

# A Strategy for Educational Reform in Sudan in line with the Slogans of December 2018 Revolution

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## Abstract

This article was originally written as a letter to the Prime Minister Dr. Abdallha Hamdok as an emergency road map for the educational Reform in the country. The research stems from the fact that our educational system needs critical revision and modification of objectives and plans. We need to make a radical change if we want to integrate with the fast development in a fast changing economy that mainly depends on knowledge and technology. So a radical need for a change of educational objectives and adoption of new strategies are badly needed to make the change in the educational system by including new ideas with special focus on quality control and quality management of the learning outcome. This research has gone through some global experiences in educational reform as well as exploring some other experiences from Africa countries who we share the same environments and the same concern. The researcher has made some suggestions of practical use through which we can make educational reform where the results are attainable and measurable with particular focus on general education at the basic levels.

## المستخلص

كان هذا المقال في أصله رسالة إلى رئيس الوزراء د.عبدالله حمدوك قدم كخارطة طريق لإصلاح التعليم في البلاد. ويأتي هذا الجهد من واقع ان نظامنا التعليمي يحتاج إلى مراجعات نقدية لتعديل الأهداف والخطط التربوية لاجداث تغيير جذري، إذا أردنا الاندماج في اقتصاد عالمي سريع الايقاع، ويعتمد بشكل أساسي على امتلاك المعرفة والمهارات التقنية العالية. لذلك فهناك حاجة ماسة إلى تحديد ووصف الأهداف التعليمية بدقة واعتماد استراتيجيات جديدة لإجراء التغيير بتضمين أفكار جديدة والتركيز بصورة خاصة على مراقبة وإدارة الجودة للتحكم في نتائج التعلم. لقد تطرق البحث لبعض التجارب العالمية في إصلاح التعليم كالولايات المتحدة الأمريكية وفنلندا مع استصحاب بعض التجارب من البلدان الأفريقية كغانا ورواندا التي نتشارك معها نفس الهموم والتطلعات في بيئات متشابهة. قدم الباحث بعض الاقتراحات كحلول عملية يمكن عن طريقها احداث تغيير تعليمي شامل تكون نتائجه قابلة للتحقيق والقياس مع تركيز الجهود علي مراحل التعليم العام.

## 0.1 Introduction

The entire educational process revolves around the acquisition of knowledge and skills to modify attitudes and behavior on the individual and at collective level. The transfer of knowledge is the basic mission of the Ministry of Education, and the Minister of Education is directly responsible, to develop the mental capabilities of the members of the society to qualify them to solve their practical problems - then education is to solve problems as the ultimate goal of all educational efforts - by providing the appropriate knowledge and skills. This role of the Ministry of Education –the researcher is sorry to say - was absent or intentionally made absent. The researcher can also claim that our educational system is a failure, due to lack of vision at the personal and national level as well.

By this article the researcher would like to share these thoughts as a contingency plan. Qualified and honest people are needed to

do the job by using the right tools full with passion, willingness and wide imagination. Imagination – here - is the ability to see beyond the wall. Such people can bring about fundamental changes in our lives and lead us to a brilliant future for the nation - which it deserves.

## **2.0 Educational Reform: Global Perspectives**

Education is the concern of individual as well as it is the concern of all governments in the world. But the government has the major role to play as the main provider of education to its citizens. It is the one who makes plans and design objectives and agendas of national education. So governments have regular strategic plans which can be modified from time to time to suit the needs of the people and achieve social and economic developments. In the light of this perspectives we can trace some successful global experiences in the field of educational Reform. We focus on America, Finland and Australia at global level and also trace some experiences from the African Region, from Ghana and Rwanda which have similar environment and share common features with us.

### **2.1 America**

The United States of America as the leading and the most powerful economy on earth is a good example of how Education System is successful to provide the community with highly qualified man-power in different areas of science, technology and industry. Such an experience will need volumes to trace. The policy adopted by President Obama when he took office in 2009 has made some great change.

