



Teacher Qualification and Training, and Educational Capacity Building for Post-War Reconstruction in Sudan

Amel Zulfukar Hassan Adlan ^{1,*}

¹ Department of English, Faculty of Languages - Nile Valley University – Sudan.

*Corresponding author: amelzulfukar@gmail.com

Keywords

1. Post-war Reconstruction
2. Teacher Training
3. Psychosocial Support
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Abstract:

This paper outlines a strategic framework for teacher training and qualification as well as educational capacity building in the context of Sudan's post-war recovery. Using a mixed-methods, multi-phase action research design, the study addresses the education crisis and suggests a solution through needs assessment, trauma-informed and peacebuilding curriculum, a Training of Trainers (ToT) model, and robust monitoring systems. Survey data collected from 300 teachers in Khartoum, Bahri, Omdurman (representing the epicentre of the conflict) reveal that 72% of participants experienced trauma, 81% seek emergency classroom management training, 63% are internally displaced persons (IDPs), and 88% have professional-growth motivation. It is hoped that the framework will help strengthen local educational institutions to ensure sustainable recovery and enable teachers to engage actively in social healing and peacebuilding. The paper also highlights the significance of education as a cornerstone of national reconciliation and long-term development.

تأهيل وتدريب المعلمين وبناء القدرات التعليمية لإعادة الإعمار في مرحلة ما بعد الحرب في السودان

أمل ذو الفقار حسن عدلان^{*1}

¹ كلية التربية ، جامعة وادي النيل – السودان.

*المؤلف: amelzulfukar@gmail.com

الكلمات المفتاحية

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| 1. إعادة الإعمار | 2. تدريب المعلمين |
| 3. الدعم النفسي | 4. بناء القدرات التعليمية |
| 5. بناء السلام | |

الملخص:

تقدم هذه الورقة إطاراً استراتيجياً لتأهيل المعلمين وتدريبهم وبناء القدرات التعليمية في سياق تعافي السودان في مرحلة ما بعد الحرب. وباستخدام تصميم البحث الإجرائي متعدد المراحل ومنهجية الأساليب المختلطة ، تعالج الورقة أزمة التعليم من خلال: تقييم الاحتياجات، ووضع مناهج دراسية تراعي الصدمات وتعزز بناء السلام، واعتماد نموذج تدريب المدربين، وتأسيس أنظمة رصد ومتابعة قوية. تكشف بيانات المسح الميداني الذي شمل 300 معلم ومعلمة في الخرطوم وبحري وأم درمان (التي تمثل بؤرة النزاع) أن 72% منهم تعرضوا لصدمات نفسية، و81% يسعون للحصول على تدريب حول إدارة الفصول الدراسية في حالات الطوارئ، و63% منهم في عداد النازحين، بينما أظهر 88% دافعية نحو النمو المهني. يعمل هذا الإطار المقترح على تقوية المؤسسات التعليمية المحلية لضمان التعافي المستدام، وتمكين المعلمين ليكونوا رواداً للتعافي وبناء السلام. وتُبرز الورقة التعليم باعتباره حجر الزاوية للمصالحة الوطنية والتنمية طويلة الأمد.

1.1 Introduction

Sudan stands at a pivotal point in its post-conflict recovery, where it is essential to rebuild the educational sector in order to restore learning, promote reconciliation, and support long-term development. Years of armed conflict have severely damaged educational infrastructure, led to the displacement of thousands of teachers, and disrupted the academic lives of millions of students. In such a fragile context, educators play a transformative role, not only as instructors but as agents of healing and resilience.

This paper presents a strategic framework for teacher qualification, training, and educational capacity building tailored to post-war Sudan. It aims to equip educators with the skills and support needed to address psychosocial challenges, manage post-conflict classrooms, and help rebuild a more inclusive education system.

The initiative follows a multi-phase approach: needs assessment, curriculum design, field implementation, institutional strengthening, and rigorous monitoring and evaluation. It prioritizes collaboration with national stakeholders, international partners, and local communities to ensure relevance, sustainability, and scalability.

By investing in teachers and educational institutions, Sudan can turn classrooms into spaces of hope and opportunity for laying the groundwork for a peaceful and prosperous future.

