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THE DEVELOPMENT OF
EDUCATION

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The Republic of the Sudan

By

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I Introduction

This report commences with a short account of Sudan socio-economic profile to give the reader a clear idea of the socio-economic context of the education system.

Chapter one contains an elaborated overview and an assessment of the development of general education at all levels. In this chapter more emphasis is given to the reforms carried out during the period 1990-2000. The main problems and challenges facing the educational system on the advent of the twenty-first century have been highlighted.

The first part of chapter two discusses the principles and assumptions that underlie the curriculum. It focuses on aims, objectives, content methodology and evaluation. The second part of this chapter focuses on the process of changing and adapting educational content to the needs of the learner and in accordance with the concern of the international community and international trends.

The chapter concludes with a brief account of the achievements in the area of curricula, the problems encountered and the measures taken to overcome them.

II Facts about the Sudan

Location:

Sudan occupies the north eastern part of Africa between latitudes 4&22 north of the equator and longitudes 22&38 east of Greenwich.

Sudan is neighbouring 9 countries, Egypt, Libya, Chad, Central Africa, Zaire, Uganda, Kenya, Ethiopia and Eritrea. See Fig. "1".

The area of Sudan is 2.506 sq. km.

Population:

Sudan is now inhabited by 31 million people with an annual growth rate of 2.63% according to 1993 census.

Percentage of population less than 15 years is around 45%.

The 1993 census has revealed that urban population is 25% and rural population 66.3% with an annual increase of urban population of 6%.

- Life expectancy at birth is estimated at 53.9 years
- Fertility is 5.7

Economic Structure

- The annual growth rate of G.N.P. is 6% in 1999.
- The agricultural sector represents 49% of G.N.P. during the period 1997-1999. The economic sector represents 15% while the services sector represents 36% of G.N.P for the same period.
- Animal wealth has exceeded 121 million heads in 1999.

The Political Context:

The cultural, racial and religious diversity in Sudan in addition to its vast area – led to the adoption of federalism as the best mode for its government. Twenty six states and parliaments and governments were ordained by decrees. Each government has its own governor and a number of ministers. The members of the state parliaments were appointed on basis of selection which is a temporary measure.

Planning, co-ordination, training and foreign relations are the concern of the Federal government. The states governments are concerned with the executive functions, in addition to participation through certain channels in national planning.

To complete the political set up thereby departing from the revolutionary legality to the constitutional legality – an election for the states parliaments was carried out in July 1995. Elections for the national council and Presidency was also carried out in March 1996. So Sudan has, for the first time, an elected President, an elected national council and elected state parliament.

This development contributed much to the political commitment to provide education for all. The states have full responsibility to supervise general education, in addition to contributing to the establishment of new universities and livelihood of the students.

In 1998 the constitutional legality has well been established after the 1998 constitution has been endorsed by the national assembly.

1. The education system at the end of the twentieth century: an overview

1.1 Major Reforms and Innovations Introduced in the last Decade (1990 - 2000:

1.1 (A) The Legal Framework of Education:

In our last report “Report of the Sudan to the International Conference on Education – Geneva” 15th Session – October 1996, paragraph 2-2 “Laws, legislation and regulations concerning education” page 11 – we mentioned four laws and the three most important regulations organizing educational work in the Sudan.

Since then, a number of important developments have occurred in the country, in the domains of politics, economics, education, administration and legislation, the fact which made it incumbent upon education authorities to review the legal framework of education for the following reasons:

- Being a large country and as big as a continent, the Sudan was too difficult to be administered from the centre and hence, it was agreed that it should be divided into 26 states, each having its own legislative council, government and administrative system.
- Reformulating the administrative set-up or hierarchy at the central and regional levels to suit the new situation.
- The approval of Sudan Permanent Constitution (1998) led to the redistribution of power and wealth between the centre and states, the centre retaining authority of planning, co-ordinating and follow-up powers, in addition to the technical issues which was thought to be centrally administered.

The Constitution states that education should be mutually administered by the centre and the states.

Seeing that the Constitution is the source of legislation, the educational authorities have reviewed all the existing legislations and laws, modifying some and replacing others, such as: -

- **General Education Planning Act 2000:**

-It abrogated the General Education organization Act for 1992, which was mentioned in the previous report.

-Chapter Two comprised the general aims of education, and the means which could be adopted to achieve these objectives.

-Chapter Three stated that each Sudanese child at the age of 6 had the right to basic education, and it also specified the general education cycles, which were 5 in number: -

(i) Pre-school education for the age group (4-5)

(ii) Basic Education which lasts 8 years (6-13)

(iii) Adolescent and Adult Education and Private/Special Education

(iv) Secondary Education for the age group (14-16)

(v) Informal Education

Also it stated that general education be composed of:

One. Formal Education

Two. Non-formal Education

Chapter Four is about the educational councils which should administer different aspects in the Ministry of Education:

One. The National Council for Educational Planning

Two. The Council of National Centre for curricula and educational research.

Three. The National Council for literacy and Adult Education

Four. The National Council for linguistic Planning

Five. The Council of Education Foundation for Printing and Publishing

Each of the above-mentioned councils has its own laws which regulate its work; also there are educational boards at the state level, which are entrusted to organize and coordinate educational activities, in the same way as the National Council for Planning carries out its functions.

Chapter Five deals with management of education, powers of the Federal and State Ministries of Education, and the demarcation between these authorities.

Chapter Six gave the Federal Ministry of Education the right of specifying the teachers' technical qualifications at all levels of education, leaving the administrative aspects to be determined by the states. It also stated the right of teachers to preparation, qualification and continuous training, and that these acts are to be shaped between the centre and the states. Moreover, it made it imperative upon government (public) schools and private ones to implement the national curriculum, it encourages the community to contribute to the expansion of education by setting up private schools.

Chapter Seven is devoted to examinations preparation, organization, management and development, at all educational levels; the council is responsible for all these tasks.

The texts of the Education Act in question are broad, comprehensive and flexible, embracing all educational issues and specifying the tasks and responsibilities of the Federal and State Ministries of Education.

The other laws which organize the activities within the Federal Ministry of Education are:

• **Act of the National Centre for Curricula and Educational Research:**

We mentioned in our previous national report the major characteristics of this law, but we should like to point out some of the important features as well:

1. the law (Article 3, section 2) states that the centre has a legal character and is to perform the following tasks:
 - One. to develop the national curricula of education in accordance with the national policy.*
 - Two. To train and qualify the educational cadre in the realm of curricula and educational research.*
 - Three. To encourage educational research in collaboration with the national universities, research centres, and to find support for this.*

Four. To promote relations with educational institutions and research centres, both regionally and internationally.

Five. To cooperate with universities and research centres in authenticating, publishing and documenting educational thought.

The Centre according to law is the only authority in the domain of general education which is to practise the following:

One. preparing detailed plans of educational (school) programmes.

Two. Preparing learning text books and teacher guides.

Three. Appointing and supervising book writing committees

Four. Issuing legislation which organize curricula and examinations at all levels of education.

Five. Determine achievement levels through reviewing of school examinations.

The law (Chapter 3) determined the centre supervisory instruments (the centre council) the technical council, the general directorate, and it specified the powers and duties of each.

Chapter Five dealt with the general rules and regulations', and stated the supremacy of the articles of this law in case of contradiction with other laws:

Act of the National Council for Linguistic Planning (1997):

The law specified the objectives of the Council in the following:

One. suggesting and planning linguistic policies of the state.

Two. Disseminating the national official language and promoting its communication.

