
4.1	Teachers' demographic information.....	23
4.2	The pedagogical capacities of basic education teachers.....	27
4.3	The ICT Literacy capacities among basic education teachers	30
4.4	The life skills capacities among the basic education teachers	32
4.5	The co-curricular capacity gaps among the basic education teachers	34
5.0	RECOMMENDATIONS AND CONCLUSION.....	36
5.1	Recommendations	36
5.2	Conclusion.....	38
	REFERENCES.....	38

LIST OF THE TABLES

Table 1:	Summary of Theory of Change	7
Table 4.1:	Gender distribution among teachers	24
Table 4.2:	Teacher distribution across various age groups	24
Table 4.3:	Teachers' distributions according to qualifications	25
Table 4.4	Teaching experience among basic education teachers	25
Table 4.5:	Distribution of Teachers across various institutional roles	25
Table 4.6:	Distribution of sampled teachers across the basic education institutions .	26
Table 4.7:	Distribution of teachers according to the locations of their institutions	26
Table 4.8	Teachers' distributions according to Teacher Training qualifications	27
Table 4.9	Teachers' distributions according to Teacher capacity building training .	27
Table 4.10	Teacher performance feedback rate.....	28
Table 4.11	Teacher performance evaluator	28
Table 4.13	Teacher accessibility to computer/smartphone	30
Table 4.14	Teacher with a computer/a smartphone.....	30
Table 4.15	Teacher accessibility to the internet.....	31
Table 4.16	Teachers trained on ICT	31
Table 4.17	Interventions to improve teachers' access and use of ICTs in the region ...	31
Table 4.18:	Availability of guidance and counselling (G&C) teachers in schools	32
Table 4.19:	Availability of guidance and counselling (G&C) activities in schools	32
Table 4.20:	Participation of teachers in G&C activities in schools.....	33
Table 4.21:	Teachers trained in G&C.....	33
Table 4.22:	Teachers' willingness to be life skill mentors in schools	33
Table 4.24:	Popularity of co-curricular activities offered in school	34
Table 4.25:	Teachers trained in co-curricular	34
Table 4.26:	Teachers' willingness to be co-curricular mentors in schools	35
Table 4.27	Key challenges facing co-curricular activities in the region	35
Table 5.1:	Proposed Education Programmes.....	37

THE EXECUTIVE SUMMARY

The survey aimed to establish baseline levels for basic education teachers across four thematic areas: pedagogy, ICT literacy, life skills, and co-curricular activities in the Nuba Region. The survey involved 401 teachers drawn from ECDE, primary and Secondary schools. Using a digitized questionnaire, a team of enumerators from Education in Crisis (EiC) based in the region collected data, which was collated in the Kobo Toolbox. Using descriptive statistics, the data was analyzed and presented using frequencies and percentages.

The results of the study revealed that 69.8% of teachers in the service lacked professional training in pedagogy and subject matter. In addition, 65% of teachers currently in the service have not received any form of teaching capacity building in the last 3 years, thus presenting a huge gap in continuous professional development. Despite this gap in the pedagogical arena, 68.8% of teachers expressed willingness to enroll in teacher training Programmes if made available. On ICT literacy, 68.8% of teachers lacked ICT skills, with lack of access to ICT equipment and the internet being major barriers to acquiring these skills. The absence of ICT skills among teachers is a major barrier to leveraging digital space, which is key to reaching out to those who are in hard to reach areas. On life skills, 60% of schools lacked resident guidance and counselling teachers, who are critical in promoting life skills among students. In addition, most schools lack structured life skill Programmes. In co-curricular most teachers lacked skills in coordination and training. The institutions also lacked adequate equipment and facilities.

To address the gaps revealed, the survey recommended the following Programmes: In-service teacher training courses through collaboration with existing teacher training institutions in the Africa region, structured, institutionalized, regular capacity building Programmes on specific teaching skills, ICT, life skills and co-curricular activities. In addition, development of a framework that will enhance affordable accessibility to ICT equipment and the internet remains central in addressing the prevailing teacher competencies gaps and revitalizing attainment of education outcomes.

1.0 INTRODUCTION

The Nuba Mountains is a region south of Sudan with nearly 3 million people. It is located just north of the current border with South Sudan. Notwithstanding significant internal diversity, the people of the Nuba Mountains share commonalities with those of South Sudan in terms of religion, race, language, and socioeconomic status (Breidlid, 2013; Jok, 2007). The region has experienced decades of civil war in a clammer for self-rule from Sudan. As a result of this civil strife, the region has experienced social-political exclusion that includes a lack of quality education.

Education in the Nuba Mountains region of South Kordofan remains highly fragile, with persistent challenges in teacher capacity, poor infrastructure, low access, and inconsistent assessment systems. Vulnerable groups, including girls and internally displaced children, continue to face the greatest barriers to learning, while informal and humanitarian-led programs provide only limited and uneven support. This calls for a sustainable effort to improve education in general through homegrown programmes targeting specific aspects of the education sector, such as teachers' quality and continuous improvement, harmonisation of curricula and assessment systems, adequate funding and investment in infrastructure.

1.1 Theory of Change

Teachers are the backbone of any education system and the frontliners required to achieve learning goals, regardless of the context or prevailing situation. In this perspective, if the Nuba Mountains develops a standardised Teachers training and Continuous Capacity Building programme, establishes Digital enhanced Teacher Advisory Centres (TAC) based at selected strategically placed schools, identify and train TAC-Tutors and embeds the program within the Education structure. This will ensure teachers will be equipped with relevant skills, which will enable them to contribute to better education outcomes among students. The theory of change is summarised in Table 1:

Table 1: Summary of Theory of Change

Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> • Expertise, • Digital Ecosystem • Partnerships • Seed Capital • 	<ul style="list-style-type: none"> • Establish Baseline status • Develop Programmes for each Key Result Area • Digitally enhancing TAC-Centres • Train Teacher Advisory Centre Tutors • Continuous Inservice Training for teachers 	<ul style="list-style-type: none"> • Teacher Skill Upgrading • Programmes developed • Centres of Excellence identified and digitally enhanced (TAC) • Trained TAC-Tutors & deployed • Teachers enrolled & trained on various Programmes 	<ul style="list-style-type: none"> • Enhanced professional teaching skills • Improved teachers' performance • Enhanced student performance 	<ul style="list-style-type: none"> • Enhanced education outcomes

1.2 Statement of the problem

In the Nuba Mountains region of South Kordofan in Sudan, education remains highly fragile due to protracted civil strife. These have led to persistent challenges in teacher capacity, curricula implementation, infrastructure development and maintenance, access to education, standardisation of assessment and certification systems. Vulnerable groups, including girls and internally displaced children, continue to face the greatest barriers to learning due to cultural practices and unstable living conditions. On the other hand, the informal and humanitarian-led education programs provide only limited and uneven support. To address these challenges, there is a need to develop sustainable programmes targeting specific education components, such as teachers' competencies within the holistic framework for revitalisation of formal education in the region. Alongside this effort, Long-term peace, adequate funding, and effective governance remain essential to restore education as a foundation for stability and development in the region.

1.3 Purpose of the baseline survey

The survey aimed to assess the status of teachers' capacities and professional development with a focus on four thematic areas: pedagogy, ICT literacy, life skills and co-curricular. Recommendations from the assessment are expected to guide the development of interventions to address the gaps identified in the targeted thematic areas. In addition, the interventions will leverage digital ecosystem instruments for delivery, assessment and sustainability.

