

Understanding Sudan

A Teaching and Learning Resource



Notes for Teacher's Lessons Two: Sudan's Oil Economy

Fact Sheet One: An introduction to Oil in Sudan

This first fact sheet should be read out as a class, paragraph by paragraph. If you think it is useful, you can also distribute Map I of Fact Sheet Eight, and the timeline of Fact Sheet ten. The aim of this fact sheet is less to develop a solid knowledge of Sudanese history as it is to see oil in light of longer term historical processes, and as such, the debate period at the end of the fact sheet should be used as a bridge between the general knowledge of oil gained in the first lesson and the history we will learn about in the present one.

Fact Sheet Two: A history of Oil in the Sudan

This fact sheet should be read out as a class, returning to the question posed at the beginning of the fact sheet at the end (are you surprised by the history given here?). If the teacher thinks it would be useful for the class, then the maps in Fact Sheet Seven should be distributed along with the history, and places can be marked on the map as they come up. Emphasis should be placed on the relationship between population displacement and oil discoveries, and what the rationale behind such displacements might be.

Fact Sheet Three: Economy and the Environment

Building from the history understood on the previous factsheet, this section should encourage the students to engage critically with what the transformation of the oil economy means for Sudan. The facts sheet should be read out as a class, taking time for questions, and time should be spent thinking about whether the transformation of the economy fits into the resource curse paradigm explained in the first lesson, and what implications this might have for Sudan's future. When considering environmental change, it should be considered whether any of these changes were avoidable, and what type of structures would need to be put into place to stop these environmental changes from happening in future.

Fact Sheet Four: The Sanctions Regime

This fact sheet is designed to make the students think critically about how one might engage with the oil industry politically. After reading out the fact sheet together, the students should discuss whether they think the sanctions regime is working, and if not, what type of sanctions would be effective in this situation. If time allows, they could also consider the aims and scopes of the divestment campaign.

Fact Sheet Five: Economic Organization

In light of everything we have learned about the oil economy in Sudan, this fact sheet is designed to make the position of the government more understandable. It looks at the way the oil economy is organized in the Sudan, and traces some of the history of the way oil contracts are developed. It asks students to think critically about how oil contracts are developed, and whether they could see other ways of organizing them given the constraints imposed by the industry.

Fact Sheet Six: China's Involvement

This fact sheet should be read out in the class, with pauses for debate. It is designed to place the Chinese involvement in Sudan in greater context, and sets out the history of Chinese-Sudanese relationships, as well as the way these relationships relate to the global political situation. Emphasis should be placed on making China's role seem realistic, and not simply that of the 'evil demon' in Darfur.

Fact Sheet Seven: A annotated Comprehensive Peace Agreement

Before reading out the excerpted clauses of the CPA included in the factsheet, the class should have a brief discussion on what they thought the CPA should address. e.g. What are the oil related issues that became part of the civil war? How do the students think they should be addressed by the CPA? What other issues related to oil would they have liked to see as part of the CPA? Each clause should then be read out and a brief discussion on each held in class, focusing on how they think the clauses would be regulated, and whether they seem right for the Sudan. Following the read out aloud of the rest of the text, with pauses for debate where indicated in the text by questions, a general class discussion on the problems of the CPA should be held.

Fact Sheet Eight: Maps of the Sudan

You may have at least given map II (the ECOS map of oil concessions in the Sudan) to the students during discussion of fact sheet two: a history of oil in the Sudan. Even if you did so, the maps should now be returned to as a class. Begin by distributing the maps and letting the students spend some time looking through them on their own before you begin a discussion. The maps are designed to reinforce visually the information the students have already acquired in the course. Some brief notes on important points to raise about each map are given below.

Map I: General Map of the Sudan. Students think about the geography of the country: if the only coastal region is in the north-east, for instance, but the oil is in the south, what implications does this have for how oil production might be conducted. Furthermore, students should also be encouraged to compare this map to map II (of the oil concessions), and work out the relationship between provincial boundaries and oil concessions, and think about how one might handle concessions that cross provincial boundaries that, come 2011, might become an international boundary.

