

THE DEVELOPMENT OF EDUCATION

National Report of Sudan

by

The Federal Ministry of Education

**General Directorate
of Educational Planning**

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1- The education system at the beginning of the twenty-first century: an overview

1-1 Major reforms and innovations introduced in the education system at the beginning of the twenty-first century:

(a) The legal framework of education:

The legal framework of education was presented in our previous reports of the Sudan to the International Conference on Education—Geneva, October 1996, August 2001, paragraph 2-2 “Laws, legislation and regulations concerning education”, page 11 (1996) and pages 5-9 (2001 report).

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 continuously review the legal framework of education for the following reasons:

- Being a large country, 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 the states.

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

The following Acts were issued:

- The 1996 National Center For Curricula and Research Act.
- The 1997 Act of the National Center for Linguistic Planning.
- The 2000 Act of the Sudanese National Commission for UNESCO.
- The 2001 General Education Act.

The Presidential Decree number (12) for the year 2001 laid down the responsibilities of the Federal Ministry of Education (FMOE) in the following:

1. Formulation of the general policies, plans and programs for general education.
2. Development of the general education curricula.
3. Coordinating the training of teachers and educational administrators with higher education institutions and the state's ministries.
4. Formulation of plans and programs for the development of technical education so as to meet the country's development needs.
5. Sponsorship of student's activities so as to achieve the civilized orientation for the society and the delight of learning for the students.
6. Preparation of curricula and programs for literacy and adult education, adolescents, preschool education and sponsoring groups of special needs. Moreover, these institutions have to be developed as well as their institutional and human capacities.
7. Technical supervision of private education in coordination with the states.
8. Formulation of policies and development of indicators for educational evaluation and the administration and evaluation of the examination of the Secondary School Certificate.
9. Supervision of Sudanese schools and examination centres abroad as well as foreign schools in the Sudan.
10. Training of unsuccessful school leavers and dropouts in coordination with the concerned bodies.
11. Coordination between the educational authorities at both the central and state levels.
12. Development of international relations in the Field of

education.

13. Any other duty to be mandated by the Cabinet.

Protocol between (GOS) and (SPLM) on power sharing

A protocol between the government of the Sudan (GOS) and the Sudan people's liberation movement (SPLM) on power sharing was signed in May 26, 2004.

The following articles relate to education:

—Additional educational opportunities shall be created for war affected people. (sub-article 2.6.1.6 page 27)

—Arabic, as a major language at the national level, and English shall be the official working languages of the National Government business and languages of instruction for higher education. (sub-article 2.8.3 page 30)

—The use of either languages at any level of government or education shall not be discriminated against. (sub-article 2.8.5 page 30).

Recent Development:

In 2003 a bylaw was issued to regulate non-government education. The following are the main features of this bylaw:

1. It abrogated the 1997 bylaw.
2. Chapter Two comprised the aims and divisions of non-government education.
3. Chapter Three dealt with the authorities and functions of the administration and the Council of non-government education.
4. Chapter Four was about the approvals of the establishment of a non-government school.
5. Chapter Five related to the issues of curricula, school uniform and the system of evaluation and examinations. It gave liberty for schools to add extra material to the national curriculum and to teach the

approved translation of the national syllabus in English.

6. Chapter six was about school management and teachers. It stated the conditions that should be followed in order to be a principal of a private school as well as the conditions for the recruitment of teachers, such as nationality, age, qualification, and devotion to the job. Article 15 of this chapter dealt with the issue of admission and transfer of students.
7. Chapter seven set the terms of reference for the council of trustees and the educational council.
8. Chapter eight dealt with the financial and auditing regulations. General provisions such as violations, punishment and appeals were tackled in the last chapter i.e. chapter nine.