1.4 Specific objectives of the survey

1. To review the demographic structure of basic education teachers in the region.
2. To identify the pedagogical capacity gaps among the basic education teachers.
3. To establish the ICT literacy levels among the basic education teachers.
4. To determine the life skills capacity gaps among the basic education teachers.
5. To establish co-curricular coordination capacity gaps among the basic education teachers

1.5 Scope of the survey

The study investigated the competencies of basic education teachers (i.e. pre-primary, primary and secondary school teachers) in the Nuba Mountains Region. In its assessment, the study focused on: review of pedagogical capacities of teachers, ICT literacy levels, life skills and co-curricular competencies and interests. The study further explored and analysed the competence gaps that exist in addressing the quality of teaching personnel in the region.

1.6 Limitations of the survey

One of the major limitations of the study was the lack of baseline data on education in the region. Critical data such as enrolment and teacher registers were either unavailable or scanty. Another limitation could be related to issues of accessibility, logistics and timelines that may have contributed to skewed data in some counties.

1.8 Assumptions of the study

One of the assumptions of this study was that participants would provide honest and true responses to the different items in the instruments of this study. The other assumption was that the heads of institutions and the different leaders would allow permission for data to be collected in the sampled schools.

2.0 AN OVERVIEW OF THE NUBA MOUNTAINS REGION

2.1 The Profile of the Nuba Mountains Region

The Nuba Mountains region, located primarily in **South Kordofan State**, represents one of the most ethnically diverse and historically marginalised areas in Sudan. The region has endured prolonged armed conflict, displacement, and systemic neglect, which have profoundly influenced its demographic, social, and economic structure (Ali, 2016; Nicholson et al., 2024; Shurkian, n.d.).

2.1.1 Geographical Location

The **Nuba Mountains** lie in the southern part of Sudan, approximately **600** kilometres **southwest of Khartoum**. The region extends between **latitudes 10°–12° North** and **longitudes 29°–31° East** (Manger, 2010; Schadeberg, 2004). It is bordered by **North Kordofan** to the north, **Blue Nile State** and the **Republic of South Sudan** to the south, **West Kordofan** to the west, and the **White Nile region** to the east. Covering an estimated **48,000km² to 50,000km²**, the Nuba Mountains comprise a collection of **isolated rocky hills, granite outcrops, and fertile valleys** that rise sharply from the surrounding plains. Elevation varies from **500 to over 1,500 meters above sea level**, with the highest peaks located around **Kadugli, Heiban, and Talodi** (Kursany, 1983). These physical features have historically provided both natural protection and ecological diversity, shaping the region's settlement patterns and agricultural practices.

The region experiences a **tropical savanna climate**, with a distinct wet season from May to October and a dry season from November to April. Average annual rainfall ranges between **400mm and 800mm**, decreasing progressively toward the north, which influences agricultural productivity and water availability (Cultural Survival, 2010). Major administrative and population centers include **Kadugli** which is the state capital, **Dilling, Heiban, Talodi, Kauda, and Delami**, which serve as important cultural, economic, and administrative hubs for the diverse Nuba communities. The area's relative

geographic isolation and rugged terrain have made it both a **refuge for displaced groups** and a **strategic conflict zone** throughout Sudan's civil wars (Ali, 2016; Shurkian, n.d.).

2.1.2 Population structure of Nuba Mountains

Accurate and up-to-date population estimates for the Nuba Mountains remain uncertain due to decades of conflict, displacement, and limited access for census activities. The most recent indirect estimate, based on the service area of the **Mother of Mercy Hospital in Gidel**, suggests that approximately **2 million people** reside within the broader Nuba Mountains region (Nicholson et al., 2024). Historical census data from **1955** recorded about **572,935 Nuba people**, representing roughly **6% of Sudan's total population** at the time (Cultural Survival, 2010). Applying an estimated annual growth rate of **2.0%–2.8%**, demographers projected the Nuba population to have reached approximately **1.5–1.6 million by the late 1990s**. However, recurrent armed conflict, displacement, and limited demographic surveys since the 1980s mean that current figures remain largely **approximations rather than verified counts** (ACAPS, 2025). The effects of recurrent civil wars and aerial bombardments have displaced **hundreds of thousands of individuals**, forcing many to seek refuge in remote or mountainous areas inaccessible to humanitarian actors (ACAPS, 2025). As a result, the Nuba Mountains are characterised by a **fragile demographic balance**, with fluctuating population densities and limited access to essential services.

The Nuba Mountains host over 50 distinct ethnic groups, collectively known as the Nuba peoples, who speak languages from at least 10 linguistic families, including Heiban, Talodi, Rashad, Katla, Kadugli, and Nyimang (Schadeberg, 2004; Manger, 2010). The region's population practices Islam, Christianity, and indigenous religions, often blended in unique syncretic forms (Cultural Survival, 2010). Despite linguistic and religious diversity, the Nuba peoples share a strong sense of collective identity rooted in resilience, attachment to land, and shared struggles for justice and self-determination (Shurkian, n.d.).

2.1.3 Administrative and Political Units

The Nuba Mountains region forms the **core of South Kordofan State**, one of Sudan's 18 federal states established under the **1994 federal restructuring system**. Historically, the Nuba Mountains were part of the greater **Kordofan Province**, which was subdivided into **North, West, and South Kordofan** following administrative reforms aimed at decentralization and improved governance (Ali, 2016; Manger, 2010).

Today, **South Kordofan State** covers an estimated **120,000km²** and functions as the main administrative and political jurisdiction encompassing the Nuba Mountains (UN OCHA, 2023). The state capital is **Kadugli**, located near the geographic center of the region. Other key administrative towns include **Dilling, Talodi, Heiban, Rashad, Abu Jubeiha, and Lagawa**, each serving as hubs for local governance, trade, and service delivery.

Under Sudan's federal framework, the state is headed by a **Wali (Governor)** appointed by the national government and supported by a **State Legislative Council** when operational. However, governance in the Nuba Mountains has been **disrupted by conflict** since the early 1990s, with parts of the region alternately controlled by the **Government of Sudan (GoS)** and the **Sudan People's Liberation Movement–North (SPLM–N)**. This has created **dual administrative systems**, particularly in the central and eastern mountain areas (Shurkian, n.d.; Small Arms Survey, 2013).

2.1.4 Local Governance Structure

At the local level, South Kordofan State is subdivided into **localities referred to as mahaliyas**, which function as the primary administrative units for service provision, security coordination, and local development. As of 2016, the state comprised approximately **14 localities**, including: Kadugli, Dilling, Heiban, Delami, Talodi, Rashad, Abu Jubeiha, Lagawa, Tubo, Habila, Al Reif Al Shargi, Al Reif Al Gharbi, Umm Dorein and Kalogi (UN OCHA, 2023). Each locality is further divided into **administrative units and village councils**, which manage grassroots governance and liaise with traditional

leaders and community-based organisations. Due to prolonged conflict and displacement, administrative boundaries have often shifted, with several localities functioning under **parallel civil administrations** established by the SPLM-N in the “liberated areas” (International Crisis Group, 2022).

Alongside formal administrative units, **traditional authorities**, including **chiefs, mekks, and omdas** play a crucial role in **conflict resolution, land allocation, and customary law enforcement**. The Nuba traditional governance structure has historically coexisted with state administration, though the two have at times competed for legitimacy and authority (Manger, 2010; Ali, 2016). These traditional systems have been instrumental in maintaining **social cohesion** and **community governance** during periods of state collapse or conflict. In many SPLM-N-controlled territories, local councils operate through a **hybrid governance model**, integrating both customary authority and civil administration to manage education, health, and humanitarian coordination (Nicholson et al., 2024).