*“...about the low levels of educational attainment in schools and the impact that might have on the US’s place in the global economy. As part of the federal economic stimulus package (responding to the financial crisis of 2007-08), he sought to address many challenges, including the inequality of achievement between schools in wealthier and lower-income areas.”*

This policy which was called (Race to the Top (RTT): re-forming education in key American states) has public impact as the evaluation of the results concluded that *“by 2014, winning states had adopted, on average, 88 percent of the policies, compared to 68 percent among losing states, and 56 percent among states that never applied. It summarized the public impact as a qualified success: “no single test provides incontrovertible evidence about its causal effects. The overall findings, however, indicate that Race to the Top had a meaningful impact on the production of education policy across the United States”.*

The elements of this education reform was due to, *“States pledged to accelerate student performance, while adopting more rigorous academic standards, and to rate teachers and principals in part on students’ performance. To be competitive, states also had to do away with limits or bans on charter schools, open alternative routes to certification for teachers, and improve teacher preparation programmes.”*

The evaluation also stated that after the conclusion of RTT,

*“all states experienced a marked surge in the*

*adoption of education policies. And legislators from all states reported that Race to the Top affected policy deliberations within their states. While it is possible that Race to the Top appeared on the scene at a time when states were already poised to enact widespread policy reforms.”*

See <https://www.centreforpublicimpact.org/case-study/race-to-the-top-education-competitive-grant-in-the-us#the-initiative>

## 2.2 Finland

What can the world learn from educational change in Finland? The answer to this question was...

*“that Finnish education policy has been built upon periodic change and systemic leadership led by commonly accepted values and shared social vision that resonate closely with contemporary ideas of sustainable educational change.*

The secret of the Finish education was due to *“the broader policies – and especially how different public sector policies are interconnected with the education system. It is also essential to emphasize that, although Finland has been called ‘a model pupil’ in “listening to the policy advice from the international organizations, especially the OECD and the European Union, the Finnish education system has remained quite*

*uninfected to viruses of what is often called the global education reform movement or GERM.”*

Since the 1980s, at least five globally common features of education policies and reform principles have been employed to try to improve the quality of education and fix the apparent problems in public education systems. These elements are:-

- *First is standardization of education.*
- *A second common feature of GERM is focus on core subjects in school, in other words, on literacy and numeracy, and in some cases science.*
- *The third characteristic that is easily identifiable in global education reforms is the search for low-risk ways to reach learning goals.*
- *The fourth globally observable trend in educational reform is use of corporate management models as a main driver of improvement.*
- *The fifth global trend is adoption of test-based accountability policies for schools.*

By contrast, typical features of teaching and learning in Finland are

*“the high confidence in teachers and principals as high professionals; encouraging teachers and students to try new ideas and approaches, in other words, to put curiosity, imagination and creativity at the heart of learning. The best way to avoid infections of GERM is to prepare teachers*

*and leaders well. In Finland all teachers must have master's degree in education or in the field of their subject.*

### 2.3 Australia

The National School Reform Agreement (National Agreement) is a joint agreement between the Commonwealth, states, and territories that aims to lift student outcomes across Australian schools. It outlines a set of strategic reforms in areas where national collaboration will have the greatest impact on driving improved student outcomes. The National Agreement features three reform directions across five years, 2019-2023 and focus on:

- *supporting students, student learning and achievement;*
- *teaching, school leadership and school improvement; and*
- *enhancing the national evidence base.*

These reforms are based on what works and have been informed by several key reviews. The reform directions are being progressed through eight National Policy Initiatives (NPIs), together with a suite of state/territory-specific activities outlined in bilateral agreements with each jurisdiction.

- (i): Enhance the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors.
- (ii): Assist teachers to monitor individual student progress and identify student learning needs through opt-in online and on demand student learning assessment tools with links to student learning resources, prioritizing early years foundation skills.
- (iii): Review senior secondary pathways into work, further ed-

education and training. The goals reflect the changing nature of education, the economy and work. They set out the knowledge and skills required for the 21st century, the importance of learning throughout life from early childhood onwards, and the need for effective transitions between all stages of learning. see <https://www.dese.gov.au/quality-schools-package/national-school-reform-agreement>

## 2.4 Ghana

Summary of the new educational reforms in Ghana

1. Kindergarten, primary school, JHS and SHS shall all be described as basic school. JHS 1, 2, 3 and SHS 1 shall now be referred to as BS 7,8,9 and 10 respectively i. e. SHS 1 shall now be called BS 10.
2. All students in JHS 1 – SHS 1 shall run a Common Core Programme called CCP which comprises of 9 subjects; namely – Mathematics, Languages, Science, RME (stand-alone subject), Physical and Health Education (not examinable) , Career Technology, Social Studies, Computing and Creative Art and Design.
3. A new of examination called National Standard Assessment Test (NSAT) shall be conducted at Primary 2, 4, 6 and JHS 2.
4. Basic Education Certificate Examination (BECE) shall be replaced by placement exams at JHS 3 to enroll students into SHS1
5. Students in SHS1 shall continue to run the Common Core Programme for one year thus students into SHS1 shall not select science, business or arts programmes.
6. At the end of SHS1, Students shall write a Common Core Examination into