Three. Authenticating and enhancing the principle of national and social unity, and ensuring the Sudanese identity.

Four. Patronizing the cultural diversity and multiplicity of languages.

Five. Suggesting policies for spreading foreign languages in the Sudan to promote its relations with the other peoples (nations), and to facilitate the transference and localization of technology.

Six. Promoting the capacities of Sudanese citizens in the cultural and social spheres, and providing (equipping) them with languages so as to be in contact with other cultures.

The law made it clear that the council has to perform the following 10 tasks:

- One. studying the situation of languages in the Sudan in terms of usage and dissemination.*
- Two. Studying the status of the national language compared to other local languages or dialects.*
- Three. Co-operating with the responsible bodies to determine the real needs in order to contribute positively to linguistic issues in the Sudan.*
- Four. Encouraging scientific research relating to language situation.*
- Five. Co-ordinating the relations among research institutions dealing with languages.*
- Six. Planning for development of learning foreign languages in the country so as to ensure an openness policy.*
- Seven. Establishing and promoting, natural, scientific relations, regionally and world-wide.*
- Eight. Forming specialized committees*
- Nine. Issuing necessary regulations*

- **Act of the Sudanese National Commission for UNESCO (2000):**

The evolution of legislation involved the abrogation of the constitutional resolution (1976) and replacing it by the “Act of the Sudanese National Commission for Education, Science and Culture” which meant that the Commission was a legal entity entrusted to do the following:-

- One. working for guaranteeing the effective participation in the programmes and activities of the different organizations.*
- Two. Co-ordinating work between the Sudan and the regional and international organizations working in the spheres of education, science and culture.*
- Three. Giving advice to governmental and popular bodies and institutions on the most appropriate ways of contribution and participation in the activities of the organizations.*
- Four. Implementing the programmes of the organizations, entities and institutions concerned with education.*
- Five. Promoting co-operation with the National Commissions for UNESCO in general, and in the Arab and African regions in particular.*

Chapter Three stated that a council should be established to run the Commission, and to be concerned with formulating general policies for the commission, and to supervise it. The council should exercise the following tasks:

One. formulating the general policies governing the relations between the Sudan and the organizations working in the realms of education, science and culture.

Two. Studying the programmes, agreements and conventions projects with the organizations in the light of suggestions and studies presented.

Three. Approving the annual report and submitting it to the organs concerned.

The other articles referred to the importance of organizing the work of the Commission through an executive office, technical committees and general secretariat, each of them as special duties. The law also included articles referring to financial resources and spending restrictions and responsibilities.

A number of regulations emerged from the previous acts for implementation sake.

1.1 B - Organization, Structure and Management of the Education System

In 1992 the educational ladder was changed from (6-3-3) to (8-3), and pre-school education became part of the educational system, hence, the educational structure was composed of three cycles: Pre-school Education, Basic Education and Secondary Education (see figure 2).

Children are enrolled at kindergartens and khalwas (Quranic schools) at the age of 4, then they are admitted to Basic schools at the age of 6, and those who pass their examinations will go to secondary schools.

According to the fourth constitutional decree (1991) the administrative set-up of the education system was changed, and the Ministry of Education became a technical body entrusted to carry out the tasks of planning, training, educational research, curricula, Sudan National Certificate Examinations and co-ordinating with the states. But in 1993 the Ministry of Higher Education and the Ministry of General Education were unified into

one Ministry called the Ministry of Education and Scientific Research, which took charge of the duties of the two previous ministries, in addition to the pure technical duties, such as planning, supervision, follow-up and coordination with the states and universities. It was also responsible for foreign relations in the domain of education, curriculum design and development, and training of working personnel. The Ministry also through its committees – undertook the duty of formulating the general policies, but they are carried out by the General Directorates.

In 1995 the Ministry was again separated into two entities: the Ministry of Higher Education and Scientific Research and the Ministry of General Education which exercised its planning technical role through its six General Directorates (as shown in Figure (3)).

1.1 (C) Evaluation Policies, Methods and Instruments

The Comprehensive National Strategy – the education sector – concerns itself with evaluation, because the first of the seven pillars of the education strategy states : “the adoption of scientific educational planning, and the promotion of educational administration and development of the methods of follow-up and evaluation.”

The first part of the strategy “Educational Planning assessment and evaluation” states that an assessment and evaluation under-secretariat should be set-up at the Federal Ministry of Education. It is also stated that educational evaluation and assessment should be a shared responsibility between the Federal and the state educational authorities.

Methods and Instruments: -

The strategy is divided into three phases, and an evaluation study will be conducted at the end of each phase to make use of the findings in the following phase. But, concerning the continuous evaluation, there are many methods and instruments the most important ones are: -

One. periodic meetings of Ministers of Education and General Directors.

Two. The council of Under-Secretary

Three. Sudan Examination Board

Four. Forms are made to be filled every three months at all levels of administration, and a comprehensive report should be written at each ministry and be submitted to the Council of the Under-Secretary which, in turn, would submit it to the Council of Ministers.

Five. Monthly reports written by school headmasters are also to be delivered to education local authorities and to directors of secondary education.

An important study which has recently been carried out was study on assessment of pupils' achievements – specifically of Grade 4 at Basic Schools.

1-1 (D) Objectives and Principle Characteristics of Current and forthcoming Reforms.

The recent reforms are characterized by their good quality which aim to promote the educational performance and to be comprehensive and balanced. They are also intended to increase the chances of communication due to the availability of technology, which should be used to achieve the aims of education and to promote its quality and competency. These reforms have accompanied the developments which occurred in the field of federalism; the Federal system made it necessary to change the methods of educational work, and to determine the duties and tasks, and to develop the managerial, planning, evaluation and implementation techniques.

The Reforms included the following: **In the field of Information:**

The Education data-base was developed to link the states in the Sudan with the Federal Ministry of Education; it would facilitate the flow of accurate information and modern documented data, which, in turn, would enable policy-makers to take decisions. The Ministry will also introduce the computer at the school level in order to accompany the new secondary school curricula; moreover, it will provide other educational aids and techniques, including laboratories, libraries and sports equipment; this will enrich the school environment.

Educational reforms included also the teaching profession, in terms of academic and professional training for basic school teachers, who would only be recruited if they had attended a University course. This policy was adopted in 1994, and, as a result, eight thousand teachers (both males and females) obtained a university degree (Bachelor of Education) in 2000.

In order to promote the teacher social and economic status and to enhance his stability, a number of decisions were made and a number of secondary school teachers were re-trained. The reforms included the handicapped, and special schools were devoted to them, where new curricula and teaching methods were devised; and those who graduated from these schools were allowed to continue their higher education.

The administrative set-up; of the federal Ministry of Education was completed and updated; this was appropriate in order to enable the Ministry to perform its planning and co-ordination tasks, and hence, to achieve the aims and objectives of the federal government; the different directorates will become special centres to carry out the above-mentioned tasks.

1.2 Major Achievements During the Period 1990-2000

1st. Access to Education

The last decade has witnessed genuine efforts to provide for education. The first initiative came from the revolutionary council who called for National Conference on educational policies to convene (Resolution No. (36) in 1990. Sudan is also committed to Jomtiem Declaration on Education for all of 1990. This was confirmed by the President who had issued a statement on 31.12.1990.

This commitment is supported by policies and legislations. The aims of education are clearly stated. An educational strategy has been formulated and adopted in 1992 in a genuine attempt to implement the educational policy so as to achieve the stated aims and objectives.