1.2 Statement of the Study

This study explores the urgent need to qualify and train teachers as part of Sudan's post-war educational recovery. Years of conflict have led to the disruption of learning, displacement of educators, and weak institutional capacity. By focusing on teacher development and educational capacity building, the study aims to restore healthy learning-environments, support psychosocial healing, and promote social cohesion.

Through a phased-approach needs assessment, curriculum design, implementation, and evaluation, the study offers a strategic framework for empowering educators and rebuilding Sudan's educational system as a

foundation for peace and sustainable development.

1.3 Background of the Study

Yearslong armed conflict in Sudan has devastated the country's schools, displaced educators, and interrupted students' learning journey. Remaining teachers often lack access to modern training, psychosocial support, and essential resources, while institutional mechanisms for professional development remain weak. Evidence from post-conflict settings highlights that targeted teacher qualification and capacity-building are critical to restoring safe, effective learning environments and promoting social cohesion. This study is an attempt to fill the gap, proposing a unified, context-sensitive framework to empower Sudanese educators and rebuild the country's education system as a pillar of sustainable recovery.

1.4 Objectives of the Study

1. Examine the serious consequences of war on the country's education system by investigating effects on teachers' professional roles and students' learning experiences.
2. Enhance the capacity of local educational institutions to foster resilience and support sustainable development.
3. Embed psychosocial support and trauma-responsive teaching practices within training programs to meet the emotional and social needs of educators and learners.
4. Implement comprehensive monitoring and evaluation systems to assess training effectiveness and inform continuous program improvement.

1.5 Questions of the study

1. How has the prolonged conflict affected teachers' professional competencies, mental health, and classroom practices, and what are the consequences for student learning in post-war Sudan?
2. What pedagogical approaches, practical training methods, and local adaptations are most effective for preparing teachers in the post-conflict Sudan?
3. What structural and support mechanisms are needed within local education institutions to

ensure sustained teacher development and institutional resilience?

4. How can classroom teaching and teacher-led programs actively promote reconciliation, social unity, and peace among Sudan's diverse communities?

5. Which psychosocial support strategies and trauma-informed teaching practices effectively meet the emotional needs of conflict-affected teachers and students?

6. What tools and indicators should be used to monitor and evaluate the effectiveness and long-term impact of teacher training and capacity-building programs in Sudan?

1.6 Significance of the Study

The significance of the study stems from the fact that it:

1. Provides evidence-based insights into the impact of conflict on education, informing targeted recovery strategies.
2. Equips educators with context-sensitive skills to enhance classroom effectiveness and student outcomes.
3. Builds institutional resilience through strengthened leadership, management, and support systems.
4. Promotes national reconciliation and social cohesion by positioning education as a peacebuilding tool.
5. Embeds trauma-informed and psychosocial support to address emotional barriers to learning.
6. Implements a rigorous monitoring and evaluation system to ensure accountability and guide program improvement.

2. Literature Review

In the wake of decades of conflict, Sudan's journey toward peace and national renewal finds one of its most vital pathways through the reconstruction of its education system. Across recent studies and global reports, education emerges not just as a sector in need of repair, but as a foundation for healing, reconciliation, and long-term development (Nesterova. etal 2024; UNESCO, 2025). The literature paints a vivid picture of three interwoven themes that shape the proposed framework for teacher qualification and training: the depth of the foundational crisis, the importance of institutional capacity, and the growing

emphasis on psychosocial and peacebuilding pedagogy.

2.1 The Foundational Crisis and the Need for Qualified Teachers

The scale of disruption in Sudan's education system is staggering. Since 2023, countless children have missed nearly two full academic years, with millions still out of school (Education Cluster, 2025). The war has not only damaged infrastructure but also deeply affected the teaching workforce. Many educators have been facing overwhelming challenges, and the quality of instruction has suffered. Even before the conflict, a World Bank assessment revealed that over half of Sudanese teachers lacked proper qualifications (World Bank, 2022). The war has widened this gap, making the need for comprehensive teacher training more urgent than ever. International organizations, including UNESCO, have responded by prioritizing improvements in teaching quality and relevance, setting the stage for renewed efforts in professional development and curriculum reform (UNESCO, 2025).

