

# WORKSHEET: SECONDARY EDUCATION

## BAKHITA'S STORY



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Use this teaching sheet to teach students about the experiences of displaced people.

This lesson is suitable for children aged 12 and above and can be used in any subject to which it may be relevant.

### Learning objectives

- 1) to understand why children and their families flee from their homes and the challenges they may face, including continuation of education and access to food;
- 2) to understand who is providing aid to children, and in which manner.



### Duration

20 - 30 minutes.



### Materials needed

Prints of Bakhita's story, one copy for each student.

A flipchart or blackboard to write down ideas and themes during the class discussion.

A computer with projector/smartboard with internet connection to view videos and other online materials linked to the education package.

*Note that you can use this use this case study for a class session or in a smaller group.*

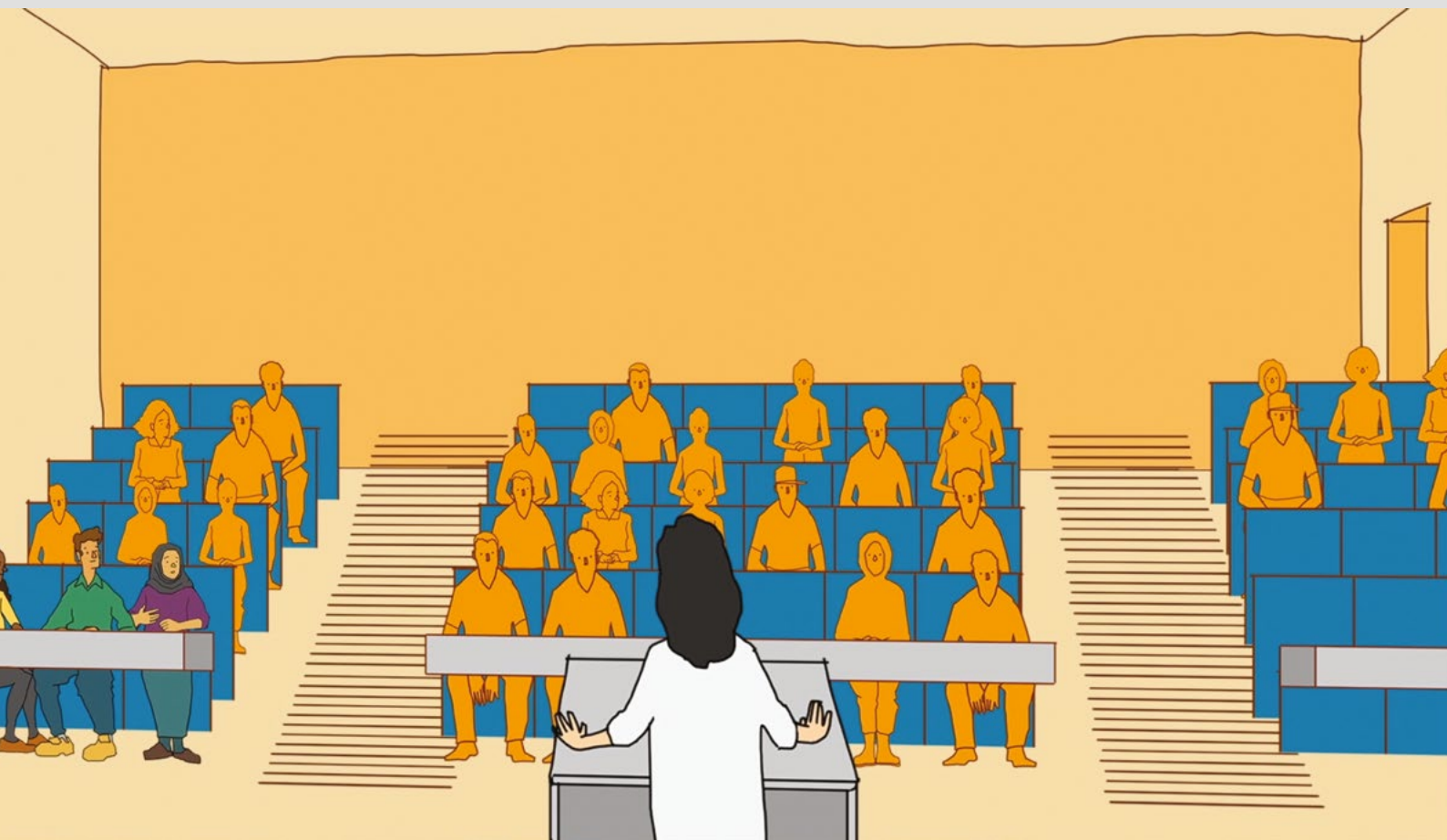


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### INSTRUCTIONS

- 1) Print Bakhita's story and the information about South Sudan and make sure every student in the class/group has one copy each.
- 2) Ask the students to read Bakhita's story as well as the information on the situation in South Sudan. They can take notes if they want.
- 3) Let the class/group discuss the questions at the bottom of this case study. There are suggested answers to the questions in this document and suggested links and videos to explore.
- 4) Ask the group to discuss the following: Imagine you are working for the EU and you have to think about ways of supporting people who have fled from their homes. What kind of support would you give priority to?
- 5) Put a map or a globe in front of the students/group. Find out where Bakhita comes from and ask the students to locate South Sudan on the map.
- 6) Ask one individual or the group to present the case study to the rest of the class, including what they learned from it and their priorities to people on the move.



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*"When there were no meals at school, I was not doing very well. I was number 30 in class. Now that there is food, I'm number 10, number 9 or even better"*  
says Bakhita Immanuel.

She is 16 years old and lives in the backyard of a cathedral in Wau, in South Sudan with her family. When the conflict flared up again in 2016, her entire family had to flee. The family now lives in a makeshift house made of iron sheets and tarpaulins, a heavy-duty waterproof cloth, on a wooden skeleton.