In the year 2004 a new law has been drafted by The National Council for Child Welfare with the cooperation and coordination of other line ministries including the federal ministry of education. It is called the Child Law. It is now being approved by the National Assembly. Articles 38 to 47 deal with the following:

- The right to general education.
- Aims and objectives of education in the three levels of general education.
- The right for every child to have an official record book showing his or her registration at birth, health and social condition and learning achievements.
- The abolition of corporal punishment and all forms of offending treatments in schools.
- To single out a day for statistical data collection pertaining to education.
- To make the school calendar more flexible to minimise dropout rates.

B) Organization, Structure and management of the education system

In our previous report to Geneva Conference in 2001 we have mentioned that the present educational ladder was introduced in 1992 as part of a comprehensive reform for general education. The philosophy behind this 11 years of schooling in three stages of general education, preschool of two years duration, eight-year basic school and a three-year secondary stage, was to increase the productive age of the learner and to avoid unnecessary loading and cramming of the curriculum. The loss of one year was compensated for by increasing the working days from 180 to 210 throughout the school ladder from preschool to secondary.

There is a parallel non-formal system of basic education of four years duration with a compressed curriculum, designed to meet the educational needs of out of school children in the age group 9–14. The present educational system is flexible enough to allow successful candidates of the non-formal basic education to join the formal secondary school. It is also envisaged that such system can be utilized and modified if necessary, to meet the needs of the returnees in the same age group in the post–peace period.

The administrative set up of the Federal Ministry of Education (FMOE) has not changed since 1995, when it was separated from the Ministry of Higher Education and Scientific Research. FMOE continues to assume its planning and technical role of training, evaluation, coordination and foreign relations. The FMOE is exercising its planning and technical role through six general directorates for examination, technical education, planning, training, administration and services, and student's activities. These six administrative units are under the supervision of the Undersecretary. There are other bodies and units under the direct supervision of the Minister. These include the National Center for Curricula and Educational Research (NCCER), the National Council for Literacy and Adult Education (NCLAE), National Council for Languages (NCL), National Council for Planning General Education (NCPGE), Tarbia Corporation for Printing and Publication (TCPP), Sudan National Center For

Languages (SUNACEL) and The Sudan National Commission for UNESCO.

The present administrative set up is under examination so as to cater for the needs of the post peace period. A new general directorate for foreign relations will be established in order to organise the scattered activities in this area such as secondment, bilateral agreements, friendship schools at home and abroad and public relations. The directorate coordinates with other general directorates working in the area of foreign technical and financial support.

The nature of the function of FMOE necessitates the presence of a separate and capable directorate for coordination with the states in the area of teachers affairs as well as in many other educational issues.

C—Curricular Policies, educational content, teaching and learning strategies:

Implementation of educational reform has started in 1990 and continues until now. The 1990 National Policy Conference has recommended the reforms. The aims and objectives of basic and secondary education were set. These aims and objectives were translated into program activities and content items. Teaching and learning strategies were also developed.

(d)—Objectives and principal characteristics of current and forthcoming reforms:

The objectives of current and forthcoming reforms include the following:

1. The provision of an equitable efficient and quality basic education for all.
2. Fulfillment of our national, regional and international commitment in the field of education.
3. Building of unity, peace and stability.

4. Achievement of social cohesion and integration.
5. Optimal use of technology in education to improve its coverage and management and to promote its performance.

The current and forthcoming reforms are characterized by the following:

- Participation is a prominent feature in the current reforms. The conviction that participation is a key to success is commonplace among policy makers. In the development of the National EFA Plan, measures of participatory nature were exercised. These include advocacy programs, national conferences, national and state Forums. The formation of a number of national councils to deal with different issues in education was prompted by the drive to achieve participation as a major dimension in our educational thought and practice.
- Inclusion and social integration is a salient feature in our present reforms. The desire to achieve full coverage of the education system to accommodate all children of school age in their multicultural, ethnic and linguistic backgrounds led to the adoption of certain measures. These measures include:
 1. The establishment of an administration for girl's education.
 2. The establishment of an administration for nomadic education.
 3. The establishment of an administration for the education of children with special needs.
 4. The use of mother tongue, if necessary, in support of teaching and to enhance the understanding of the learners.
 5. The inclusion of additional material to the national syllabus to accommodate the particularities of a certain geographical area or groups.
 6. The provision of a compressed curriculum to meet the needs of out of school children and the returnees who missed the opportunities of education specially in the post peace period so as to enable them to be streamlined in the formal system when they are ready

for it.