2.2 Building Institutional Strength and Systemic Resilience

Rebuilding education in Sudan is not solely about training individuals. It's about strengthening the institutions that support them. Literature on education in fragile and conflict-affected settings highlights the importance of local capacity building. The World Bank's global strategy for education in Fragility, Conflict and Violence contexts (2025) encourages technical support and sharing best practices to help countries like Sudan stabilize and grow. Successful programs, as described in recent evaluations, often begin with a conflict-sensitive design that involves local partners and responds to the unique challenges of each community (Global Affairs Canada, 2025). Sustainability is another key theme, with emphasis placed on empowering national institutions such as teacher-training centers and education directorates. Gender equity also features prominently, with calls for training programs that address the specific barriers

faced by women and girls, ensuring that recovery efforts are inclusive and just.

2.3 Psychosocial Support and Peacebuilding in the Classroom

After war teachers are called to serve not only as educators but also pillars of emotional support and social healing. The literature describes education as a protective force, one that shields children from exploitation and helps them recover from trauma (Education Cluster, 2025). Humanitarian responses increasingly include psychosocial support as a core component, delivered alongside academic instruction in safe, nurturing environments. This approach aligns with the study's goal of preparing teachers to use trauma-informed methods that meet the emotional needs of both students and themselves.

Education also plays a transformative role in peacebuilding. It is seen as a powerful tool for reconciliation, capable of reshaping attitudes and fostering unity among diverse communities (Nesterova et al., 2024). To fulfill this role, teacher training must go beyond traditional pedagogy. Curricula need to include skills for dialogue, conflict resolution, and the promotion of social cohesion to equip educators to guide their students not only toward academic success, but also toward a more peaceful and inclusive future.

3. Research Methodology

This investigation employed a mixed-methods, multi-phase action research framework to examine the complexities of Sudan's post-war educational recovery. The design combined quantitative and qualitative approaches to ensure both breadth and depth of understanding. On the quantitative side, structured questionnaires were utilized to capture measurable indicators such as the extent of teacher displacement, levels of trauma, and professional development needs. Complementing this, qualitative interviews were conducted to elicit rich narratives concerning lived experiences, psychosocial challenges, and culturally grounded pedagogical practices. By integrating statistical precision with contextual sensitivity, the design

provided a holistic basis for generating findings that could inform practical and sustainable interventions in the education sector.

3.2 Participants

The study used a sample of 300 teachers (30-45 years old males and females) from Khartoum, Omdurman, and Bahri, the areas that represent the epicentre of Sudan's conflict. Participants were selected through purposive sampling to ensure inclusion of:

1. Displaced teachers
2. Educators with varying levels of qualification.
3. Teachers working in emergency or temporary learning spaces.

3.3 Instruments

The study utilized a combination of structured and semi-structured tools to capture both quantitative and qualitative dimensions of teachers' experiences. A structured questionnaire, containing closed and open-ended items, was designed to assess levels of trauma exposure, professional growth motivation, and training requirements. In addition, semi-structured interviews were conducted with a purposive sub-sample of 100 teachers. These interviews provided deeper insights into lived experiences of conflict, psychosocial challenges, and coping mechanisms, allowing for a richer understanding beyond survey data.

3.4 Data Collection

Data were gathered through a multi-phase approach consistent with the mixed-methods action research design. In the first phase, structured questionnaires were administered to 300 teachers across Khartoum, Omdurman, and Bahri. This quantitative survey captured information on displacement status, professional qualifications, trauma exposure, and training needs. In the second phase, qualitative interviews with selected participants explored personal narratives and contextual challenges. This layered process ensured that both statistical patterns and individual perspectives were documented, strengthening the validity and depth of the findings.

3.5. Data analysis

The analysis followed a **mixed-methods** framework, integrating both quantitative and qualitative strands to ensure comprehensive insights into Sudan's post-war educational recovery.

1. Quantitative Analysis

Survey data from 300 teachers were coded and entered into statistical software for descriptive and inferential analysis. Frequencies and percentages were calculated to determine the prevalence of displacement, trauma exposure, and professional training needs. Cross-tabulations were used to explore relationships between demographic variables (age, gender, qualifications) and reported challenges. This statistical approach provided measurable patterns and trends across the teaching workforce.