Governance in the Nuba Mountains remains **fragmented and fragile**. Persistent insecurity, weak infrastructure, and political marginalization have hampered effective service delivery and planning. The absence of unified state control has undermined **resource allocation, taxation, and civil registration systems** (International Crisis Group, 2022). These challenges continue to affect **humanitarian coordination and data collection**, complicating demographic estimation and development programming in the region.

2.1.5 Economic and Social Development

The socioeconomic profile of the Nuba Mountains is deeply shaped by decades of armed conflict, political marginalization, and underdevelopment. Despite its rich cultural diversity and agricultural potential, the region remains one of Sudan’s least developed areas, with limited access to infrastructure, education, healthcare, and markets (Nicholson et al., 2024; Ali, 2016). Agriculture is the backbone of the Nuba Mountains economy, employing over 80% of the population. The dominant mode of production is

smallholder subsistence farming, complemented by livestock rearing and local trade (Kursany, 1983). The region's fertile valleys support the cultivation of sorghum (locally known as dura), millet, sesame, groundnuts, cotton, and gum Arabic, one of Sudan's key export commodities (Manger, 2010).

Traditional farming systems are largely rain-fed and rely on minimal mechanisation. Due to erratic rainfall and conflict-related displacement, many households experience chronic food insecurity, particularly during the dry season (UN OCHA, 2023). Livestock, mainly goats, cattle, and poultry, serve as key assets for income generation and household resilience. Local economies also rely on seasonal labour migration, charcoal production, and small-scale trade in towns such as Kadugli, Dilling, and Talodi. However, insecurity, landmines, and poor infrastructure continue to restrict market access and economic diversification (International Crisis Group, 2022).

2.1.6 Education, Health, and Social Services

Education services in the Nuba Mountains have been severely disrupted by years of conflict and displacement. Many schools were destroyed or closed during active fighting, especially in SPLM-N-controlled territories (Shurkian, n.d.). Where operational, schools suffer from shortages of teachers, learning materials, and classrooms. According to UNICEF (2023), literacy rates in South Kordofan remain among the lowest in Sudan, with gender disparities evident, as literacy among Nuba women is estimated below 40%. Nonetheless, community-led and faith-based schools have emerged in several liberated areas, reflecting strong local commitment to education and peacebuilding (Ali, 2016).

The collapse of formal health systems, limited drug supplies, and a shortage of medical personnel have created a severe public health crisis (Nicholson et al., 2024). A pilot study by Mohammed et al. (2006) revealed alarming mortality rates: Infant Mortality Rate (IMR): 85 per 1,000 live births, Under-Five Mortality Rate (U5MR): 140 per 1,000 live births and Maternal Mortality Ratio (MMR): 680 per 100,000 live births. Although humanitarian networks and mobile clinics provide partial relief, access to healthcare

remains highly uneven, with many communities relying on mission hospitals and local volunteers (Nicholson et al., 2024). Water and sanitation systems are also inadequate, exposing residents to waterborne diseases (UN OCHA, 2023).

The demographic landscape of the Nuba Mountains is defined by **ethnic diversity**, **widespread displacement**, and **socioeconomic fragility**. Historical marginalization and protracted warfare have caused significant demographic distortions and low human development outcomes. Understanding these dynamics is critical for designing sustainable interventions in **education, health, governance, and peacebuilding** across the region.

2.2 Education as a Fundamental Right

Education, in general, is considered to expand a child's knowledge, experiences and imagination; and therefore, promote the child's responsible and active participation in society. Education is known to increase a child's awareness of moral values, codes of conduct and mannerisms, and the capacity to enjoy life in general. Formal education, on the other hand, provides children with the opportunity to gain abilities that will allow them to be as independent as possible (Warnock, 1978) and acquire whatever meritocratic status they strive for.

Education is considered a right of every child and is legally guaranteed in most countries. This right was first explicitly stipulated in Article 26 of the Universal Declaration of Human Rights of 1948 (UN, 1948). Articles 28 and 29 of the UN Convention on the Rights of the Child (UNCRC) (1989) declare that the education of the child shall be directed to the development of the child's personality, talents, mental and physical abilities to their fullest potential. Article 13(2) of the International Covenant on Economic, Social and Cultural Rights (ICESCR) of 1967 requires member states to actively pursue the development of schools at all levels, making basic education (i.e. early childhood education, primary and secondary education) generally free and progressively free. The education as a human right was further strengthened by the Convention on the Rights of the Child (CRC) in September 1991, which Sudan ratified.

Sudan, apart from being one of the nations that have ratified the fundamental human rights Articles that lay the ground for education as a human right, has also participated in various international declarations in education. For instant it was one of the Nations that participated in the Jomtien World Declaration on Education for All (EFA) conference (1990), that primarily focused on the Millennium Development Goals (MDGs) and emphasised that every person, child, youth, and adult would be able to benefit from educational opportunities designed to meet their learning needs by 2015 (UNESCO, 2003). Specifically, it has six goals of education that cover the lifespan of an individual. These include: (i) expand early childhood care and education, (ii) provide free and compulsory primary education for all, (iii) promote learning and life skills for young people and adults, (iv) increase adult literacy, (v) achieve gender parity and gender equality, and (vi) improve the quality of education. Furthermore, Universal Primary Education (UPE) was specifically set as a goal for both EFA (Jomtien, 1990; reaffirmed in Dakar, 2000) and MDGs. It was subsequently adopted as a goal by UN member states in 2000.

However, although Sudan has been participating in and ratifying the international declarations on the right to education, and in some instances has demonstrated attempts to domesticate the agreements through efforts such as Sudan Fifth National Educational Conference in September 1990, its commitment has not been commensurate with the expected outcomes across the country. Key among the mismatches of attaining fundamental goals of the ratified articles and declarations in the education sector is non- commitment in the provision of quality and adequate Basic Education teachers, particularly in the Nuba Mountains region. This has greatly compromised the delivery of basic education and hence the education outcomes in the region.

Education in the Nuba Mountains region of South Kordofan remains highly fragile, with persistent challenges in infrastructure, teacher capacity, access, and assessment systems. Vulnerable groups, including girls and internally displaced children, continue to face the greatest barriers to learning, while informal and humanitarian-led programs provide only limited and uneven support. Sustainable improvement will require coordinated

efforts to rebuild schools, strengthen teaching, harmonize curricula, and ensure nationally recognized certification, alongside investments in inclusive and technical education. Long-term peace, adequate funding, and effective governance are essential to restore education as a foundation for stability and development in the region.

2.2.1 Global Teachers' Perspective

Teachers are indispensable in the fight for quality education for all and the fulfilment of the UN Sustainable Development Goal (SDG) 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, as well as SDG 5 on achieving gender equality and empowering all women and girls.

The [global report on teachers](#) reveals an urgent need for 44 million primary and secondary teachers worldwide by 2030. This includes a demand for seven (7) out of ten (10) teachers at the secondary level and a need to replace over half of the existing teachers leaving the profession. Sub-Saharan Africa is especially affected, with an estimated need for 15 million new teachers by 2030.

Understanding the scale of this demand, its geographical implications, and the subsequent effects on educational infrastructure and student-teacher ratios is fundamental to comprehending the gravity of the situation (UNESCO, 2024). The teacher attrition rates among primary teachers almost doubled in the last decade, from 4.62 per cent globally in 2015 to 9.06 in 2022, with teachers often leaving the profession within their initial five years. Understanding the widespread nature of this shortage and its socio-economic impacts is crucial in formulating effective, all-encompassing solutions.