This continuous political support for the educational sector has enabled it to build an institutional and human capacity in various educational fields. A database was established in 1995 and developed into a national network in 2000 to facilitate the flow of information from the centre to the states and vice versa to help in policy formulation and informed decision making. This had a positive impact on performance and improvement in research and educational publications. As a result a number of documents and research findings have been published. These publications have contributed to the public awareness of the importance of education in development and in the improvement of the quality of life.

Pre-School Education

Pre-school education is receiving special attention since the early nineties. It is considered as part of formal education that contributes to the socialization and preparation of

children for school life. It also contributes to the reduction of disparities related to social background. It enables children to enjoy a successful life in the future.

The pre-school curriculum is designed in such a way to make children acquire good social values and behaviour in their natural milieu and through play.

Table No (1) shows the development in pre-school education during the period 1989/90 – 1999-2000.

In view of the importance of pre-school education, what has been achieved 20% enrolment is far below the targets of the educational strategy. More efforts need to be exerted so as to keep up with the international trends in this stage of child development.

Now pre-school education is a priority in the educational policy. A new national administration has been established in the year 2000 to plan for the development of pre-school education.

Table No. (1)

Development of Pre-school Education (1989/90-199/2000)

Year	No of Institutions	No of children	No of teachers
1989/90	1650	106479	2983
1999/2000	7991	349306	12581
Growth rate	17%	12.6%	15.5%

Basic Education:

The 2000 Education Act for planning of General Education has stated that basic education is a right for all children of school age irrespective of all discriminating factors of geographical areas, race, religion or gender. It is considered the corner stone for any developmental efforts for the welfare of people.

Table 2(a) shows the growth of population age (6) while Table (2 b) shows the increase in intake rates over the last 10 years. The growth rate of 4.6% is much higher than the growth rate of population at legal admission age. This shows that universalization of basic education is a possible target to achieve within a reasonable period of time that can be accelerated by more efforts.

Table (3) shows the enrolment rate at the basic level in 1999/2000 as compared to 1989/90. There has been a considerable progress but it is still below our expectations. Despite the fact that more than three million of basic school children have been enrolled, yet an equivalent number of children are still out of school. Dropping out of school before completing the school cycle is one of the main reasons for this low enrolment ratio.

Table No.3

Development of basic education (1989/90-1999/2000)

Year	No of Schools	No of Pupils	Teachers	Pupil – Teacher Ratio
1989/90	7720	2076055	45349	38:1
1999/2000	11982	3137494	117151	27:1
Growth rate	4.5%	4.2%	8%	

Source: FMOE, General Directorate for Educational Planning.

3rd Secondary Education

Secondary education is a very important stage in the education of students as it prepares them for life or further studies. Students are given wider options at this stage to enable them to discover their abilities and interest and to direct them in the right way to achieve their expectations. The educational policies are aiming at effecting qualitative

change at this stage. The policies has been translated into actions as can be seen from the following: -

1. The Supreme Council and the Council of Ministers have passed the recommendations of the national conference on educational policies concerning the diversification of secondary education within the same school. The timetable includes academic, religious and technical studies. This arrangement leads to a united secondary school certificate.
2. The strategic and direct objectives of secondary education have been formulated in accordance with the conference recommendations.
3. The Ministry of Education has been engaged in implementing the secondary education policies in expansion and development as well as raising the percentage of technical education to 60% within the context of the new secondary school. This has been achieved through a series of expert meetings and specialized studies. The outcome of this effort is the adoption of the new secondary school.
4. The curriculum of the new secondary school provides the student with a broad spectrum of various subject areas with several options to enable him either to continue his further studies or to participate successfully in societal life.

The following table shows the considerable progress in the expansion of secondary education during the last ten years.

Table No (4)
Development of secondary education during the period 1989/90
– 1999/2000

Years	No of Schools	No of students	No of Teachers	Pupil/Teacher ratio
1989/90	568	270455	6945	1:39
1999/2000	1694	401424	21114	1:19
Growth Rate	11.4%	4.8%	12.1%	

Source: FMOE, General Directorate of Educational Planning

The Widening of the scope of General Education

The involvement of the community in educational matters is one of the characteristics of the philosophy of education in the Sudan. The educational policy is targeting all groups of society at their different ages – children, adolescents, youth and adults.

The outcomes of the research on girls education in 1994 have revealed the need for parallel alternatives for formal education to enable all children at school age and adults to acquire the basic skills of learning. Thus adolescent education was launched in 8 centres. It has expanded in 1999/2000 to 86 centres, 63 of them for girls in 10 states. These centres qualify students to join the secondary school if they wish to do so. See Appendix No.(1)

The mobile school has been tried in nomadic education. The involvement of nomads has played a major role in the success of the project and its continuity in Darfur state where it has started with 100 mobile schools. The nomadic community has encouraged teachers to remain in these schools through incentives and respect. The mobile school has also been tried in other states. The number of mobile schools has risen to 431 in 1999/2000.

The internally displaced children from war affected areas or because of natural disasters has been enrolled in 615 schools. The number of children in these schools has reached 220593 in 1999/2000.

Literacy:

A considerable progress in literacy has been achieved as compared to its low rates of 27.1% for adults in 1990. It was below 20% for women. Literacy rates has risen to 57.2% for both sexes in 1999. It rises to 67.3% for males and falls to 47.1% for females. These rates represent the average in Africa where it was reported in 1998 to be 67% for males and 46% for females.

Disparities in literacy between males and females is still existing despite the fact that the gap is much narrower as compared to 1990 rates.

1.2 (B) Equity in Education

Table No.2 (b) shows that the growth rate for admission to basic education during the period from 1990/1991 to 1999/2000 is 2% for both males and females. It rises to 2.6 for females and falls to 1.6% for males. Despite the fact that this ratio is below our ambition, yet it shows that a considerable effort has been exerted to reduce the gender gap in admission to basic education.

Another positive result can be derived from comparing the growth rate of admission with the growth rate of population at the legal age of admission i.e. age 6.

The growth rate of population age 6 during the same period 1990/2000 is 1.1% for both sexes. It rises to 1.3% for females and falls to only one percent for males. This result is in favour of achieving universal basic education by the year 2015.

Table No (3) also shows that the growth rate of enrolment is higher among females as compared to males. The growth rate of enrolment is 4.9% for girls and 3.6% for boys.

Table No. (4) also shows that the growth rate of enrolment for females is higher at the secondary level as compared to the growth rate of enrolment of males for the same period 1990/2000. The growth rate for females reaches 5% while that of males remains at 3.2%. This reflects the efforts exerted to achieve equity at the secondary level.

Table No (7) shows the representative index indicator for measuring disparities in basic education among the states. It is clear that there are 9 states which have received more than their share as compared to their school age population. There are 7 states with a representative index between 0.5 and 1.0 whereas 10 states are poorly represented in educational opportunities with a representative index below 0.5. These 10 states need more support to promote access in education.

Table (8) also shows the disparities in the provision of secondary education between the states as compared to their school age population. The most deprived states are the southern states, West Darfur, South Kordofan and Gedaref State.

1.2 C. Quality and Relevance of Education:

- **Quality of Education**

Quality includes the school text-books, teachers and curricula which are the major components of the school environment; they determine the relevance of education to the needs of the society and the learners.

- **The School Text-book:**

Making available the school textbooks is an important element of the educational process, especially where the educational environment lacks qualified, trained and enthusiastic teachers.

Access to Basic Education is a top priority of the educational policy in the Sudan, and its implementation necessitates the availability of the basic learning materials, such as text-books.