7. The present reforms are innovative for some of them have been initiated to respond to the current trends in the field of education such as EFA, MDG's, combating epidemics such as HIV/AIDS and the closure of the digital gap. In addition to this, the reforms include the use of technology to improve the performance of the education system in such areas as examinations (the introduction of the item bank), research, distance teaching and planning.
8. The administrative structure has been reformed, as mentioned earlier, to respond to the needs of the federal system of educational management. The reform has also been prompted by the requirements of the post peace period.

1—2. **Major Achievements, both quantitative and qualitative, and lessons learned:**

(a)— Access to Education:

The previous report discussed the genuine efforts which were exerted to provide education for children of school age. The commitment of the government was reflected in various forms such as the Presidential Declaration to adopt and implement Jomtien Declaration on EFA, the Cabinet Resolutions to convene a national policy conference on education and to draw a comprehensive national strategy. The issuing of laws and regulations to enhance the process of implementation of the declared policies. All these efforts have resulted in a net improvement of the performance of the education system.

Preschool education

Preschool Education has become part of the formal system

since 1990. It remains a priority in our educational policy. Children are admitted at the age of four and continue for two years. The national enrolment percentage for the year 2003 was 25.4% for both sexes as compared to the 20% enrolment ratio of the year 2000, it was 27.2% among boys whereas it was 23.5% among girls. The percentage, however, varies considerably between states, from 6.6% in Bahar Elghazal state to 52.8% in the Northern state.

Basic Education

The 2001 Education Act for planning and organisation of general education has stipulated the right to education for all children of eligible school age without discrimination of any kind. Children are admitted to basic education level at the age of six and continue for eight years. Basic education remains a top priority.

The apparent intake ratio for the year 2003 was 67.1% for both males and females, 71.3% for males and 62.7% for females. The gender-parity index was 0.88 indicating a narrowing of the gap as compared to that of 2001 at which time it was 0.80.

Apparent enrolment ratio for the same year was 59.4% for both sexes, 62.9% for males and 56.1% for females. The gender parity index was 0.89, whereas it was 0.83 in 2001.

Table (I) [*OMITTED*] shows the development of the basic education level in 2003 as compared to 2000. There is a considerable progress during the last three years especially in enrolment figures. The growth of schools has not kept in pace with that of the pupils. This can be attributed to the policy of grouping of two or more schools together so that schools can benefit from the available inputs which are not adequate enough to cover all the existing schools.

Secondary Education

Secondary education is a very important stage in the

Sudanese educational system because of its dual function of preparing young children for life or further studies. The hot policy debate of the early nineties led to the adoption of the present new secondary school. The new secondary school has been adopted for the following reasons:

1. It enables students to be acquainted with a wider range of common and diverse culture.
2. Every student will have the chance to acquaint himself or herself with the practical and theoretical activities and to practice a suitable amount from the various available practical activities.
3. It provides a big chance to students to know their real abilities and inclination so as to take informed decisions on their future studies.
4. It facilitates the development of curricula in an integrated manner.
5. It is not costly.
6. The existing faculties of education can prepare those who would be teachers in the new secondary school with minor addition in the syllabus.
7. It provides for the individual abilities through school committees and activities.
8. It is flexible enough to respond to educational innovations.
9. It is applicable in small rural schools.
10. It overcomes the stigma which is associated with the choice of the technical streams.

In spite of the above-mentioned positive aspects of the new secondary school, still it has some problems such as:

- Due to the limited amount of subject and training, the technical streams of the new secondary school will not provide the market of work with skilled workers.
- Many of the present secondary school teachers need to be retrained to be able to teach the new syllabuses.
- It requires the building of new integrated curricula on nontraditional bases.