The global teacher shortage demands urgency. It's not solely about quantity but also about the quality of prepared and retained teachers.

2.3 Review of Education Status in the Nuba Mountains Region

2.3.1 Introduction

The education system in the Nuba Mountains region of South Kordofan is extremely fragile, having been severely affected by decades of civil conflict, widespread population displacement, and long-term marginalisation. Key weaknesses in the system include; lack of adequately qualified teachers, acute shortage of teaching and learning resources, lack of appropriate education infrastructure and restricted pathways to secondary and tertiary education. These have resulted in three interconnected challenges: reduced learning quality, growing educational exclusion, and fragmented assessment and certification systems. Learning quality is compromised by teacher shortages, limited teacher training, and inadequate learning resources. Many educators are volunteers or work without regular pay, leading to frequent staff changes, which results in inconsistent pedagogy. Classrooms are often overcrowded, with limited ongoing assessments and generally low learning outcomes, which makes monitoring and supervision systems weak or non-functional in many areas, impeding systematic improvement.

Access to education in the Nuba Mountains is a significant challenge, as widespread displacement, poverty, and ongoing security threats compel many households to deprioritise schooling for their children. Girls in particular face additional barriers stemming from entrenched cultural norms, early marriage, and the expectation to take on household responsibilities. These challenges are further compounded by the geographic isolation of remote rural and conflict-affected areas, which severely limits physical access to schools and educational services, ultimately leaving vulnerable groups, including internally displaced people, girls, and children from the poorest households at the highest risk of failing to complete basic education. Assessment and certification systems are highly fragmented, as many students in SPLM-North-controlled or insecure areas are unable to sit national examinations, and while locally administered certificates provide temporary recognition, they do not have national equivalence, limiting opportunities for higher education and formal employment. Despite these challenges,

local communities have shown resilience in preserving basic learning. Informal schools, accelerated learning programs, and non-formal literacy initiatives provide essential short-term support, although these efforts are often small-scale and unevenly distributed across the region.

2.3.2 Review of Educational Institutions' Status

Early Childhood Development (ECD) forms the foundation of education but remains severely underdeveloped in the Nuba Mountains. UNICEF (2025) estimates that only 8 - 10% of children aged 3 to 5 years have access to ECD centres most of which are located in urban settlements. In rural areas, early learning is primarily provided through community-based initiatives or religious institutions such as madrasas, often without trained teachers or adequate learning materials. The absence of structured early learning programs limits children's school readiness and contributes to low enrollment and retention in later grades.

At the primary level, education has been critically disrupted. According to UNICEF (2025), there are approximately 212 functioning primary schools in South Kordofan, a sharp decline from the pre-conflict baseline of about 900 schools in the broader Nuba Mountains area (ACAPS, 2025). Over 60% of existing schools are either destroyed or non-functional due to insecurity (UN OCHA, 2024). Furthermore, more than 2,500 schools across Sudan are currently used as shelters for internally displaced persons (IDPs), with a significant concentration in conflict-affected areas such as Kadugli and Dilling (UNICEF, 2025). Enrollment statistics reflect the severity of the crisis, as out of an estimated 260,000 school-age children in the Nuba Mountains, only about 146,000 are currently enrolled, leaving roughly 56% without access to formal education (ACAPS, 2025). This indicates that more than half of children aged 6 to 13 years are unable to attend school, and many of those who are enrolled must learn in makeshift classrooms, under trees, or in temporary shelters set up by humanitarian organisations, which underscores the near-collapse of the primary education system across most communities in the region.

Access to secondary education is even more restricted, with fewer than 35 operational schools across South Kordofan, most of which are located in relatively stable towns such as Kadugli, Dilling, Heiban, and Kauda (UN OCHA, 2024). Prior to the conflict, the wider Nuba region had over 120 functioning secondary schools (Ali, 2016), highlighting the drastic reduction in educational infrastructure. Ongoing insecurity, widespread destruction of school facilities, and the displacement of teachers have forced many secondary schools to operate in double or triple shifts to accommodate the limited number of students they can serve at one time. At the same time, shortages of qualified teachers and inadequate learning materials continue to undermine the quality of education, leaving many students without sufficient instructional support or access to a full curriculum.

Teacher training institutions, which are critical for sustaining education quality, have also been severely affected. The Dilling Teachers Training Institute and Kadugli Teachers College, once key centers for preparing educators, now operate at limited capacity due to staff shortages, insecurity, and lack of funding. In response, organizations such as UNICEF, Save the Children, and the Nuba Relief, Rehabilitation and Development Organization (NRRDO) have introduced short-term in-service teacher training programs. However, these remain insufficient to address the acute shortage of qualified teachers across all education levels.

Technical and vocational education and training (TVET) opportunities are almost non-existent in the conflict-affected areas. Before the conflict, there were about 6 vocational training centers offering skills in carpentry, tailoring, mechanics, and agriculture (Sudan Ministry of Education, 2010). Currently, only 2 centres in Kadugli and Dilling remain partially operational, serving a small number of youth through limited NGO support. The absence of functional TVET institutions restricts access to practical, employment-oriented training and contributes to widespread youth unemployment.

Higher education is equally constrained. The University of Dilling is the only tertiary institution in South Kordofan, but it has faced repeated closures due to insecurity,

inadequate infrastructure, and staff shortages. Consequently, many students migrate to Khartoum, Kosti, or El Obeid to pursue university education, although financial barriers and displacement limit such opportunities. The absence of a stable higher education system restricts local capacity development and the production of skilled professionals.

Non-formal and adult education programs, though limited, play an essential role in building community resilience. NGOs such as Norwegian Church Aid (NCA) and Plan International conduct small-scale literacy and numeracy programs targeting women, IDPs, and returnees. These programs integrate functional literacy, peace education, and livelihood skills, yet they reach less than 5% of the adult population (UNESCO, 2024).

2.3.3 Curriculum Framework

The curriculum structure in the Nuba Mountains is fragmented due to the political division between the Government of Sudan and the SPLM-North-controlled territories. In areas under the Government of Sudan, schools follow the national curriculum prescribed by the Federal Ministry of Education, using Arabic as the main language of instruction. In contrast, SPLM-North-controlled areas administer alternative curricula developed by local education secretariats with technical support from organizations such as Save the Children and the Norwegian Church Aid (Education Cluster, 2025). These community-based programs focus on literacy, numeracy, and peace education, often delivered in both Arabic and the local Nuba languages to improve accessibility and inclusiveness.

Humanitarian interventions have also introduced temporary learning frameworks to harmonize education delivery across conflict-affected zones. UNICEF and the Education Cluster Sudan launched the Emergency Learning Framework in 2024, aligning it with the Alternative Learning Programme (ALP) to enable out-of-school children to access accelerated education. While these adaptations have preserved learning continuity, the absence of a standardized curriculum across the Nuba Mountains hinders uniform assessment and student mobility between different administrative zones.

2.3.4 Examination and Certification Systems

Examination and certification systems in the Nuba Mountains are partially functional, reflecting the broader instability of the education sector. National examinations, including the Grade 8 and Grade 12 exams, are organized by the Federal Ministry of Education; however, many students in conflict-affected areas cannot participate due to insecurity and logistical barriers. UNICEF (2025) reports that Sudan hosted 2,148 national exam centers nationwide, yet few were accessible to learners from SPLM-N-held territories in South Kordofan. In response, local education authorities in these areas have established community-administered examinations modelled on national standards. While the locally issued certificates provide short-term recognition within the community, they lack formal national accreditation, limiting students' access to secondary education and employment opportunities. Interrupted learning cycles, frequent displacement, and the lack of centralised oversight have further weakened the examination process, leading to high dropout rates and a growing population of overage learners.