The current situation shows that the ratio of pupil – textbook is below the minimum, because of the great expansion and structural changes in administration and curricula. Moreover, the distribution system was changed from centralism to decentralization, which depend on the resources of localities and states for providing, distributing and storing the school text-books.

Being an important issue, the Council of Ministers issued the decree No. (117) for the year 2000, which called for supporting the textbooks provision and availability. It also declared that text-books should be free of charge, and the pupils should pay nominal fees which would be refunded later on. The decree made it incumbent upon the Education Press for Printing and Publishing and the State Printing houses to print the school books in adequate quantities required; it also referred to the organs which would contribute to the cost of printing which

amounted to 1.5 billion Dinars; they included the Ministry of Finance and National Economy, States Supporting Fund, the item which refers to supporting the areas affected by war, and the Saudi grant.

The decree also stated that the printing out of textbooks should be studied continuously in order to see its effect on the government printing press in terms of economy, administration and function.

The printing-out of the new books for Basic Education has been completed, and the Press has started to print the First Grade books for Secondary Schools, which would be used in 2000/2001.

● **The Teacher**

The teacher is one of the basic inputs in education, because the efficiency and quality of education depend on experienced, qualified and enthusiastic teachers. The educational policies strongly support the teacher in so far as his qualification, appointment and stability are concerned. The number of Basic School teachers, because of the great expansion in education, rose to 117151 in 2000, with an annual increase of 8.6% (in the year 1990, their number was 51520). The pupil-teacher ratio declined from 39:1 to 27:1, which indicated an improvement in quality.

The responsibility of preparing Basic School teachers was entrusted to the higher education institutions according to the new educational policies, and the role of the Ministry is reduced to the short, various training courses which acquaint trainees with innovations in curriculum, teaching methods and educational administration.

The Ministry of Education in collaboration with the Ministry of Manpower, also supervises the training delegations of teachers, although lack of resources has limited to a large extent their opportunities.

In an attempt to improve the situation of teachers, the President of the Republic declared the gradual increase of teachers

salaries and pay-scales so that they would be better than their counterparts by the year 2002.

The necessary positive steps in this regard was taken, and the Council of Ministers issued a resolution (No.429; 1998), making the starting point in teachers recruitment scale 8 instead of scale 9 to distinguish them from their counterparts. On the other hand, the teachers' social services were promoted to include health insurance, investment and social insurance. But the inability of the localities to fulfil their duties toward teachers payment and the failure to implement the decisions concerning the raising of their status has negatively affected education and teachers' stability. As a result, there was a disparity in the quality of education area wise. The areas which witnessed relative stability in teachers' status are better than the others.

It is noteworthy that the number of secondary school teachers increased from 6766 in 1990 to 21114 in 2000; the annual rate of increase reached 12.1%. The pupil teacher ratio rised from 37.1 to 19.1%; but this is not a true indicator because detailed data of teachers' specialization is lacking. The new secondary school curricula involves the retaining and requalification of teachers.

- **Curricula:**

The basic infrastructure needed by the National Centre for curricula and Educational Research has been completed, this was in accordance with the decision issued in 1996, which related to the establishment of the centre. Again, the redesigning of Basic School Curricula in three cycles was achieved according to the vision of Sudanese nation; the curricula are based on the integration of knowledge and the interrelationship between culture and work.

In 1999 the items of the curricula for the new secondary Modern School has been determined, and it has included general knowledge in all aspects of culture, to cope with the rapid change and amazing developments in the fields of science, technology, economics and sociology. The new curriculum also gives the students many alternatives so as to enable them to continue their higher education or to be adapted

to practical life. The content of the new secondary school curriculum is flexible and adaptable to the new situations and innovations, and it aims to provide the student with the basics of knowledge and to help him to acquire the basic learning tools, and enforcing his learning skills which he has acquired during the eight years that he spent in Basic School. It also aims to provide him with a general culture that may help him to take sound decisions concerning the fields that he may specialize in, or the technical (professional) training that he may receive, in accordance with his abilities, interests and potentialities.

The school plan is divided into two phases so that the new curriculum will foster the students' creed (spiritual aspect of life), enhance and develop the values, confidence, abilities, skills, attitudes required, scientific thinking and environmental awareness. The first group of disciplines (subjects) obligatory for all first and second year students see Table No (9)

The second stage deals with the syllabi of the third grade which is divided into compulsory subjects (English Language, Arabic Language and Religion) and five optional subjects to be chosen by the candidate from at least two groups from the groups shown in table No. (10)

The subjects are divided into groups so that the pupil may have general knowledge which will help him detect his abilities, interests and to choose his field of specialization later on. On the other hand, the different colleges will enroll the right kind of students.

The curriculum of the first grade secondary school is complete and was implemented at the beginning of the school year 2000/2001; the syllabuses of the three grades will be fully implemented in 2002-2003.

The school year, needless to say, is divided into three terms, each lasting for 13 weeks (including the examination days). The pupils' achievement in the first and second years will be assessed according to the formative model, throughout the whole year, and 20% of the achievement marks (signs) is allocated to the pupils' activities and 20% to class work and 60% for the written exams.

- **Educational Innovation:**

Sudanese education takes into account all the innovations and changes that have taken place recently, and that will happen in the future. The new curriculum, as has been mentioned, comprises for the first time sciences of computer and logic, in addition to the environmental and social studies, principles of engineering science and French Language (a medium of communication of the greatest importance).

The concepts of population education are incorporated into the new curriculum in order to provide the pupils with knowledge, skills and values that are necessary for understanding the laws of the universe and human social living, which affect the individual, families and society in all spheres of life; the aim is to develop within the pupils a positive attitude so that they may play their role at all levels of life (at the family, the community, the nation and the world).

These aims embody a great many meanings when they are translated into values, behaviour, attitudes and positive traditions which have to do with practices relating to population, environment and health.

- **1.2 (D) Participation by Society in the Process of Educational Change.**

The Comprehensive National Strategy aims at the independence of the community from the state in so far as the meeting of needs is concerned. One of the pillar of the strategy of education is that the community has to bear the responsibility of financing and spending on education. The government appreciates the popular participation in education, and wishes that the people will continue to build, rehabilitate and protect the new establishments, and to take part in their running (administration).

The popular participation in education is through: -

1. Popular support which is considered to be one of the financing sources for the strategy (10% of the contribution); studies show that popular support reached more than 53% of the running costs (Chapter 2) in 1995.

2. The Council of parents and teachers, aims to strengthen the links between the school, family and community, and to get the parents and teachers involved in improving the school environment, solving the accommodation problem for teachers and (pupils), and to help develop the role of the school as a source of enlightenment.
3. The contribution to the education supporting fund by the payment of local fees and donations.
4. The involvement of individuals and non-governmental institutions in building private schools which, according to the law, will be supervised, directed and administered by the state education authority.
5. The encouragement of local communities to establish khalwas and kindergartens, and to take part in their administration; there should be heavy dependence on experience, culture and local resources as far as the establishment and administration of pre-school education are concerned. It is noteworthy that pre-school institutions increased from 1560 in 1990 to 7991 in 2000.
6. To make use of the public establishments – such as schools, mosques, churches, social and youth centres for pre-school education (they should serve as khalwas and kindergartens).
7. The encouragement of local investment in the building of factories and the production of learning materials and techniques and children's toys (from the local resources) by providing facilities and reasonable guarantees.
8. Mobilizing the official and popular effort to work for the liberation of the Sudanese society from illiteracy.