- It might be resisted by the technical stream teachers.

The following table (2) [*OMITTED*] shows the progress made during the past three years (2000-2003).

The table reveals a considerable increase in the number of students as compared to the number of teachers. This situation can be attributed to the fact that adequate number of secondary school teachers has already been recruited to teach the new subjects of the new secondary school since the mid-nineties. Moreover, most of the teachers who used to work abroad have returned home.

Recent reforms

In an attempt to reform the secondary technical education, the Ministerial Resolution number 5 for the year 2004 was issued, under which a high level committee was formed.

The committee was entrusted with the issue of studying the situation of secondary technical and technological education in the Sudan and to come up with a recommendation for reform.

The committee has come up with the following recommendations for reforming secondary technical and technological education:

1. To issue an Act for the formation of a national council for technical and technological education to be chaired by the Vice President.
2. The National Council for Technical and Technological Education (NCTTE) responsible for endorsing policies and related issues such as curricula, financing and evaluation.
3. Rehabilitation of schools and colleges.
4. To increase the share of education expenditure so as to reach at least 3% of GDP.
5. To encourage the private sector to invest in technical and technological education.

1-2 **(B) Equity in Education:**

Geographical disparity:

Figure (3) below [*OMITTED*] shows that there is a wide disparity between states in enrolment ratios in pre-school education. Ten states have made progress in enrolment while five states have declined. It is hard to control this irregular pattern due to the fact that the bulk of pre-school education is still under the direct supervision of the community.

Figure (4) below [*OMITTED*] shows that there is an improvement in enrolment ratios in 13 states in basic education during the last two years. Eight states are above the national average (59.4%). However the disparities between states exist, but the gap is narrowing faster.

Figure (5) below [*OMITTED*] shows wider disparities between the states in secondary education. This is due to historical reasons when secondary schools were usually located in big cities with boarding facilities.

Gender equity

Figure (6) below [*OMITTED*] shows the development of basic education by gender during the period 1990-2001. In spite of the measures which have been taken to reduce the gender gap, the figure shows that the gender gap has remained almost constant in favor of boys. There was a little improvement during the mid-nineties. That was probably the effect of the introduction of the new educational ladder of eight years duration for the basic school.

Figure (7) below [*OMITTED*] shows that there is almost no gender gap in preschool education even at the state level as reflected by 2002/2003 data. The only observable gender gap was in the northern state and paradoxically it was in favour of girls.

The data for the year 2002/2003 also show that the gender gap is persisting in the basic level in favour of boys. This pattern has been reversed in the southern states where the gender gap is in favour of girls as shown by figure (8) below [*OMITTED*]. This could be attributed to the impact of the civil

war in the south.

The data for the secondary level for the year 2002/2003 show that the gap has been closed in the majority of the states, see figure (9) below [*OMITTED*].

1 .2 C—Quality of Education:

By good quality of education we mean the availability of textbooks, competent teachers, relevant curriculum and conducive school environment.

Textbooks

The textbook is a main element in the quality of education. In the absence of a competent teacher, the textbook is indispensable to ensure a minimum level of learning outcomes.

Both quality and efficiency depend on the presence of a competent, motivated, dedicated teacher with a reasonable level of academic and professional knowledge.

A considerable effort has been exerted to develop the curriculum, which is considered as a major element in the quality of education. The basic school curriculum has been developed with the production of 45 new textbooks and 37 teacher's guides and so has the secondary curriculum.

In the year 2001 school textbooks have been provided free with a cost of 1.5 Billion Sudanese Dinars. The government is considering the best means of making textbooks available for all pupils and students.

The government has also supported the training and the professional development of teachers to the graduate levels. Policies for the enhancement of the status and morale of teachers have been implemented including promotion and better conditions of service. So far 63% of teachers have been trained to teach the new curriculum.

The government has taken measures to improve the school environment by providing the necessary equipment, furniture and teaching facilities, as well as capacity building.