2.3.5 Educational Attainment

According to data from The Enough Project (2013), the profound challenges in educational access and participation in the Nuba Mountains region indicate that 71% of people in this region had not attended school, 25% had completed primary education, and 3% had attained secondary education. These statistics demonstrate the severe limitations in access to formal education and highlight the urgent need for interventions to expand educational opportunities, improve learning quality, and support the development of human capital in the region. Such entrenched educational deficits underscore the need for targeted interventions to improve access, quality, and continuity of learning across all levels of the education system in the Nuba Mountains.

3.0 METHODOLOGY

3.1 Research Design

The study adopted a descriptive survey design to assess the competencies and professional development of basic education teachers in the Nuba Mountains region. This design enabled the collection of quantitative data on teachers' skills, training, and professional experiences at a single point in time, providing a comprehensive overview of the status of teacher capacity in the region.

3.2 Population and Sampling Method

The target population consisted of 3,000 primary school teachers working in approximately 200 primary and secondary schools across the Nuba Mountains region. Using the Krejcie and Morgan (1978) table for determining sample sizes for a finite population, the calculated sample size was 341 teachers. However, the study successfully reached a sample of 401 basic education teachers, exceeding the minimum required and ensuring broader representation. A random sampling approach was employed to select teachers from the target population. This method ensured that each teacher had an equal chance of being included, improving the representativeness of the findings.

3.3 Data collection and analysis

Five (5) enumerators from Education in Crisis administered the digitized questionnaires. Data collection involved face-to-face interactions with teachers, during which responses were recorded directly into the digital platform. All responses were uploaded to Kobo Toolbox in real-time to ensure data accuracy and integrity. Data was collected using a structured questionnaire consisting of 69 items grouped into five thematic areas: teachers' demographic review, pedagogical capacity assessment, ICT literacy levels assessment, life skills and co-curricular capacities assessment. After completion of data collection, the responses were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. Data were presented in tables to summarize teachers' competencies, ICT literacy, life skills, co-curricular capacities, and participation in professional development activities.

4.0 RESULTS AND DISCUSSION

4.1 Teachers demographic information

During the data collection exercise, the teachers were asked to provide information regarding their gender, age, qualifications, work experience, and responsibilities within the school. In addition, teachers were requested to state the type of their school and the nature of its location. Using frequencies and percentages, the demographic information of the teachers was tabulated and presented in graphs and pie charts. Table 4.1 indicates the distribution of teachers per gender.

Table 4.1: Gender distribution among teachers

S/N	Gender	No. of teachers	%
1.	Male	230	57.4
2.	Female	170	42.4
3.	Others	1	0.2
	Total	401	

The data on gender indicated a fair distribution of teachers across the two principal genders, i.e., male and female. Table 4.2 indicates the distribution of teachers across various age groups.

Table 4.2: Teacher distribution across various age groups

S/N	Age group	No. of teachers	%
1.	Below 18 years	4	1.0
2.	18 – 25 years	94	23.4
3.	26 – 35 years	221	55.1
4.	36 – 55 years	73	18.2
5.	Above 55 years	9	2.2
	Total	401	

Most teachers were in their youthful age, with young adults accounting for 78.5% of teachers, while middle-aged adults accounted for 18.2% of teachers in the region. This trend slightly varies from various average ages for teachers in most stable countries, which mainly range from 40 years to above 50 years. Table 4.3 indicates the distribution of teachers according to general qualification.

Table 4.3: Teachers' distributions according to qualifications

S/N	Qualification	No. of teachers	%
1.	Certificate	294	73.3
2.	Diploma	78	19.5
3.	Bachelor's Degree	21	5.2
4.	Lack of post-secondary qualification	8	2.0
	Total	401	

According to Table 4.3, 73.3% teachers had at least a post-secondary certificate; however, only 5.2% had a bachelor's degree. This indicates a fair literacy level for the educators. Table 4.4 indicates teaching experience.

Table 4.4 Teaching experience among basic education teachers

S/N	Teaching Experience	No. of teachers	%
1.	0 - 2 years	78	19.5
2.	3 – 5 years	149	37.2
3.	6 – 10 years	123	30.8
4.	Above 10years	51	12.7
	Total	401	

Most of the teachers in the region had a teaching experience of about 3 to 10 years. Table 4.5 indicates the distribution of teachers across various roles in the schools.

Table 4.5: Distribution of Teachers across various institutional roles

S/N	Teachers' roles	No. of teachers	%
1.	Subject Teachers	158	39.4
2.	Class Teachers	112	27.9
3.	Games/ Club Teachers	28	7.0
4.	Senior Teachers	45	11.2
5.	Deputy Head Teachers	27	6.7
6.	Head Teachers	31	7.7
	Total	401	

The survey engaged a total of 401 teachers, drawn from all levels of basic education institutions in the region, as indicated in Table 4.6.

Table 4.6: Distribution of sampled teachers across the basic education institutions

S/N	Basic Education Institutions	No. of teachers	%
1.	Secondary schools	152	37.9
2.	Primary schools	212	52.9
3.	Pre-primary schools	37	9.2
	Total	401	

The distribution of teachers according to the location of their schools was indicated in Table 4.7

Table 4.7: Distribution of teachers according to the locations of their institutions

S/N	Location of schools	No. of teachers	%
1.	Urban Centres	201	50.1
3.	Rural areas	160	39.9
5.	Displacement Camps	40	10.0
	Total	401	

4.2 The pedagogical capacities of basic education teachers

On reviewing pedagogical capacities, respondents started by specifying the teacher training course they had undertaken. Although according to Table 4.3, 98% of respondents had at least a post-secondary qualification, the review of these qualifications indicated that only 26.4% of respondents were substantively trained teachers. The distribution of substantive teacher qualifications among the respondents is illustrated in Table 4.8.

Table 4.8 Teachers' distributions according to Teacher Training qualifications

S/N	Teacher Training Qualification	No. of teachers	%
1.	Certificate	64	16.0
2.	Diploma	44	11.0
3.	Bachelor's Degree	13	3.2
4.	Untrained teachers	280	69.8
	Total	401	

It is worth noting that 69.8% of teachers were untrained, which paints a picture of an area with an acute shortage of qualified teaching personnel. This scenario is likely to hurt the attainment of educational outcomes in the region, considering the central role teachers play in the implementation of education. To mitigate and reverse the situation, the development of an in-service training course for teachers needs to be prioritised. This may be realised by leveraging digital space to collaborate with institutions of higher learning and extend scholarships to serving teachers progressively.

On professional development, the study sought to establish whether the respondents had received any form of teacher capacity-building training in the last three years. The responses were grouped into three training categories: teaching methodologies, subject matter, and pupil/student management, and tabulated in Table 4.9.

Table 4.9 Teachers' distributions according to Teacher capacity building training

S/N	Teacher Capacity Building Trainings	No. of teachers	%
1.	Teaching Methodologies	20	5.0
2.	Subject Matter	92	22.9
3.	Pupil management	14	3.5
4.	No training in the last 3 years	275	68.6
	Total	401	

The study revealed that only 31.4% of teachers had received capacity-building training in the last three (3) years. 68.6% of teachers had not been given the opportunity for professional development through training. This is likely to affect their performance, considering most of the teachers were untrained. Similarly, using digital space, scheduled teacher capacity-building programmes can be developed and administered virtually, focusing on critical areas of the curriculum.