2. Qualitative Analysis

Semi-structured interviews with 100 teachers and focus group discussions were transcribed and subjected to thematic analysis. Coding was conducted in multiple stages:

1. Open coding to identify recurring concepts related to trauma, coping strategies, and pedagogical adaptation.

2. Axial coding to group these concepts into broader categories such as psychosocial challenges, community resilience, and culturally relevant teaching practices.

3. Selective coding to refine themes that directly inform recovery-oriented interventions.

Representative quotations were extracted to illustrate key themes and provide contextual depth to the statistical findings.

3. Triangulation

Findings from surveys, interviews, and focus groups were cross-validated to enhance reliability. Quantitative trends were compared with qualitative narratives to ensure consistency and highlight areas where statistical data alone could not capture lived realities.

4. Results:

The results were obtained through a systematic analysis of survey responses and qualitative narratives. Structured questionnaires were administered to 300 teachers, and responses were coded into categories. Percentages were calculated to show prevalence, while qualitative interviews and focus groups provided explanatory depth. The findings are organized into four thematic areas:

Table (1) Psychological and Social Impacts

Survey items asked teachers about trauma exposure, symptoms of anxiety/depression, and access to institutional support. Responses were tallied and converted into percentages.

Category	Finding	Percentage
Psychological and Social Impact	Report direct or indirect psychological trauma	72%
	Indicated suffering from symptoms of anxiety or depression	65%
	Confirmed the absence of any institutional psychological support	58%

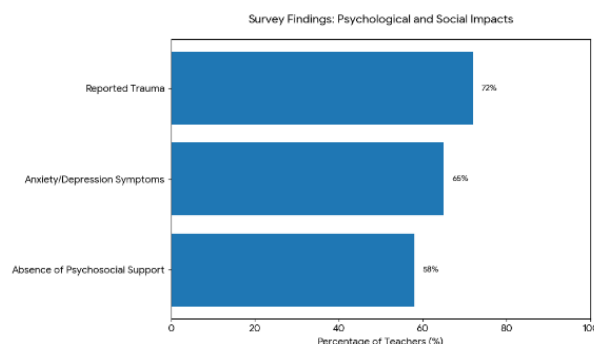


Figure (1) Psychological and Social Impacts

The data displayed in Table 1 and Figure 1 reveals a widespread mental health crisis among teachers, with nearly three-quarters affected by trauma and a majority lacking institutional support. This underscores the urgent need for psychosocial interventions in post-conflict education recovery. 72% of respondents reported experiencing direct or indirect psychological trauma due to the war. 65% indicated suffering from symptoms of

anxiety or depression over the past two years, and 58% confirmed the absence of any institutional psychosocial support in the aftermath of the conflict. A visual representation of psychological distress levels among teachers highlights the scale of emotional burden and institutional neglect.

Table (2) Training Needs

Teachers were asked to identify priority areas for professional development. Survey responses were categorized into training domains and quantified.

Category	Finding	Percentage
Training Needs	-Expressed a desire for training in “Classroom management in emergency settings”	81%
	-Requested training in “psychological support for students”	76%
	-Reported weak skills in using digital tools for remote teaching.	69%

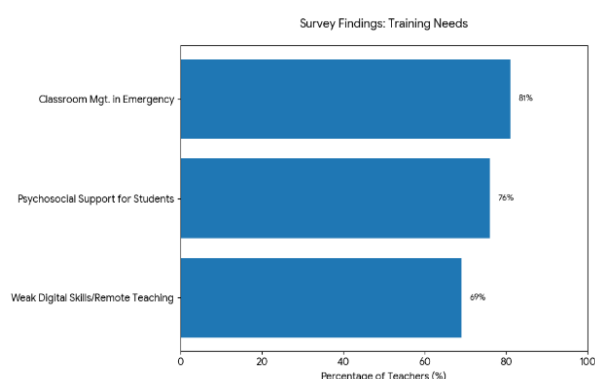


Figure (2) Training Needs

Table and Figure 2 show that teachers are actively seeking professional development in areas directly linked to crisis response and student well-being. The high demand for digital skills also reflects the shift toward remote learning in unstable environments. 81% of teachers expressed a desire for training in “Classroom Management in Emergency Settings,” while 76% requested training in “Psychosocial Support for Students.” 69% reported weak skills in using digital tools for remote teaching. This figure illustrates the top training priorities, emphasizing the need for emergency pedagogy and mental health support.