1.3 The Lessons Learned in the Process of Changing and Reforming Education System

The change and reform as reflected in the education sector strategy has affected all aspects of the education process. Access has been achieved through different channels with a view to achieve equity and to promote efficiency and quality.

The mechanism and approach of the implementation of the education strategy has focused on the following: -

- Education is a societal concern that all groups of the community shall join forces and stand together to provide for it.

- The implementation of the federal system of governance provides an opportunity for wider participation that contributes to access and capacity building at the local level.
- That education is a human right and the international community shall work together to provide it for all.

The implementation of the above approaches and strategies has encountered some difficulties that can be summarized in the following:

- The failure of some localities to fulfill its commitments towards education for all. That is due to weak financial and human capacities.
- A consecution of natural disasters of drought and floods concomitant with the civil war in the south have adversely affected community contribution in providing for education. These adversities has also led to the reduction of government resources with a negative impact on educational budgets.
- Despite the fact that the educational policies are in line with international trends, yet foreign aid and the contribution of international agencies which work in the field of education are in continuous decline. This situation negates the international commitment towards education for all which has been declared in Jomtiem in 1990 and reassured in Dakar in April 2000 with the top priority given to the least developed countries. It worth mentioning that Sudan has suggested in Dakar that priority in foreign aid should be given to the least developed countries as well as South Asia and Africa south of the Sahara.

The Ministry of Education has learned these lessons and has tried to overcome the difficulties through the following measures: -

1. To increase the approbation of the federal government to compensate for the deficit in the educational budget of the localities through the allocation of the education support fund.
2. To direct the scanty foreign aid to most needy areas.
3. To develop efficient administrative set up to meet the demands of the federal system of governance.

4. To strengthen the educational information and communication system to support the implementation of the educational policy.

1.4 The Main Problems and Challenges Facing the Education System

The education system is facing a host of problems. Some of them are of general nature but with a negative impact on education. Others are particular to the education system.

The general problems that affect the education system are: -
-The low profile of the population characteristics with illiteracy rate among the active population and an uneven distribution and settlement between rural and urban areas.

The high dependency ratio is due to the fact that 45% of the population are under 15 years of age. This has negative impact on enrolment and the provision of good quality and adequate education services. Literacy rates are still below 60% for adults in 1999 according to the projected figures of the central bureau of statistics. It was only 47.1% for female adults with a considerable variation between rural and urban areas in favour of urban areas. The uneven distribution of the population can be seen from the variation of average population density where it reaches 163 per square kilometer in Khartoum and falls to only 3 per sq. km in northern state.

The migration of skilled youths from rural to urban areas and abroad together with an unemployment rate of 15.5% of a total labour force of 8. Million is an evident of the low characteristic of the population with a bearing on education.

The above mentioned problems have negative effect on education. They have created a scarcity in qualified manpower to be employed to implement educational change on one hand and a high demand for more education for young children and youth on the other hand. The weak infrastructure due to civil war and natural disasters have hindered developmental efforts. The declining foreign aid coupled with an imposed economic embargo have further aggravated the situation. The result has been a reduction in

educational budget 2.8 of G.N.P and hence a deterioration in the quality of education.

Problems Particular to Education:

The general problems have resulted in a weak performance of the education system.

The weak infrastructure has led to an unbalanced growth in terms of access, efficiency and quality disparities in enrolment rates in terms of gender and geographical areas is common. The same situation applies to retention rates.

The deterioration in efficiency and quality can be attributed to the inadequate textbooks and the uneven distribution of them due to the weak purchasing power of some localities.

Coordination between the centre and the states is not strong enough to achieve its objectives of monitoring and follow-up. The main reason for that is the lack of fund for the coordination activities and also the responsibility of financing such activities is not clearly stated.

The lack of fund has a negative impact of the flow of information from the states to the centre and vice versa. This situation has affected the process of decision making and the formative evaluation of activities and plans.

The declining of foreign aid has adversely affected access to education for all in the desired way of achieving equity, efficiency and quality.

The suggested mechanism to address these problems is:

- To speed up the process of spreading the Database network to cover all the states.
- To raise the percentage of the educational budget in the public budget so as to meet the needs in text-book provision, training, improvement of school environment and coverage of educational services to reach the unreached.
- To intensify contact between the centre and the states at all levels and by different means.

- To pay more attention to specialized training as well as continuous teacher training in order to have enough trained personnel to shoulder the federal system of governance and to adapt to the innovations in curricula.
- To promote external relations in the field of education so as to attract more funds and technical assistance for education.

2- Educational Content and Learning Strategies for the Twenty-first Century

Curriculum Development, Principles and Assumptions:

2.1(A) The Decision-making Process:

Making decisions about curriculum issues is the responsibility of the National Centre for Curriculum and Educational Research, represented in its administration and specialized committees (boards), and the decision at the different levels were taken within the framework of the National Conference (1990) which recommended a plan of action for the future. It was converted into definite projects incorporated in the comprehensive National Strategy (1992).

The most important characteristics of the integrated efforts of planning for the future could be seen in specific policies aiming at developing the educational institutions in terms of structure , content, organization and legislation.

2.1 (B) Curriculum Planning and Design and Policies Relating to Legislature

The Sudan had had a central government for a long time. But now it has adopted decentralization (a federal government) and power has been shared by the centre and the states. This conversion into the federal system must be accompanied by legislation organizing the relationship and links between the federal and state governments, particularly in the domain of education. Laws governing education and defining the roles and responsibilities should be enacted.

The curriculum, in its widest sense, represents the core of the educational process, because it comprises all the elements of education within the framework of the educational institutions, such as the acquisition of knowledge, information, the fostering of skills, the

transmission of the national culture, communication with the human civilization, deepening of values and orientation of thought and behaviour. The educational process is deemed incomplete unless the curriculum comprises (in terms of content) extra-curricular activities, teaching techniques governing the relations between the teachers and pupils, assessment system and evaluation procedures and standards (criteria).

Curricula in our modern educational heritage – always consist of general principles, which define the aims and objectives of education, and decide the priorities according to the needs and circumstances. These principles are derived from the ideology of the society. The selection of knowledge (sciences) and priorities are also governed by the social, economic and social orientations of the world of today.

Depending upon all these factors – the educational heritage and the heritage of humanity – the conference on Educational Policies (1990) laid the landmarks of our educational March at this stage, and issued the aims of Sudanese education which govern all the educational institutions; these include the following: -

1. Instilling the religious spirit of the child
2. Cultivating the children's minds.
3. Consolidating the group spirit and loyalty to the mother home-country.
4. Fostering dependence on God and self-reliance
5. Encouraging creativity and developing abilities and skills
6. Developing children environmental awareness
7. Seeing that the National Curriculum is applied in all states of the Sudan, and that Arabic is the medium of instruction.
8. Handling the multiplicity (diversity) of cultures, religions and races, and concentrating on factors of national unity.
9. Developing programmes of Arabic Language teaching with special emphasis on areas of linguistic overlapping.
10. Designing curricula on the bases of integration of knowledge and authenticity.

11. Developing teaching of foreign languages
12. Paying special attention to Girls Education, and to preparing them for marriage and maternal life.
13. Involving pupils in the learning process and acquisition of experience in class-room activities.
14. Love of reading and life long education

The conference on Educational Policies recommended the holding of an Education Conference on Curriculum which was held in 1992, and it approved the general plan of Basic Education Curriculum, and considered it as a first step toward the designing of curricula for the base of the educational hierarchy. It (the plan) was characterized by (emphasizing) the following: -

- One. strengthening the religious creed (spirit) of the children
- Two. acquisition of language skills (listening, speaking, reading and writing).
- Three. Provision of information, and fundamental experience.
- Four. Full-development of the child, and detection of his abilities, interests; growth and development of his skills and abilities.
- Five. Developing the sense of belonging (to the mother country).
- Six. Protection of the environment, and working for its development.