Every morning she wakes up in her bed - a wooden frame with weaved plastic rope as mattress. Some days, before walking to Wau A Girls' Primary School, Bakhita goes to the kitchen, which is located outside the house, to make tea and eat mandazi, a small piece of bread resembling a doughnut, but without the hole in the middle. Some mornings, there is no tea nor

mandazi because the family cannot afford it. They left everything when they fled, and struggle to make ends meet.

*"Some mornings, there is no tea nor mandazi because the family cannot afford it. They left everything when they fled, and struggle to make ends meet."*

South Sudan is the newest country in the world and gained its independence in 2011. Only two years later, a civil war broke out displacing over four million people. Half fled to neighbouring countries, while the rest was displaced within South Sudan- just like Bakhita's family. In 2018, the parties to the conflict signed a peace agreement that opened the way for a political transition and prolonged peace. Yet many people still have not returned home, and 2.2 million South Sudanese are refugees in Sudan, Ethiopia, Uganda, Kenya and the Democratic Republic of the Congo (DRC). Another 1.6 million people remain displaced within South Sudan. The conflict has made one third of the schools in South Sudan unusable. They are damaged, destroyed, used as barracks or used as shelter. 2.8 million children are out of school, which is over 70 per cent of the children of school age.

*"When there is no food, you feel tired and when you reach school, you don't have any interest in learning, you feel you just want to get out of the classroom or you feel the teacher should leave the classroom and let you do nothing."*

Bakhita is in primary 8, meaning she is in her final year before moving to the senior level. She was also elected student ombudsman, a title of which she is proud and a reflection of her good results at school.



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Bakhita eating food at school with one of her classmates.  
Photo: UNICEF South Sudan/Gonzalez Farran

The European Union (EU) in partnership with UNICEF are supporting the school with textbooks, notebooks, pens and backpacks. Teachers are also supported with teaching materials and training. Yet, when the EU and UNICEF realized that this was not enough because the children could not concentrate in class because they were hungry, they partnered with the World Food Programme (WFP) to initiate a school meal programme and every day the students get a hot meal for lunch.