Regarding teacher supervision and performance management, the survey aimed to determine the frequency of teacher performance feedback. In the review of their responses, most teachers indicated that they received feedback on their performance termly, as illustrated in Table 4.9.

Table 4.10 Teacher performance feedback rate

S/N	Teachers Performance Feedback Rate	No. of teachers	%
1.	Monthly	56	14.0
2.	Termly	261	65.1
3.	Annually	22	5.5
4.	No performance feedback	62	15.5
	Total	401	

The indication of teacher performance feedback illustrates a commendable education management practice in the region. However, it is worth noting that 15.5% of teachers indicated a lack of feedback on their performance, and 5.5% indicated annual feedback. On further review of performance feedback, the survey sought to find out who undertakes the process of evaluating the performance of the teachers. The responses were tabulated in Table 4.10.

Table 4.11 Teacher performance evaluator

S/N	Teacher performance evaluator	No. of teachers	%
1.	Education Field Officers	28	7.0
2.	Head Teacher	277	69.1
3.	Peers review	13	3.2
4.	Self assessment	83	20.7
	Total	401	

Teachers' performance tracking and feedback remain a critical instrument for the realisation of quality education and overall attainment of education outcomes. The result indicated that institutions relied largely on internal personnel to monitor teacher

performance. There is a need to strengthen the external performance monitoring system, probably through digitisation.

The survey also endeavoured to establish from the teachers' opinions what interventions would help them improve their performance and work conditions for improved education outcomes. Their responses were reviewed and grouped into five categories as illustrated in Table 4.9.

Table 4.12 Interventions to improve teaching in basic education institutions in the region

S/N	Interventions proposed	No. of teachers	%
1.	Teacher training	263	65.6
2.	Enhanced teacher remuneration	60	15.0
3.	Provision of adequate teaching and learning resources	53	13.2
4.	Provision of supportive programmes, such as a feeding programme	20	4.7
5	Provision infrastructure	5	1.2
Total		401	

According to the survey, 65.6% of teachers indicated that improving teaching skills was the leading priority for the improvement of education outcomes in the region. This was followed by the need to enhance and stabilise teacher remuneration and the provision of adequate teaching and learning resources. They also acknowledge the need for social intervention programmes such as school feeding programmes, which are known to enhance students' retention in school. And finally, 1.2% of teachers identified the need for infrastructure improvement.

4.3 The ICT Literacy capacities among basic education teachers

The survey intended to determine the teacher accessibility to ICT devices such as smartphones/computers, ownership of ICT devices, accessibility to the internet, acquisition of ICT training and challenges facing ICT literacy. Teachers' accessibility to ICT equipment was tabulated in Table 4.13.

Table 4.13 Teacher accessibility to computer/smartphone

S/N	Access to a computer/ a phone	No. of teachers	%
1.	Teachers who had access to a computer/ smartphone	286	71.3
2.	Teachers without access to a computer/ smartphone	115	28.7
	Total	406	

According to data on Table 4.13, 71.3% of teachers had access to either smartphones/or computers, and 28.7 % had no access. On further review, the survey sought to find out the percentage of teachers who owned an ICT device that can access the Internet (i.e. a computer or smartphone. The result of the analysis was tabulated in Table 4.14.

Table 4.14 Teacher with a computer/a smartphone

S/N	Ownership of a computer/ a phone	No. of teachers	%
1.	Teachers with computers & smartphones	32	8.0
2.	Teachers with smartphones	174	43.4
3.	Teachers without smartphones/computers	195	48.6
	Total	401	

On ownership of ICT devices, Table 4.14 indicated that 51.4% of teachers owned either a smartphone or both a smartphone and a computer (mainly laptops). These results revealed that 48.6% of teachers did not own an ICT device, which presents a substantial gap in leveraging ICT for upscaling teacher capacities. The study further assessed teachers' accessibility to the internet and tabulated the results in Table 4.15.

Table 4.15 Teacher accessibility to the internet

S/N	Access to a computer/ a phone	No. of teachers	%
1.	Teachers with access to the internet	206	51.4
2.	Teachers without access to internet	195	48.6
	Total	401	

Regarding internet accessibility, the analysis of the data in Table 4.15 indicated that 51.4% of the teachers were accessing the internet. The survey also determined the percentage of teachers who had received training on ICT. The result was tabulated in Table 4.16.

Table 4.16 Teachers trained on ICT

S/N	ICT training	No. of teachers	%
1.	Teachers trained on ICT	125	31.1
2.	Teachers without ICT training	276	68.8
	Total	401	

Table 4.16 indicates that only 31.1% of teachers had undertaken training in ICT, showing a substantial gap in ICT literacy of about 68.8%. This calls for deliberate efforts to enhance the acquisition of ICT skills among the teachers in the region as a means of placing them on a global education trajectory. ICT literacy also remains critical in improving education delivery, especially in hard-to-reach regions. The survey also endeavoured to identify the most critical interventions required to enhance teachers' ICT literacy. The interventions were listed in Table 4.7.

Table 4.17 Interventions to improve teachers' access and use of ICTs in the region

S/N	Interventions proposed	No. of teachers	%
1.	Provision of training in ICT	139	34.7
2.	Provision of a reliable source of power, such as solar power	103	25.7
3.	Provision of accessibility to affordable ICT infrastructure/ equipment	98	24.4
4	Enhance connectivity to satellite internet connectivity	49	12.2
	Total	401	

Based on the findings in Table 4.17, to bridge the ICT literacy gap among teachers, a standard ICT training, such as the International Computer Driving License (ICDL), may be established or adopted, and a mechanism to support access to this certification may

also be put in place. In addition, teachers can be supported in purchasing low-cost or cost-free computers/ laptops on an instalment basis.

4.4 The life skills capacities among the basic education teachers

To determine the life skills capacity gaps among teachers, the survey sought to find out whether schools had designated guidance and counselling (G&C) teachers and participation in activities related to guidance and counselling. The responses on the availability of G&C teachers were tabulated in Table 4.18.

Table 4.18: Availability of guidance and counselling (G&C) teachers in schools

S/N	Availability of teacher counsellors	No. of teachers	%
1.	Teacher-counsellors are available in schools	159	39.7
2.	Teachers-counsellors are not available in schools	276	60.3
	Total	401	

According to Table 4.18, 60.3% of teachers indicated that there were no guidance and counselling teachers in schools. Table 4.19 presents the availability of G&C activities in schools.

Table 4.19: Availability of guidance and counselling (G&C) activities in schools

S/N	Availability of G&C activities in the school	No. of teachers	%
1.	G&C activities available in schools	200	49.9
2.	G&C activities are not available in schools	201	50.1
	Total	401	

According to Table 4.19, 50.1% of teachers indicated that there were no G&C activities in schools. Table 4.20 presents the participation of teachers in G&C activities in schools.

Table 4.20: Participation of teachers in G&C activities in schools

S/N	Teachers Participation in G&C activities	No. of teachers	%
1.	Teachers who had participated in G&C activities in schools	135	33.7
2.	Teachers who had not participated in G&C activities in schools	266	66.3
	Total	401	

According to Table 4.20, in the last three years, 33.7% of teachers had participated in G&C activities in schools. On the other hand, 66.3% of teachers indicated they had not participated in G&C activities in schools. The training of teachers in G&C is presented in Table 4.21.

Table 4.21: Teachers trained in G&C

S/N	Teachers training in G&C activities	No. of teachers	%
1.	Teachers trained in G&C	178	44.4
2.	Teachers not trained in G&C	223	55.6
	Total	401	

According to Table 4.21, 44.4% of teachers had received training in G&C. However, 55.6% indicated they had not received any training in G&C. The willingness of teachers to serve as life skills mentors/ champions in schools is presented in Table 4.22.