Curriculum design theories and plans advocated the division of the first cycle of education (Basic schools) into three categories which correspond to the stages of the child growth and development, and meet the requirement of maturation (the physical, intellectual, emotional aspects of development).

- **Stage One:**
From first-grade to grade 3 (6-8 years of age) which is characterized by detection (the curriculum aims at this stage at providing the children with language skills, basic Arithmetic rules and relating these with the religious values)
- **Stage Two:**

From grade 4 to grade 6 (the age group 9-11) which is the beginning of maturity (Adolescence); at this level the curriculum concentrates on the employment of language skills for the acquisition of knowledge, and on investing the learning abilities of the child in adaptation (with the environment and society)

- **Stage three:**

From grade 7 to grade 8 (children aged 12-13); it is characterized or known by adolescence. The curriculum concentrates on general knowledge and development of skills in order that pupils may continue their education and participate in the life activities.

- **Pillars of the Curriculum:**

1. A change from the subject matter curriculum to the core curriculum
2. An integrated curriculum which comprises knowledge (disciplines), skills and values.

- **The Cores:**

1. Religion
2. Language
3. Mathematics
4. Man and the Universe (human activity on Earth)
 - One. objects around us
 - Two. Man and Use of earth for well being
 - Three. The Earth – life environment
5. Fine and Applied Arts:
 - One. Arts (drama, music and sports)
 - Two. Housing (importance of stability and related habits).
 - Three. Clothing
 - Four. Food and nutrition (health care and protection)

- **Concepts of Secondary Education:**

Secondary Education represents the end of general education which is the minimum that must be provided for all individuals so that they may take part in society; this involves the preparation of special policies as regards curriculum and school systems.

It was expected in the past that the student who completed secondary school would have acquired some valuable knowledge (the study of mathematics, physical science, geography and history), but he had had no knowledge of the labour market requirements, and the training opportunities available for workers in the different professions.

This is an example for the different kinds of the traditional secondary school outputs (the secondary school with different departments), It is also true to say that academic secondary schools were formerly related to the higher education and its different colleges. In due time, technical education which qualify technicians for the labour market was developed. But, owing to development in higher education and the changing training requirements of the labour market, secondary schools lost their attraction and fame. They no longer prepared learners for their professions.

Concerning religious education, it was developed as an attempt to introduce traditional education and sciences (learned at the Khalwa or Quranic schools); upon completion, the learner was given a certificate.

To sum up, education in the Sudan developed into two parallel systems, the one taking interest in religious matters and linguistic issues, and the other concentrating on preparing the individual for citizenship and living on Earth (civic education) without the religious element needed for better living on earth.

The Education Conference, taking into account the Sudanese Islamic educational heritage and world experiments, recommended the following issues to develop secondary education in the Sudan: -

1. Unifying all sections (academic, religious and technical) into one whole, with common school admission.
2. Unifying the school-leaving certificate
3. The school provides the opportunity of learning various disciplines.
4. The school should concentrate on preparing pupils for the various professions and jobs through the raising of percentages of the syllabuses that contribute to this (preparation) to 60% in the context of the curriculum.

The final decision taken by the conference was to develop a new secondary school based on: -

1. Secondary school is not considered to be a specialized school preparing students to definite jobs.
2. Pupils are to be admitted to secondary schools according to common criteria.
3. A common core of subjects should be studied by all the pupils before choosing the optional disciplines (subject-matters).
4. The whole school syllabus should serve the attainment of physical and intellectual skills which help pupils to identify the different jobs and professional requirements.

2.1 (C) Teaching and Learning Strategies

Methods that have strengthened the interrelatedness between teaching and learning and have also facilitated the learner's active participation have been adopted.

The first level curriculum is mainly built on activities that enable the learner to acquire knowledge and information by himself. Knowledge and information is obtained by investigating the surrounding environment or from the teacher who facilitates the process of learning by providing learning situation that are not available in the immediate environment.

The curriculum is learner-centered which is based on the experience and active participation of the learner himself. Various methods that focus on the learners activities are adopted. The role of the teacher is to provide learning situation that stimulates and motivates the learner.

The adopted teaching methods include:

- One. Deductive Method
- Two. Inductive Method
- Three. Discussion Method
- Four. Lecture Method
- Five. Discovery Method

These methods are used separately or jointly according to the learning situation, age and abilities of the learner to use them as well as the environmental input. However, discovery method is more used than the others in the new curricula so as to ensure the

active participation of the learner and to employ his efforts in acquiring good learning and thinking habits. This approach is clearly reflected in the new curricula specially in the practical aspects where learning takes place in the local environment by using teaching aids from the environment as well. Teachers are trained for this approach as well as gaining competence in using the new educational technology to take the learner from passive to active learning by himself.

Teacher Preparation

A curriculum reform is usually accompanied by on the job training of teachers who implement and adapt the new curriculum. In-service teacher training institute (ISETI) of the FMOE is responsible for this kind of preparation while pre-service training is the responsibility of higher education.

ISETI applies the multi-media approach either directly or indirectly. The indirect method of application is through:

1. The Module – small booklet – with ideas about a certain subject in a form of dialogue. It encourage the active involvement of the participant through forms of activities given pre, while and after the course.
2. The library is employed with its various audiovisual facilities to help the teacher to keep abreast with the new ideas in the teaching profession.

The direct method of application is in the form of:

1. Workshops and seminars to the teaching modules and transform its theoretical content into practical experience. The workshops are also an opportunity for teachers to exchange views and experience and to learn from each other.
2. Empirical research to contribute to the solution of educational problems.
3. Summer courses to supplement distance teaching and to develop learning materials from the local environment.

In these courses school text-books are taught, analyzed and evaluated. Some taught sample lessons are recorded for teachers.

2.1 (D) Policies and Assessment Methods used to measure pupils and students' achievement:

These include examinations which are divided into:

A Grade Examinations:

According to these examinations the pupil is promoted to the next grade with the Basic or secondary school, inspite of the fact that the school regulations do not fix any standard percentages of success at the examinations, and although the tests and examinations results are used in the continuous evaluation. Grade examinations, to be sure, are held three times every year (First Term Examinations; Second Term Examinations and Final Examinations), and their results are approved by the school staff.

Now the school regulations was changed, and each pupil had to get 50% the total marks of all examinations in order to be promoted to the next grade or cycle.

B - School Leaving Examinations: (Level Examinations)

1 Basic school Certificate Examinations:

These examinations are set for those pupils who have completed Grade 8 at Basic School, or who have passed similar examinations (adolescents' programmes and Adult Education). There are certain characteristics (conditions) to be observed when setting these examinations (see appendix No.(2).

The pupil is considered to be successful if he has got 50% of the total marks of the whole examinations (Appendix No. (3) indicates the distribution of marks according to subjects and disciplines.

The pupils who have successfully passed the examination will be promoted to the next cycle (secondary schools), and the failures have the right of resitting for the next examinations.

2. Secondary School or Sudan National Certificate Exams:

Sudan Certificate is the highest in general education, but there are certain conditions to be fulfilled by the candidates before sitting for the exam (appendix No.(4).

The pupils who successfully pass these examinations will be admitted to the higher education institutions, whether it be at home or abroad, if they meet the admission requirements for the different colleges.

