DARFUR'S CHILDREN AND THE ACADEMIC ACHIEVEMENT GAP

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Abstract - The purpose of the study was to determine the academic achievement gap between children in Northern Darfur and the capital of the Sudan (Khartoum).One of the major educational concerns of the last century has been providing equal quality of education to all children, regardless of their social or geographical origin. Nonetheless, across various nations and cultures, members of low status social groups continue to display lower levels of academic and intellectual achievement in terms of grades, test scores, diploma levels, and the likelihood of school completion, than members of high status or dominant social groups.This research has been able to identify a number of environmental factors responsible for the relatively poor academic achievement of Darfur children. These environmental factors include such things as generally less safe neighbourhoods, parents with less time and intellectual resources to supplement classroom instruction, and a generally less intellectually stimulating environment than that enjoyed by children in Khartoum. The research also have reviled that children in Darfur have; (a) less-experienced and lower-paid teachers, (b) less well equipped and less up-to-date class rooms (c) larger class sizes, and (d) have a chronic lack of educational materials.

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