The ministry of education has given much attention to the technical and educational aspects that are indispensable for the

production of good quality textbooks. The states are allowed to produce textbooks according to the standards and specifications set by the FMOE.

The Teacher

Both quality and efficiency depend on the presence of a competent, motivated, dedicated teacher with a reasonable level of academic and professional knowledge.

The reform of the nineties in the structure and content of the education system has led to the need to reform teacher training. The realization of EFA objectives requires the recruitment of six to nine thousand teachers annually. This variation in the number of annual required teachers depends on the criterion we use to estimate the needed number of teachers depending on the availability of funds and the policy of regrouping the schools. It also has a bearing on the quality of the education system. If we project our needs so that we keep a constant PTR of 33:1, then an annual number of six thousand teachers will be sufficient. If we employ the criterion of class size of 45 pupils, then the number of required teachers should be raised to nine thousand. In both cases, measures need to be taken to ensure equitable distribution and deployment of teachers. At present we have 132,041 teachers in basic education, only 10% of them have the required qualification of a bachelor's degree.

Reform of Teacher Education

In view of the urgent need for a mass teaching force to meet the pressing needs at the basic level and the limited output of the faculties of education a new policy option must be sought to address the need and to maintain quality. The new policy of teacher reform should take into consideration the pressing demand of upgrading and training of new teachers as well as retraining of the present teachers. The development and adoption of a new two-year diploma as the basic qualification for the basic school teachers, is at present considered to be the best way out of this dilemma. The 73 old in-service teacher training institutes can be reopened and rehabilitated to be entrusted with the conduction of the proposed diploma program. Candidates should be chosen from among the successful secondary school leavers. This reform has to be considered as an interim step

towards the overall solution of the problem of teacher education and training. This reform is not a deviation from the previous requirements of a minimum qualification of a four-year bachelor degree since the holders of the diploma will be allowed to continue their higher education after a period of teaching in the basic school.

The above suggested policy option requires wider consultation to be acceptable to all actors and stakeholders. Moreover, it needs political consensus and a considerable amount of funds. It also requires competent and qualified teachers to work in the teacher training institutes and to develop a suitable training program.

Curricula:

The basic school curricula were continuously changing since independence in 1956 until the present era. In 1990 the first educational policy conference was convened. The conference recommended a curriculum change that would make the curriculum more responsive to the needs of the learner and the community. Self-reliance, creativity and environmental conservation ranked high among the recommendations of the conference.

The conference also recommended the extension of the basic school to eight years, and the recruitment of graduate teachers to teach at this level. The curriculum was set on the basis of the integration of knowledge between the traditional subjects and it was built around five themes (religion, language, mathematics, man and the universe, expressional and applied arts). Learning activities require the active participation of pupils. Innovative topics were integrated such as population and environmental education as well as peace culture.

These innovative topics have also been introduced into the secondary level.

The basic level curriculum is divided into three cycles. The first cycle extends from the first to the third grade. It aims at familiarizing the children with their social surroundings. The second cycle extends

from the fourth to the sixth grades; it represents the period of entry into the perception stage. Emphasis is placed on the use of language skills to gain knowledge from various sources so as to cope with the environment and society. The third cycle (grades 7 & 8) complements the basic education. It aims at positive interaction between the pupils, the society and the environment. This level is terminal for almost 50% of the pupils.

The content of the new secondary school curriculum remains flexible to accommodate and integrate any new issue that seems relevant to the needs of the students and the society. New issues such as human rights, HIV/AIDS and life skills have been introduced in addition to the above mentioned innovative topics.

In the area of adult literacy, Sudan is keeping up with the developing concept of adult literacy and education. The Sudan, because it is a multi-cultural and big country, has employed a number of programs and techniques so that adult illiteracy will be eradicated. There is also a basic program and a national curriculum within the context of “Comprehensive Confrontation”. Some of the techniques and programs, which have been applied and developed in the Sudan, include “Read in the name of your Lord”, and “seek out knowledge”. They were used in large areas in both the East and West. Another methodology which was developed is the “Mirror Approach” used to eliminate illiteracy in the poorest areas in the remote countryside and in town suburbs.