A pupil will be awarded the Sudan National School Certificate if he has obtained 50% of the whole marks (see appendix No. (5).

Primary school final examinations and Sudan Certificate exams are continually revised in order to set standard assessment methods for the educational aims and to develop the evaluative techniques.

It is worth noting that primary school examinations are set at the state level, but are revised and supervised by the Federal Ministry of Education; the reason for this supervision is to ensure that the exams meet the requirements set by the National Centre for Curriculum and Educational Research; the exams should also be approved by a higher committee at the state level.

Regarding the National Certificate examinations, they are set by the General Directorate for Evaluation and Examinations at the Ministry of General Education ; the results of the examinations are approved by the Sudan Examination Board (Council).

2.2 Changing and Adapting Educational Content

2.2 (A) Factors that have motivated Curriculum Reforms

It is common knowledge that educational reform takes place in case the curricula and school syllabuses fail to achieve the desired aims and objectives. The recent changes of the new educational reforms, have prompted the change of aims and objectives to keep up with the development occurring in the educational policies, and with the international changes in addition to the development in the realms of communications, information and technology. Educational reforms take into account the need for international understanding, tolerance, human rights and peace.

2.2(B) Principle Institutions, Organisms and Individuals Participating in the Process of changing and Adapting Educational Content:

The National Centre for Curriculum and Educational Research, in collaboration with university teachers and scientific and educational institutions and experts, has to conduct the process of changing and adapting the educational content to achieve the aims and objectives required, through the holding of conferences, seminars and specialized committees.

2.2 (C) Areas covered by the curriculum:

Innovation and change has included all aspects and elements of curriculum represented in the aims, content organization, teaching strategy and evaluation, in addition to all the basic concepts needed by the pupils (according to their chronological and learning age) innovation also included population education, and peace. These issues were treated within the framework of the integrated curriculum, which included knowledge, cultural, scientific and practical aspects.

2.2(D) Strategies Adopted in the Design, Implementation, Follow-up and Evaluation of Curriculum Reforms

- The strategies adopted were based on the evaluation and analysis of the previous curriculum; from the findings of the analysis shortcomings could be detected and defined. Hence, a mechanism – including field visits and direct communication – was adopted to implement the evaluation strategy.
- The various assessment techniques and results were analysed throughout the whole period in which the old curriculum was applied.
- The evaluation process starts by the formation of committees emerging from the comprehensive conferences
- Such as the Educational Policies Conference. Then, the findings of the committees will be presented to a technical conference comprising experts and specialists to define and lay down the general characteristics of the curriculum. Then the specialized technical committees prepare the items of the curriculum, which will be presented in turn to the author and technical lay-out committees. Then the work will be presented to the Revising Committees to see that it is done in a satisfactory manner.

This work has been going on since the Educational Policies conference was held in 1990, passing through the strategy of the general education (1992). The real implementation of the curriculum for Basic Education took place in 1995, and completed in 1999.

Concerning the secondary education curriculum (The new secondary school), it followed the same procedures mentioned above. The National Centre for Curriculum and Educational Research adopted the concept of the Modern Secondary School through a continuous discussion among experts of education about the possible social and economic impacts of each alternative; the alternative of the new secondary school was chosen on the basis of being the least expensive, and, it has few disadvantages. The new secondary school took into account the curriculum of the technical secondary school which served as a basis for it.

2.2 (E) The Achievements:

Now that the secondary school curricula for First Grade pupils have been completed and have been in force (implemented) since the school year 2000/2001, and that the curriculum for Grade “2” will be implemented in 2001.2002, Grade Three pupils will sit for the National Certificate Examinations in accordance with the new curriculum in 2002/2003.

The Problems:

One of the most important problems faced by the National Centre for curriculum was the limited number of trained calibre in curriculum design, and scarcity of competent specialists in book-writing and curriculum and text-book preparation; therefore, the National Centre spent a lot of time and effort to accomplish its work.

This problem praise be to God – was solved through the continuous dialogue and intensive meetings that provided training for curriculum – design. The pressure on the few distinguished, capable individuals was so great. The scarcity of qualified calibre was handled through continuous work and checking up of revision and writing.

Another problem was the printing and provision of school text-books, bearing in mind that they should be free-of charge.. The government pledged to carry out this task, although it was difficult due to the international economic sanctions and declining foreign aid as well as prioritization problems.

Making the teachers ready through the orientation courses – to understand the innovations in the curriculum was also a problem confronted by the implementers; due to the scarcity of trainers and lack of finance (funds).

Although the political authority has appreciated the need for curriculum change (reform) and given continuous support, (yet), the basic infrastructure is still weak and needs strengthening.

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Appendix NO (1)

Informal Education

- Educating Adolescent in the context of their local Environment project.

Background

The finding of the fourth population census revealed the presence of 1.5 million children of the age group 8-13 who are not at school. 54% of these are females. The presence of this large number justifies the initiation of an educational project outside the formal system to provide for the educational needs.

2.2 Changing and adapting the educational contents:

Educating adolescents in the context of their local environment project..

The target group of this project are the children of the age group 9-14. This group includes those who are not at school or who left school or those who completed schooling but did not acquire the necessary learning and life skills. 75% of them are females and 25% are males.

This project aims at the following:

- Training individuals in a way that enables them to realize the goals of the aspiration of the Sudanese Nation and to live in conformity with the contemporary human civilization.
- Providing schooling to those who are not at school or those who left school.
- Providing a type of education which suits the conditions, characteristics and needs of adolescents and enables them to develop their capacities and knowledge.
- Providing a type of education which enables the learner to join the existing type of education if he wants to continue his schooling.

- Mobilizing community participation and aids to realize the objectives of this project.

Project implementation Strategy

This project was planned and implemented in 1995, in five pioneer states: The Nile river, Kassala, Northern Darfuur, Northern Kordofan and Blue Nile.

It has passed 3 phases: preparation, implementation and elaboration, field studies are carried out at selected location and involved the study of location, urban population and adolescent classification.

An alternative version of basic education curriculum was developed. In it emphasis is laid on basic skills and social communication which form 60% of the activities and the life skills needed by adolescent career. It should be noted the males and females are engaging in an income generating activities.

This type of education is flexible for it provides the basic education enabling the individual to live and earn living. It is executed in the context of the local environment.

The cycles are reduced in number to two cycles.

The first cycle:

It lasts for two years. Syllabuses concentrate on basic skills and life skills related to income generation.

The second cycle:

It lasts for two years and offer two choices for the learner:

One. completing the non-formal basic education

Two. Continuing education i.e. aiming at joining secondary education by the syllabuses of the current basic education.

Variation in standard necessitates variation in methods of evaluation. Of these the most important are Multi-grade classroom and Peer Group Learning.

To cope with the problem of the size of the project coupled with poor financial resources teachers are recruited from the working teachers and those in the community who like to teach. The latter had been trained in teaching and evaluation.

Financing the Project:

In the first phase the project relied on non-governmental community aids. UNICEF provided 15% of the total expenditure which covers designing curricula, writing books and training teachers.

The present status of the project:

10 states were included in this project (see the accompanying table). The local community is required to carry the burden and implementation of this project in the final phase (generalizations. This will take place after the final evaluation in this year i.e. 2001.