Table 4.22: Teachers' willingness to be life skill mentors in schools

S/N	Teachers willing to train in G&C activities	No. of teachers	%
1.	Teachers willing to be Life skills mentors	391	97.5
2.	Teachers were not willing to be Life skills mentors	10	2.5
	Total	401	

According to Table 4.22, it indicates that 97.5% of teachers were willing to serve as life skill mentors for students in schools. This demonstrated a great commitment from teachers towards the welfare of students. Thus, it presents an opportunity to develop the sociopsychological aspects of students.

4.5 The co-curricular capacity gaps among the basic education teachers

According to the survey, five categories of co-curricular activities were being offered in schools in the Nuba Region. These activities were sports, music, debate, drama, and clubs/ societies. To determine the popularity of the co-curricular activities, respondents stated the most popular co-curricular activity in their school. Their opinion was collated and tabulated in Table 4.24.

Table 4.24: Popularity of co-curricular activities offered in school

S/N	Popularity of co-curricular activities	No. of teachers	%
1.	Debate	108	26.9
2.	Sports	103	25.7
3.	Drama	72	18.0
4.	Music	65	16.2
5.	Club & Societies	53	13.2
Total		401	

Debate and sports were the most popular cocurricular activities, having a popularity of 26.9% and 25.7% respectively. This was followed by drama and music with 18.0% and 16.2% respectively. On the other hand, clubs and societies were the least popular, with 15.7%. The training of teachers in co-curricular activities was presented in Table 4.25.

Table 4.25: Teachers trained in co-curricular

S/N	Teachers training in co-curricular activities	No. of teachers	%
1.	Teachers trained in co-curricular activities	178	44.4
2.	Teachers not trained in co-curricular activities	223	55.6
Total		401	

According to Table 4.25, 44.4% of teachers had received training in cocurricular activities. However, 55.6% indicated they had not received any training in co-curricular activities. The willingness of teachers to serve as co-curricular mentors in schools is presented in Table 4.26.

Table 4.26: Teachers' willingness to be co-curricular mentors in schools

S/N	Teachers willing to mentor students in co-curricular activities	No. of teachers	%
1.	Teachers willing to be co-curricular mentors	388	96.8
2.	Teachers were not willing to be co-curricular mentors	13	3.2
	Total	401	

According to Table 4.26, it indicates that 96.8% of teachers were willing to serve as co-curricular mentors for students in schools. This demonstrated a great commitment from teachers towards enhancing students' talents. The survey also endeavoured to identify the key challenges facing the implementation of co-curricular activities in schools within the region. The teachers were requested to state one challenge they feel was a key inhibitor of co-curricular activities in their school. The challenges were tabulated in Table 4.27.

Table 4.27 Key challenges facing co-curricular activities in the region

S/N	Key co-curricular challenges	No. of teachers	%
1.	Insufficient equipment/instruments/ props	187	46.6
2.	Lack of experts in various co-curricular activities	92	22.9
3.	Lack of appropriate facilities	69	17.2
4.	Diminished learners' interests	36	9.0
5.	Lack of clear structures to support activities	17	4.2
		401	

46.6% of teachers indicated inadequate availability of equipment as the leading challenge facing co-curricular activities in the schools, followed by expert trainers, where 22.9% of teachers listed it as a key challenge facing co-curricular activities.

5.0 RECOMMENDATIONS AND CONCLUSION

5.1 Recommendations

- i. To bridge the gap of trained teachers (73.6% of teachers were untrained), an in-service teacher training programme needs to be developed. The training should leverage satellite digital technology and be offered in collaboration with a teacher training institute. The digital space will ensure improved and affordable access, while the teacher training institute will ensure that teachers are properly accredited.
- ii. According to the survey, in the last 3 years, more than 68.6% of teachers had not received any professional development training. To address this gap, a standard progressive professional teacher capacity-building programme needs to be established.
- iii. A standard curriculum, certification and education field services systems need to be established, adopted or outsourced. This will provide a framework for teacher performance management, education administration and management, as well as the monitoring and evaluation of education outcomes.
- iv. A standard ICT literacy training system for teachers, such as the International Computer Driving License (ICDL), should be established or adopted. The training should leverage e-learning via satellite transmission.
- v. Provision of a framework for affordable acquisition of digital equipment and internet services for teachers and schools (such as laptops, desktops and other computer accessories).
- vi. Develop a standardised Guidance and Counselling in-service training programme for schoolteachers/ life skills champions leveraging on the digital space.
- vii. Develop a standard life skill programme, such as a School Peer Counselling programme (SPCP), for adoption by schools.
- viii. Development of frameworks for the promotion of co-curricular activities among schools. For instance, Kenya has frameworks (public policies and associations) for inter/ intra-school competitions, talent identification and teachers' co-curricular skills development programmes in Music, Drama, Athletics, Ball games and Science Congress. It also has curricular support clubs and society link associations, such as the Scout movements and the Red Cross society.
- ix. Develop a deliberate strategy to train teachers as facilitators and promoters of co-curricular activities and equip co-curricular facilities in schools.

Table 5.1 presents a summary of programmes that are proposed from recommendations:

Table 5.1: Proposed Teacher Education Programmes

S/N	Proposed programme	Possible sub-programmes	Proposed mode of delivery
1.	In-Service Teacher Training Programme	<ul style="list-style-type: none"> - Diploma in Primary Education - Diploma in secondary education - Bachelor's degree in education 	<ul style="list-style-type: none"> - Distance / online learning in collaboration with teacher training institutions - Scholarship/self-sponsored programmes
2.	Pedagogical Professional Development Programme	<ul style="list-style-type: none"> - Teaching Methodology training - Curriculum support materials review and development - Education assessment and evaluation training - School management trainings - Development of Teacher Advisory Centres 	<ul style="list-style-type: none"> - Distance / online learning in collaboration with teacher training institutions/professionals - One-on-one workshops/seminars - Webinars
3.	School ICT – Literacy Programme	<ul style="list-style-type: none"> - ICT literacy for teachers - ICT literacy for students - School ICT material support programme - School internet connectivity programme - School power connectivity programme 	<ul style="list-style-type: none"> - Support from development partners - Distance / online learning in collaboration with teacher training institutions/professionals - One-on-one workshops/seminars/Webinars
4.	Life skill programme	<ul style="list-style-type: none"> - In-service training for guidance and counselling teachers - School peer counselling programme - Child Friendly Programmes 	<ul style="list-style-type: none"> - Support from development partners - Distance / online learning in collaboration with teacher training institutions/professionals - One-on-one workshops/seminars - Webners
5.	Schools Co-curricular support programme	<ul style="list-style-type: none"> - Co-curricular coordination teachers' training programme - Games/ sports masters, adjudicators and coaches training programmes - Creative arts (drama and Music) trainers & adjudicators development programme 	<ul style="list-style-type: none"> - Support from development partners - Distance / online learning in collaboration with teacher training institutions/professionals - One-on-one workshops/seminars - Webners

5.2 Conclusion

The overall goal of the study was to establish the status of teachers across the four thematic areas under review: pedagogical skills, ICT literacy levels, life skills, and co- curricular capacities in the Nuba Mountain region. The survey revealed an acute shortage of trained teachers, and there was no regular programme to upscale teachers' pedagogical skills. ICT literacy levels among teachers were found to be low. Most schools had no guidance and counselling teachers, who play a central role in the coordination and promotion of life skill programmes in schools. There was no system to train and facilitate teachers to become trainers and promoters of co-curricular activities. However, despite the challenges identified, the study revealed the great willingness for teachers to receive pedagogical skills, ICT, life skills and extracurricular activities.