Table (3) Professional Challenges
Survey questions explored displacement, resource availability, and supervision. Responses were coded and analyzed for frequency.

Category	Finding	Percentage
Professional Challenges	-Displaced from original communities, resulting in interrupting employment	63%
	-Reported a lack of basic teaching materials in their current Schools	54%
	-Pointed to the absence of regular educational supervision and technical support	47%

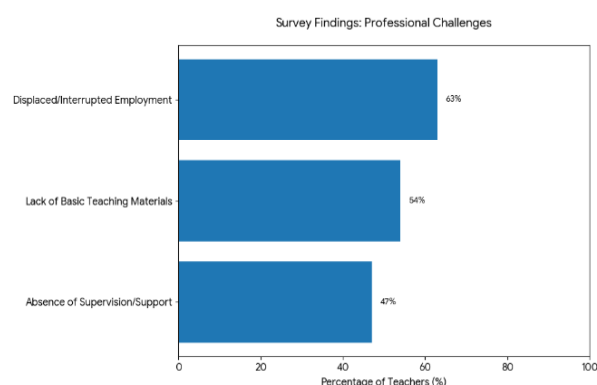


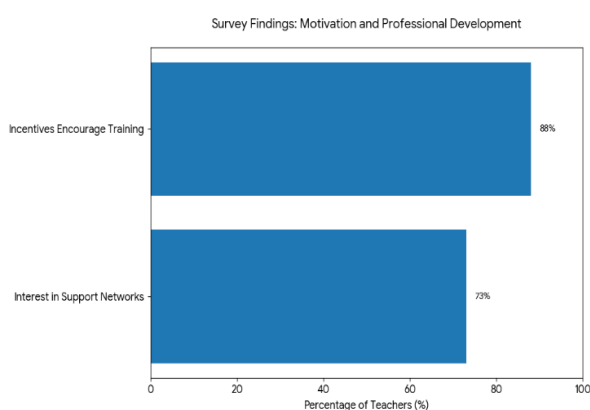
Figure (3) Professional Challenges

The data in Table 3 and Figure 3 indicate that displacement and resource scarcity are major barriers to effective teaching. The lack of oversight further weakens the education system’s ability to support teachers in conflict zones. 63% of teachers had been displaced from their original communities, resulting in interrupted employment for varying periods. 54% reported a lack of basic teaching materials in their current schools, and 47% pointed to the absence of regular educational supervision and technical support from local education authorities. This figure maps the structural and logistical challenges faced by displaced educators.

Table (4) Motivation and Professional Development

Teachers were asked about motivational drivers for professional growth. Responses were quantified into percentages.

Category	Finding	Percentage
Motivation and Professional Development	-Affirmed that incentives would encourage their participation in training programs	88%
	-Expressed interest in joining professional support networks	73%

**Figure (4) Motivation and Professional Development**

The data displayed in Table 4 and Figure 4 show that teachers are highly motivated to engage in professional development when supported by incentives and peer networks. This presents a clear opportunity to design programs that harness this enthusiasm for systemic improvement. 88% of participants affirmed that incentives such as certification, financial support, and career development opportunities would encourage their participation in training programs. 73% expressed interest in joining professional support networks among teachers in conflict-affected areas. This figure highlights the motivational drivers that can be leveraged to boost teacher engagement in post-conflict recovery efforts.

5. Discussion

The war in Sudan has severely crippled the nation's educational infrastructure, compounding an already fragile system and jeopardizing the future of millions of children. Over 10,400 schools in conflict zone have been closed down, leaving approximately 19 million children out of school—6.5 million of whom lost access to education due to direct violence and insecurity. Many schools have been repurposed as shelters or military bases, stripping them of their educational role. A study of 58 medical schools revealed that 58.6% were attacked, with 73.5% being looted and 67.6% converted into military facilities. The conflict has led to the internal displacement of both students and teachers, making formal education nearly impossible to resume. Generally, schools in Sudan offer vital support services such as nutrition, healthcare, and psychosocial care, all of which have been disrupted. The loss of routine and exposure to violence has inflicted deep psychological trauma on children.