Map II: 2008 map of the oil concessions in Sudan. Going back to the History of Oil in the Sudan fact sheet, students should be encouraged to mark onto the map where disturbances in relation to oil are listed, and work out which blocks belong in which province, and which blocks are affected by the CPA provisions on revenue sharing.

Map III: Map of the transhumance routes in Sudan. Remembering what we learned in fact sheet three, the students should be encouraged to overlay and compare this map with that of the oil concessions, and see where oil fields interrupts or change transhumance routes.

Map IV: Ethnic Distributions in Sudan. Mainly a reference map, this map should be compared with the provincial map so that the provinces start to come alive for the students as places inhabited by particular people, and not just particular oil fields.

Map V: Relief Map of the Sudan. Again, mainly a reference map, the students should be encouraged to analyze the relationship of oil fields to particular geological types as indicated by the satellite photographs.

Map VI: Map of returning Internally Displaced People. March 2005. It should be emphasized that this map does not mirror the contemporary situation in 2009. However, it gives the students a sense of the types of population displacements underwent in the oil areas, and parallels should be drawn between the placement of the oil fields and the sites of the returning Internally Displaced people.

Map VII: Blank Map. This map should be used by the students when designing their homework (see the later fact sheets) – for now it can be used to note down things as close progresses.

Fact Sheets Nine-Twelve: Supporting Documents

Fact sheet nine (a description of the main international oil companies in Sudan), along with fact sheets ten (a timeline of events in Sudan) and eleven (a selection of quotes about oil in Sudan), are not designed to be discussed in class. Instead, they should be passed out to the students, who can then read them alone, and discuss them, if needs be, in small groups. They are designed to give students material which they can use in the debate (fact sheets twelve to seventeen) on oil in Sudan, and then use for their homework assignment (see course description).

Facts Sheets Twelve to Seventeen: The Debate

The debate is designed to make students think critically about all the issues that we have covered in this module. First, the letter from MOEP, a fictional French oil consortium, should be distributed and read aloud. Then the class should be split into four teams, and each one assigned (secretly, so the other groups do not see) one position paper of the four. The four are: MOEP, the Government of Sudan, the Government of South Sudan, an NGO called CWO (Concerned with Oil). They should each be allowed to consult all the fact-sheets, and additional information on the internet if there are available computers, and be given time to make a presentation responding to the proposed contract. While you do not need to tell any of the groups this, some points to be aware of in the fictional contract:

- The claim about GNOPC's contract being more appropriate to times when oil prices were higher is untrue – the contract was signed in 1996/7, when oil prices were at \$25 a barrel.
- It is equally false to argue that exploration means they should get a higher share in the oil – if you look at the fact sheet on economic organization, you will see that exploration is factored in before any profits are calculated.

You don't need to tell the students these things if you don't feel it is appropriate – instead, let them see if they notice them. You should also emphasize while the position papers contain suggestions about what to argue, they are by no means either exhaustive or rigid. If students think of another good argument to use in their presentations, or want to change the approach given in the position paper, they should feel free to do so. Following each presentation, the other groups should be given opportunities to cross examine the presenting team. At the end of the presentations, there should be a small debate, before the government of Sudan and the government of South Sudan discuss secretly whether to accept the oil contract, and, if so, on what conditions. CWO and MOEP should then be allowed to briefly respond before the debate is finished.

Fact Sheet Nineteen: Bibliography and Homework

Following the debate, the students will be asked to write a homework assignment on what they think a good solution for Sudan's oil industry would be. Using the bibliography assigned to them, and the blanks maps they have been given, they should be encouraged to think creatively, but pragmatically, about the issues they have discovered over the course, and represent visually, with a written explanation, how they would like to take the Sudanese oil industry forward.