The following table [*OMITTED*] shows the distribution of the basic syllabus program of the so-called “Total Confrontation” and the

textbooks used in each cycle and level.

1-2(d) Content of Education:

As a prelude to this subject, we can introduce what has been presented in the 2002 report which includes:

1. Educational reform in the Sudan which was proposed by the National Policy Conference.
2. The strategic goals of Sudanese education.
3. The eight-year basic school in which the school is organized around themes.
4. The secondary school whose content represents the basis of culture, arts, theoretical and applied science.
5. Development of basic education on the following:
 - Objectives.
 - Determination of themes around which the content has to be organized (religion, language, mathematics, man and the universe, expressive arts, applied arts).
 - Implementation of the curriculum through the presentation of the syllabus in cycles.
 - Monitoring and follow-up of the content of the curriculum with the aim of improvement and modification.

The above activities were implemented during the period 2002-2004 in both basic and secondary levels.

Basic education

- Questionnaires have been designed to gather information about teachers' opinions on the various aspects of the basic school curriculum.

- On the basis of teachers' opinions and consultation with experts and educationists, the basic school textbooks were revised and retyped.

Secondary education

- The objectives of the secondary school include:

- The syllabus of the secondary school has been organized with the following considerations in mind:

- the subjects should be compulsory in the first two grades of the secondary level.

- Arabic and English together with religion and mathematics are compulsory for grade 3 students.

- technical subjects to be introduced as from the first grade.

- to abolish the dichotomy in secondary school between academic and technical education.

The new secondary school syllabus has been completed in 2003. The same approach for the follow up and monitoring of the basic school has been adopted for the secondary school.

The content of general education curriculum in Sudan is characterized by the following:

1. It is integrated in the basic level and inter-linked in secondary level.
2. It combines culture with technology and work.
3. It combines originality with modernity to achieve the goal of preparing the young generation to be integrated into their society and to live in an ever-changing world.
4. It accommodates innovative issues such as: population education, culture of peace, education for human rights and nomadic education.

Future Perspective

With the end of the civil war, Sudan had stepped into a new era which has a bearing on the content of education which in turn has its effect in the making of the basic features of this era. Hence changes are expected in the following areas:

1. The content of the National Curriculum with the aim of accommodating the expectations of the South.
2. To expand and intensify educational services.
3. Arabic and English as official languages in work and education.
4. Respect of and development of native languages.

1-2 (e) Policy:

The adopted educational policy since the last national policy conference in August 2002 incorporates the following:

- (1) Commitment to the principle of education for all, gender parity and even distribution of available educational inputs.
- (2) Acknowledgement of the principle of a national curriculum and its continuous revision to enable it to respond to the ever changing needs of the society, to cope with international trends and to aspire for excellence.
- (3) Develop a teaching profession by enhancing teachers levels of training, raising teachers morale and improving their social and economic status.
- (4) Develop a transparent and flexible system of educational administration.
- (5) Encourage the optimal use of technology to improve the quality of learning.
- (6) Acknowledgment of the principle of partnership in all aspects of education.
- (7) Develop suitable norms for assessment and evaluation of the educational process.
- (8) Provision of a balanced excellent good quality basic education.
- (9) Building of effective human and institutional capacities in all fields of education.

The participatory approach has been anchored deeply in our educational thought and practice. Acknowledgement of the principle of partnership in all aspects of education form a major feature in the educational policy. The convening of national conferences on policy issues, formation of national and state forums for EFA, formation of high level educational committees for curriculum development and regulating for the involvement of the private sector in the provision of education stand as a strong evidence for the commitment to the principle of partnership and participation. Moreover, a national committee including all non-government organizations which are involved in education is formed. It is mandated by discussing pressing educational issues and shouldering responsibilities of

addressing educational problems.

The ministry of education believes that education is a social affair that every citizen must be concerned with and participate in its development. Federalism provides the chance for wider participation at the grassroots level.