Even before the war, Sudan's educational system was underfunded, receiving only 9% of the national budget—far below the regional average of 17%. Gender disparities persist, with girls disproportionately being affected due to cultural and systemic barriers. Attempts to shift to online learning have been hindered by limited access to the Internet, especially in rural and conflict-affected areas.

UNICEF warns that Sudan is facing the world's worst education crisis threatening an entire generation. With 40% of the population under age 15, the collapse of education poses a serious risk to long-term economic stability and peace. Without prompt investment and international support, Sudan faces a "ticking time bomb" of uneducated youth amid rising population pressures.

Strategic partnerships are essential for the success and sustainability of teacher training and education quality improvement efforts. Sudan's Ministry of Education will oversee the program, ensuring policy alignment, facilitating access to institutions, legitimizing national scale-up, and sharing critical data. International organizations like UNESCO, UNICEF, and the World Bank will contribute

to the provision of technical expertise, global standards, and financial support. Sudanese universities and research centers will co-develop curricula, conduct performance studies, and train master educators. Local civil society organizations will mobilize communities, support logistics, and provide feedback from the ground. Finally, international donors and development agencies will offer multi-year funding, global advocacy, and facilitate knowledge exchange to adapt best practices across borders.

6. Recommendations

Based on the findings of the analysis aimed at assessing the current state of educational and professional rehabilitation for teachers in post-war Sudan, the following recommendations are proposed to support the reconstruction of the educational system and enhance teacher capacity:

6.1 Short-Term Priorities (Immediate Action: 0–12 months)

1. Integration of Psychological and Social Support into Rehabilitation Programs:

Addressing the emotional and mental health needs of teachers is urgent. Implementing psychosocial support—through counselling, trauma-informed training, and crisis-sensitive pedagogy—can stabilize educators and improve classroom environments quickly.

2. Development of Training Curricula Responsive to the Post-War Sudanese Context: Designing adaptable, context-sensitive curricula is essential for immediate deployment; Inclusion of modules on peace education, emergency classroom management, and inclusive teaching ensures relevance and rapid impact.

3. Strengthening Collaboration with International Organizations to Provide Training Resources; Leveraging existing expertise and funding from global partners can accelerate program rollout. Early engagement with UNESCO, UNICEF, and others will support curriculum development, resource mobilization, and trainer capacity.

6.2 Long-Term Priorities (Sustained Action: 1–5 years)

Establishment of Educational Training Centers in Conflict-Affected Areas:

Building physical infrastructure for training

centers requires significant investment and planning. These centers will serve as long-term hubs for professional development, community engagement, and educational renewal across affected regions.

This prioritization helps ensure that immediate needs—especially psychosocial recovery and curriculum readiness—are addressed swiftly, while foundational systems like training centers are developed for lasting impact.

7. Conclusion

The pursuit of sustainable peace and national recovery in Sudan depends on rebuilding its devastated education sector. This strategic framework for teacher qualification and capacity building is a vital investment in the nation's social and psychological infrastructure. The study identifies a dual crisis: systemic educational collapse and widespread teacher distress.

Quantitative evidence reveals that 72% of teachers report trauma and 65% experience anxiety or depression, underscoring the need to integrate Psychosocial Support (PSS) into all rehabilitation efforts. Teachers have voiced strong demand for training in "Classroom Management in Emergency Settings" (81%) and "Psychosocial Support for Students" (76%), directly aligning with the framework's curriculum goals.

Using a rigorous, action-oriented methodology—from needs assessments to developing a local Master Trainer cadre—the study offers a scalable, conflict-sensitive model. High interest in professional networks (73%) and strong motivation tied to incentives (88%) highlight clear pathways for teacher engagement and program success.

Ultimately, empowering Sudanese educators with trauma-informed pedagogy, peacebuilding skills, and institutional support can transform classrooms into spaces of healing and reconciliation. This framework offers a practical blueprint to position education as a cornerstone of Sudan's peaceful and prosperous future.

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