Bakhita and her mother preparing food outside their temporary home in Wau. Photo: UNICEF South Sudan/Gonzalez Farran

*"Today's lunch is beans and sorghum, a cereal grain" Rosetta Joseph Anthony says. She is one of the cooks preparing daily lunches for the children. "First, we have to clean the beans, then we cook them over the fire for a while before we add the sorghum, salt and oil. Then we let it simmer until ready."*

*"It gives me energy to concentrate in the classroom. When the teacher is teaching, I understand his instructions and now I can see my performance improving," Bakhita says.*



Rosetta is preparing beans and sorghum in large pots over an open fire. Photo: UNICEF South Sudan/Gonzalez Farran

For the school meals to be more diverse and for children to learn about the importance of proper nutrition, this programme also introduced gardening to the timetable. The school has its own garden where the students grow vegetables. Not only will the okra (vegetable), tomatoes and aubergines end up as lunch, but the students can also take their skills back home to improve the food situation of their family.

*"I want to become a doctor so I can help my younger brothers and sisters who are still growing up," Bakhita ends.*

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### About South Sudan

After decades of war, fighting for independence from Sudan, South Sudan became independent 9 July 2011.

This makes South Sudan the newest country in the world. South Sudan is huge, actually almost the size of France, but has only 12 million people.

The biggest town is the capital named Juba, but over 80 per cent of the population live in rural areas. South Sudan has a young population. 70 per cent of the population is 30 years old or younger. 54 per cent is younger than 18 years old.

The country is landlocked, meaning it has no coastline but there are many rivers, including the famous river Nile.

South Sudan has many tribes and people speak over 60 different languages.

Just two years after the country gained its independence, a civil war started and over 4 million people had to flee their homes.

Some are living as refugees in neighbouring countries; others are living in temporary homes in South Sudan—just like Bakhita.

South Sudan has high poverty levels and struggle with high food insecurity and lack of access to basic services such as clean water, health care and education—despite of the country being rich in natural resources such as oil and minerals and have fertile soil.



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## CLASS DISCUSSION



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### QUESTIONS:

- 1) What are the consequences of children not going to school and not having access to an education?
- 2) What do children do instead of going to school?
- 3) In a conflict area, imagine what reasons children may have not to go to school.
- 4) What is the link between proper nutrition and education?
- 5) What do you think about the support that the European Union and UNICEF are providing to children and families under this project? Do you have other ideas of how children in conflict areas can be supported?

### Additional material:

- Video of Bakhita's story  
<https://www.youtube.com/watch?v=8IBNSC10hOA>
- Video of another girl from a conflict area whose education was disrupted (<https://audiovisual.ec.europa.eu/en/video/I-204043?lg=EN>)
- More information about the European Union's work in South Sudan ([https://ec.europa.eu/trustfundforafrica/region/horn-africa/south-sudan\\_en](https://ec.europa.eu/trustfundforafrica/region/horn-africa/south-sudan_en))
- More information about children in South Sudan:  
[www.unicef.org/southsudan](http://www.unicef.org/southsudan)
- More information on displaced people in and around South Sudan: <https://www.unhcr.org/south-sudan.html>



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## ANSWER SHEET



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- 1) **What are the consequences of children not going to school and not having access to an education?** Possible answers: lack of future job opportunities, greater vulnerability to violence (idle youth), including exposure to extremist or violent groups, possibly submitted to child-work or child-marriage, greater exposure to gender-based violence, health and well-being decreases (inability to read or write, lack of knowledge about rights), lack of a social network (friends)
- 2) **What do children do instead of going to school?** Possible answers: housework, staying idle, drug involvement, gang involvement, child labour.
- 3) **In a conflict area, imagine what reasons may children have not to go to school.** Possible answers: financial means, school is hard to reach because of fighting, lack of incentive from parents, parents need support at home (housework or agricultural work, for example), girls are withheld from school because of cultural practices; children are forced to be in armed groups.
- 4) **What is the link between proper nutrition and education?** Possible answer: the ability to concentrate, better concentration, less worries.
- 5) **What do you think about the support that the European Union and UNICEF are providing to children and families under this project? Do you have other ideas of how children in conflict areas can be supported?** Possible answer: Children in conflict areas can be supported through, among others, education, water and hygiene programmes, nutrition, programmes that promote the inclusion of refugees, girls and minorities.



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