1-3.The main problems and challenges:

During the last decades of the eighties and nineties the Sudan has lived a number of adversities ranging from civil conflict to natural disasters of floods, desertification, etc. Such circumstances have put the Sudan among the least developed and highly indebted countries. However, Sudan is determined to fight against these adversities. It has committed itself to a number of educational commitments (Jomtien, Dakar, CRC, H.R. Convention) and Sudan is determined to honor these commitments. Sudan is exerting a great effort to achieve peace as a prerequisite for the realization of other development issues. It has almost succeeded in that area.

This contextual framework reflects the challenges facing the development of the education system during the first decade of the third millennium. These challenges can be summarized in the following:

- The provision of quality education for all that can preserve the unique identity of the Sudanese nation in its contextual setting, and at the same time impart the kind of knowledge, skills, values, attitudes, behaviors and mode of thinking that are needed in this rapidly changing and converging world of the twenty-first century.
- The development of education that is capable of equipping the learner with ethical and moral values which contributes to peace and development and to practice them in order to build a tolerant society in the post peace period, living in harmony.
- To secure enough funds for education where most of the resources were depleted by a three-decade devastating civil war

coupled with poverty and displacement.

- Lack of qualified administrative and technical staff and lack of adequate learning facilities manifested in a low level of retention.
- Lack of timely flow of reliable data.

2—Quality Education for all Young People: challenges, trends and priorities.

2.1 Education and Gender equality:

a. The gender issue is one of the major characteristics of the educational reform in the Sudan. The conviction that sustainable development can only be achieved through the acquisition of the basic skills of learning is one of the drives behind the concern for girls' education. Moreover, it is also seen that the education of girls is one of the most effective means of combating HIV/AIDS epidemic.

b. The achievement of equity, whether in gender or between regions, is a priority issue in our educational policy. The concern for youth is clearly stated in our educational policy. It is demonstrated by the following:

- Secondary schools should expand to admit all successful secondary school leavers.
- Out of school adolescents and youth should have access to education through the adolescent education centers which provide more opportunities for girls i.e. the ratio of girls to boys in these centers is 3:1
- There is a new project for adolescents and youth in the war affected areas. The aim of the project is to provide educational opportunities for returnees. The project will concentrate on the acquisition of learning and life skills.

C— Special measures have been taken to promote gender equity among youth and adolescents. These measures are:

- Establishment of a federal administration for girls education with branches in all states.
- The 2001 Education Act stipulated that every 6-year old should have access to basic education irrespective of sex, race, religion or geographical origin. Access to secondary and higher education is available for those who can benefit from it

according to their abilities and not according to their parent's abilities to pay for it.

- The curriculum is under revision to make it more gender sensitive and to streamline the gender issues in content and practice so that a radical and sustained behavioral change may take place.

2.2. **Education and Social Inclusion:**

(a) Sudan has been torn by a devastating civil war for the last three decades. This situation made a large number of the population to be displaced and the education of their children has become more difficult and challenging. Still a considerable number of adult population are illiterate (42.5%). These factors of instability, poor level of education and literacy are real challenges for ensuring social inclusion.

(b,c) The displaced (2-3 million) and the nomads are the most vulnerable groups to be streamlined in the formal system of education.

The nomads form a considerable portion of the population. They play an important role in the economy. However, their mode of life of continuous movement has not allowed them to benefit from educational services provided for village, town or urban dwellers. Therefore a new type of school (the mobile school) has been introduced to provide basic education for the children of the nomads up to grade four. After successful completion of the mobile school, children can continue their education in complimentary basic schools with boarding facilities.

The displaced population receive education wherever they are. The recent conflict in Dar fur has increased the number of displaced. UNICEF has appreciable contribution to the education of the displaced in all war affected areas. In the last four months, UNICEF has constructed 600 classrooms to accommodate 60,000 basic school age population in the three states of Dar fur. This considerable contribution is over and above its contribution for the education of the displaced elsewhere in the Sudan.