STATE	Schools			Pupils			Teachers		
	Boys	Girls	Total	Boys	Girls	Total	M	F	Total
River Nile	0	5	5	0	47	47	0	5	5
Sinnar	3	13	16	94	393	487	3	13	16
Blue Nile	2	6	8	212	72	284	2	6	8
Kassala	0	6	6	0	112	112	0	6	6
Red Sea	2	5	7	170	92	262	2	5	7
W. Darfr	3	5	8	106	117	223	4	4	8
S. Darfur	2	6	8	50	150	200	2	6	8
N. Dardur	2	7	9	50	150	200	2	7	9
W. Kordofan	2	2	4	111	141	252	2	2	4
S. Kordofan	7	8	15	230	271	501	7	8	15
SUDAN	23	43	86	1023	1545	2568	24	62	86

Source: FMOE Educ. Planning 1999/2000

Appendix No (2)

Specifications of Basic Education Certificate Examinations

1. Exams must be comprehensive and cover all the syllabus.
2. To start with simple questions and to move gradually to the more difficult question; It also starts from the known to the unknown.
3. Examinations shall be at the level of the average pupil and to enable the assessment of individual differences.
4. The examination should make use of the symbols and terms referred to in the school textbooks.
5. Clarity and thoroughness should be emphasized in phrasing the examination questions.
6. The number of questions should be appropriate to the time allocated to the examination paper taking into account the answering speed of the average pupil.
7. Examination should be spotting proof.
8. Examination should cope with the modern educational trends.
9. Technical and linguistic mistakes should be avoided when setting the examinations.
10. Examination questions should be confined to the syllabus.
11. The weighting of questions should be in accordance with the directives of the examination guide.
12. Question should measure various skills and abilities such as:
 - One. Memorizing – Remembering, recalling
 - Two. Understanding, interpreting, comprehension
 - Three. Application and problem solving
 - Four. Reasoning, classification, selection and distinguishing
 - Five. Expression, deduction, association

Six. Ability to self expression..etc. This should be weighted according to the ratios given in the examination guide.

**Thirdly: Appendix No. (3)
Plan of Basic School Certificate Examinations 2000/2001**

Core	Syllabus	No of Period	No of papers	Marks	Time
Religion	Holy Quran	4	1	30	1.5hrs
	Jurisprudence & Ideology	3	1	30	“
	Christian Religion	4	1	60	“
Language	Arabic	9	2	50	2 hours for each paper
	English	7	2	40	1.5 hours for each paper
Mathematics	Math.	7	2	40	1.5 hours for each paper
Man & the Universe	Science Our Life in	4	4	30	1.5 hours
	We & The Modern World	3	1	30	15 hours
Applied Arts	Nutrition & Health	3	1	30	1.5 hours
TOTAL	Nine Syllabuses	44	15	340	19 hours

N.P: For the Christian pupils the number of period is 27 and that, of the papers is ten.

Time Table for Basic School

First Cycle

Syllabus	No of Periods		
	Grade 1	Grade 2	Grade 3
Quran	4	4	4
Islamic	2	2	2
Christianity	4	4	4
Arabic	10	9	9
Math		6	6
Arts	5	5	5
Things around us	-	-	2
Total	25	30	32

Time-Table for the Basic School

Second Cycle

Syllabus	NO OF PERIODS		
	Grade 4	Grade 5	Grade 6
Quran	4	4	4
Islamic	2	2	2
Christianity	4	4	4
Arabic	9	9	9
Math	6	6	6
Man & the Universe	4	4	4
Arts	4	4	4
Physical Education	2	2	2
English	-	3	6
Total	35	38	41

**Time-Table for Basic School
Third Cycle**

NO OF PERIODS

Syllabus	Grade 7	Grade 8
Quran	4	4
Islamic	2	2
Christianity	4	4
Arabic	9	9
English	7	7
Science in our Life	4	4
We and the Islamic world	2	-
We and the Contemporary world	-	2
Health & Nutrition	3	3
Physical Education	2	2
TOTAL	37	37

Appendix No. (4)

Requirement of sitting for the Sudan National Certificate (SNC) Examinations: -

1. Examination taking is not conditioned by chronological age.
2. All pupils belonging to schools recognized by the Ministry of Education have the right of sitting for the exam, provided that they have completed the secondary school courses and paid the fees demanded.
3. Non-formal pupils can sit for the exams, provided that :
 - They sat for the same exam previously
 - They sat for an equivalent exam.
 - They paid the fees required.
 - They are not formal students

Sudan Examination Board, in its meeting held at the ministerial bureau on Sunday, December 1999, approved the special recommendations concerning the sitting for the Sudan National Certificate Examinations. These recommendations states that: “Each pupil has the right of taking the examinations on condition that”:-

- He has the Basic School Certificate (or an equivalent Certificate) and spent at least three years at a recognized secondary school.
- He previously sat for the SNC examinations or similar examinations.
- He spent at least four years after obtaining the primary school certificate (similar certificate).
- He is mature and above 25 years of age and completed the preceding educational cycle.
- He has learnt the whole Holy Quran by heart and passed the ability tests conducted by an Educational Board.

Appendix No (5)

Rules of awarding the Secondary School Certificate

1. Pass in Arabic Language
2. Sitting for Examinations in all compulsory subjects and at least three optional ones.
3. Certificate is awarded to he who has passed the Arabic Language examination, in addition to the three other compulsory subjects, and at least one optional subject. The percentage success is arrived at by calculating the marks obtained in Arabic, two compulsory subjects, and any two optional subjects. The percentage is obtained from seven subjects, including the four compulsory subjects and the best three optional ones.

According to the new changes, it is stated that: -

1. *The academic Section:*

- One. pass in the three compulsory subjects in addition to pass in at least two optional subjects; or
- Two. pass in two compulsory subjects (including Arabic) and in at least three optional area.

2. *The Technical Section:*

- One. pass in the three compulsory subjects in addition to at least two optional ones, provided that one of them is a subject of specialization; or
- Two. pass in two compulsory subjects (including Arabic) and three optional ones in the least, provided that two of them are specialization subjects.
- Three. The percentage in both the academic and technical subjects is calculated from the compulsory subjects and the best four optional ones.

Table No.9
The New Secondary School Time-table for Grade I

No	Subject	First Term No of Periods	2nd Term No of Periods	3rd Term No of Periods	
1	Quran	2	2	2	
2	Religion	3	3	3	
3	Arabic	4	4	4	
4	English	4	4	4	
5	Mathematics	5	5	5	
6	Biology	2	2	2	
7	Chemistry	2	2	2	
8	Physics	2	2	2	
9	Geography. & Environmental Studies	3	3	3	
10	History & Social Sciences	3	3	3	
11	French	3	3	3	
12	Engineering	4	4	4	
13	Agriculture & Animal Production	2	2	2	
14	Commerce	2	2	2	
15	Physical Education	-	2	-	
16	Family Education	-	-	2	
17	Art & Design	2	-	-	
18	Military Education	-	-	2	
19	Computer	2	2	-	
	TOTAL	45	45	45	

Table No. 10

Academic Secondary Stage
TIME-TABLE

OLD SYSTEM

Serial No	Subject	2st Grade	2nd Grade Arts	3rd Grade Science	Optional Subjects
1	Islamic Educ.	3	3	3	3
2	Arabic Language	6	8	8	3
3	English Language	6	6	6	3
4.	French Language	2	2	2	-
5.	Mathematics	6	6	6+3 SPECIAL	-
6	Physics	2	-	3	
7	Chemistry	2	-	3	
8	Biology	2	-	3	
9	Geography	3	3	-	³ Environmental
10	History	3	3		
11	Arts	2	2		
12	Home Economics	2	-	-	-
13	Physical Education	2	2	2	-
		41	39	39	12