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APPENDIX I: QUESTIONNAIRE

RAPID BASELINE SURVEY ON THE STATUS OF BASIC EDUCATION TEACHERS IN NUBA MOUNTAIN, SOUTH KORDAFAN REGION OF SUDAN

SEPTEMBER 2025

1.0 Introduction

This questionnaire has been designed to collect valuable insights from basic education teachers (primary and secondary school teachers) regarding their training, experiences and competencies in the Nuba Mountains Region of South Kordofan, Sudan. The survey focuses on four fundamental areas: pedagogical, Life skills, ICT and co-curricular competencies.

1.2 Objective of the survey:

The aim is to identify current gaps, strengths, and challenges faced by educators, thereby informing targeted strategies for professional development and support. By understanding teachers' needs and perspectives, the survey seeks to contribute to the improvement of educational quality and resilience in the region. Your honest responses are crucial for shaping future policies and ensuring that interventions are relevant and impactful.

1.3 Administration of the questionnaire

The questionnaire is to be administered in person through a digital instrument. Enumerators are encouraged to create a comfortable environment, clarify any questions, and ensure that all participants understand the purpose and voluntary nature of the survey. Respondents should feel free to skip any questions that make them uncomfortable, and their privacy must be safeguarded throughout the process. Answering this questionnaire should take about 10 minutes. All responses are anonymous and are treated in strict confidence.

Thank you very much for your collaboration.

For help, call: Dr Gachara John, PhD, OGW +254-722447079

SECTION A

2.0 Demographic Information

1. Describe your Gender:
 - o Male
 - o Female
 - o Other
2. What is your age bracket Age: _____
 - o 12 – 18 years
 - o 19 – 25 years
 - o 26 – 35 years
 - o 36 – 55 years
 - o 56 – above
3. What is your Highest Educational Qualification:
 - o Certificate
 - o Diploma
 - o Bachelor's Degree
 - o Other (specify): _____
4. How many Years have you been Teaching _____
 - o 0 – 2 years
 - o 3 – 5 years
 - o 6 -10 years
 - o 10 – above years
5. What is the level of your position at your school?

S/N	Primary School	Tick one	Secondary School	Tick one
1	Subject Teacher		Subject Teacher	
2	Club/ Games Teacher		Club/ Games Teacher	
3	Class Teacher		Class Teacher	
4	Senior Teacher		Head of Department	
5	Deputy Head Teacher		Deputy Head teacher	
6	Head Teacher		Head Teacher	

6. What is the Type of your School:
 - o Nursery
 - o Primary
 - o Secondary
7. Describe the location of your school:
 - o Urban area
 - o Peri-urban area
 - o Rural area
 - o Displacement Camp
 - o Village

SECTION B

3.0 Pedagogical Skills Scaling Programme

1. Are you a trained Teacher
 - o Yes
 - o No
 - o If yes, please state the title of the teacher training that you undertook

 - o If yes, what is the name of the institution which offered you the training _____ Where is the institution located _____
2. Have you received any training on Teaching (pedagogical methods in the past 3 years)?
 - o Yes
 - o No
 - o If yes, indicate the type of training (tick all that apply):
 - a) Subject-centered methods
 - b) Child-Centered
 - c) Lesson planning and delivery
 - d) Classroom management
 - e) Assessment/ Examination strategies
 - f) Other (specify): _____
3. Rate your confidence in the following pedagogical skills (1=Low, 5=High):
 - o Lesson planning : 1 2 3 4 5
 - o Student engagement : 1 2 3 4 5
 - o Assessment : 1 2 3 4 5
 - o Feedback management : 1 2 3 4 5
4. Do you adapt your teaching methods based on student needs?
 - o Always
 - o Sometimes
 - o Never
5. How often do you receive formal feedback on your teaching performance?
 - o Never
 - o Annually
 - o Termly
 - o Monthly
6. Who usually evaluates your performance? (Tick all that apply)
 - o Education Officer
 - o School Head teacher
 - o Peer Teacher
 - o Self-assessment
7. What support would help you improve your teaching? (Open-ended)

SECTION C

4.0 ICT Literacy Programme for Educators

1. Do you have access to a computer or smartphone?
 - o Yes
 - o No
2. Do you have access to the internet
 - o Yes
 - o No

If yes, what electronic device do you have for accessing the internet? Please Tick on all that apply to you.

Tick all that apply.

- o Smart phone
- o Tablet/ iPad
- o Laptop/ computer
- o None of the above
- o Others specify _____

3. Have you received any ICT/ Computer training
 - o Yes
 - o No

If yes, how did you access the training?

- o During my first training as a teacher
- o When upgrading my academic qualification
- o ICT workshop outside the school
- o Personal efforts through workshops and short courses
- o Online community or website (e.g. YouTube)
- o School-based Programme on ICT by experienced teachers
- o School-based Programme on ICT by experts from outside the school
- o Others Specify _____

4. Rate your ability to use the following digital tools (**1=None, 2=Basic, 3=Intermediate, 4=Advanced**)

- o Microsoft Word : 1 2 3 4
- o Microsoft Excel : 1 2 3 4
- o Microsoft PowerPoint : 1 2 3 4
- o Google Docs : 1 2 3 4
- o Email communication : 1 2 3 4
- o Online teaching platforms : 1 2 3 4
(Zoom, Teams, WhatsApp, Google Classroom)
- o Use of educational software : 1 2 3 4

5. What challenges do you face in using ICT for teaching? (Open-ended)

SECTION E

5.0 Life Skills Promoters Programme

1. Do you have a guidance and counselling teacher in your school
 - o Yes
 - o No
2. Do you have guidance and counselling Programmes or activities for students in your school
 - o Yes
 - o No

If yes Please specify: _____

3. Have you participated in guidance and counselling Programmes or activities for teachers in your school or area
 - o Yes
 - o No

If yes Please specify: _____

4. Have you been trained in delivering life skills education or activities?
 - o Yes
 - o No

5. Rate your comfort level when discussing the following with students:

o Self-Awareness mechanisms	: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
o Conflict resolution mechanism	: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
o Fostering Patriotism	: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
o Psychosocial support	: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
o Gender equality	: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
o Hygiene & nutrition	: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

6. Are there school-based support systems for students facing psychosocial challenges?
 - o Yes
 - o No

If yes, please specify: _____

7. Would you be willing to serve as a mentor for student life skills?
 - o Yes
 - o No

8. What support would help you improve your teaching? (Open-ended)

SECTION F

6.0 Co-curricular Promoters Programme

1. What co-curricular activities does your school currently offer? (Tick all that apply)

- Sports
- Music
- Drama
- Debate
- Clubs (e.g., Science, Peace, Girls)

Do you lead or support any co-curricular activities?

- Yes
- No

If yes, please specify the activity that you lead or support

2. Does your school have a scheduled co-curricular activities Programme

- Yes
- No

How do you describe the schedule of co-curricular activities at your school?

- Weekly
- Monthly
- Occasionally
- Never

How often do you participate in scheduled activities

- Very Frequently
- Frequently
- Occasionally
- Never

3. Would you be interested in training to enhance your co-curricular leadership skills?

- Yes
- No

If yes, please specify the activity that you would like to be trained on

4. What challenges limit the implementation of co-curricular activities in your school?
(Open-ended)

Section G: General Perspectives

1. What do you think are the top three needs for improving teacher effectiveness in your region?
2. What support do you expect from the education authorities or partners