2.3. Education and competence for life:

In view of the current trends of global change the objectives and functions of the new secondary school have undergone a real change so as to assimilate and accommodate the process of change.

Objectives of Secondary Education

The objectives of secondary education have been redefined to achieve the following:

1. To enable the student to practice and live with the previously acquired socio-religious values.
2. To expose students to richness of the varied cultures in the socio-economic and political life.
3. To provide opportunities for the development of innate abilities and individual tendencies in an authentic atmosphere.
4. To prepare the young generation for further specialized fields of study at the tertiary level.
5. Provide access for practical and technological knowledge.
6. Contribution to the development of the local communities.

These objectives have been redefined so that the secondary school system will be planned in such a way that the fulfillment of these goals will respond to the individual and societal needs. Thus the content of secondary education provides the cognitive development as well as life skills with more emphasis on general rather specialized education at this stage. The learning activities are planned in three terms per year, each term is of ten weeks duration.

In grade one of secondary school students study languages (Arabic, English and French), mathematics, chemistry, physics, biology, geography, environmental studies, history and social sciences, engineering, agriculture and animal production, commerce, physical education, family education, arts and design, military education, and computers.

In grade two students drop some of the first grade subjects and study principles of economy, accounting, administration, industry,

mechanics and social science. The basic subjects such as religion, languages, mathematics and science will continue. Activities such as home economics, theater, music, and physical education are provided. In the third grade students study compulsory subjects (Arabic, English, mathematics, religion and general science) in addition they choose three out of the following: French history, geography, Islamic studies, environmental studies, Arabic literature, advanced mathematics, commercial science, agricultural science, animal science, biology, chemistry, physics, civil engineering, mechanical engineering, accounting, home economics, arts and design.

It is clear that the present syllabus is quite flexible for a wide choice for students according to their abilities and inclinations. The syllabus expose students to a wide range of subjects of practical nature.

The syllabus enables the students to acquire common basis of human and moral values through the study of issues such as human rights, human dignity, population and environmental education. These issues have been integrated into the school curriculum in various carrier subjects.

2.4 Quality Education and the Key Role of Teachers

- (a) The Declaration and the recommendations of the forty-fifth session of the ICE have very much influenced the educational policy on teacher education, specially their status and role. The educational policy strongly supports the teacher in so far as his or her qualifications, appointment and social status and welfare are concerned. A Presidential Directive has stated that teacher's salaries and pay-scales should be increased to the extent that by the year 2002 would be the highest pay in the civil service.
- (b) The necessary positive steps in this regard have been taken. The Council of Ministers has issued a resolution (No. 429 of 1998), making the starting point in teacher's recruitment scale 8 instead of scale 9.
- (c) A two-year diploma in teacher training is in process of being re-established to augment the current four-year degree program

being offered at the faculties of education. This is a basic change in the structure of the current of the present teacher education system which relies on the faculties of education. For the 2—year teacher training diploma the former teacher training institutes will be re-activated and rehabilitated. These will provide both pre-service and in-service training and be inclusive of methods such as distance education to address specific needs of underdeveloped areas of the country.

2.5 **Education for Sustainable Development:**

The concept of sustainable development has different meanings in different contexts. The resources are decreasing faster in the developed countries so they adopted an approach that will slow down the process of deterioration of resources. The ultimate objective is to preserve the resources for the coming generation to utilize them.

The developing countries concentrate on the process of development itself without repeating the western model of resource depletion.

This concept is taught in basic education in most of the curriculum themes. It is also taught in a number of subjects in the secondary level.

The content of general education do reflect and support sustainable development as one of its central themes.

This is because the issue of development and a feel towards the environment and its preservation is a major goal in the education system in the Sudan. It has been reassured in the objectives of both the basic and the secondary school where carrier themes for environmental education has been chosen in the basic level. In the secondary school (science, geography, agricultural science, animal production) have been chosen as carrier subjects for environmental education. Other subjects such as Arabic language, religion (Islamic and Christianity) reinforce the learning of environmental education.

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