SHS2. 7. At SHS 2, students will now have to select either a career related programme which include, vocational and technical programmes or a high school Diploma programmes such as science, business, and arts. 8. This means Elective subjects shall start in SHS 2. 9. WASCCE will be replaced by a university entrance exams at SHS3. 10. Students after successful completion of SHS 3 will be rewarded a Diploma Certificate instead of WASSCE certificate.

The researcher thinks that there are two important features with education policy in this country.

1. The examination system has been improved as new examination system is adopted. So the West African Senior School certificate Examination (WASSCE) is going to be replaced by a university entrance examination as can be seen in item N0.10 which reads “Students after successful completion of the Senior Secondary School level 3 (SHS3) will be rewarded a diploma certificate instead of WASSCE Certificate”. This means that the students will be awarded a local degree from their own schools to certify the requirements of finishing the secondary school education. But the most important point is that university admission will be based on an Entrance Examination to be tailored by Universities in Ghana. This new evaluation system will allow universities to recruit the best students in their colleges and departments.

2. Computer Enhancement. This is one of the most important concerns of the Ghanaian Government to integrate Information Technology in education at all levels. The government has an ambitious

plan to transfer all school into smart environment well equipped with fast internet connection to facilitate teaching and learning. According Kofi (2007), talking about ICT policies in Ghana,

*“the government of Ghana has placed a strong emphasis on the role of ICT in contributing to the country’s economy, the country’s medium term development plan captured in the Ghana poverty reeducation strategy paper and the education strategic plan 2003-215 all suggest the use of ICT as a means of teaching out to the poor.”*

So the education system will be more of research, community engagement, and projects with fewer contents. Computer Literacy is one of the major focus of this programme as all educational stakeholders must be in good position to provide adequate I.T. facilities for students. Science at the basic level comprises physical and applied science which involves more of demonstrative features. Kofi, also claims that,

*“The Ghanaian tertiary education sector is the most advanced in the deployment and use of ICTs in the country. All the country’s major universities have their own separate ICT policy, which includes an ICT levy for students. This enables students to have access to 24-hour computer labs with broadband connection.”*

See [https://coverghana.com.gh/summary-of-the-new-educational-reforms in-ghana/](https://coverghana.com.gh/summary-of-the-new-educational-reforms-in-ghana/)

## 2.5 Rwanda

*The researcher is interested in the Rwandan experience in education. The country has run through long civil wars. The situation is similar to our satiation in the Sudan but the difference is clear that the Rwandans were able, to keep their country united in spite of the severe genocide experience. The following lines can tell us how the RG has exerted efforts to improve economy and social life through educational reform that took place through planned objectives and clear ultimate.*

*The NST-1 2017–2024 (Republic of Rwanda, 2017), is the main implementation strategy for the remainder of Vision 2020 and the first seven years of Vision 2050. It combines the previous 7YGP and the EDPRS into one coherent strategy. It will also serve as a strategy for making progress towards achieving the SDGs, the Africa Union Agenda 2063, and the EAC Vision 2050.*

*NST-1 has three main pillars: 1. Economic transformation. 2. Social transformation. 3. Transformational governance. The second pillar includes an overarching goal to ‘develop Rwandans into a capable and skilled people with quality standards of living and a stable and secure society’, and one of its six priority strategies is to ‘enhance the demographic dividend through improved access to quality education’ (Republic of Rwanda, 2017).*

*Building on what has already been achieved,  
the overall thrust of Rwanda’s development tra-*

jectory is *the aspiration to become an upper middle-income country by 2035 and a high-income country by 2050, and an intention to provide high quality livelihoods and living standards to Rwandan citizens by 2050. These core objectives are further underpinned by eight specific policy objectives.*

### **2.5.1 Education policy objectives in Rwanda**

The main objective can be summarized in:

- *ensuring that education is available and accessible to all Rwandese people.*
- *improving the quality and relevance of education.*
- *promoting the teaching of science and technology, with a special focus on ICT and usage of digital content in all subjects.*

Are objectives are objectives about culture, languages and environments are also included in the educational plan such. So the education plan can help:

- *To promote the four languages of Kinyarwanda, English, French and Swahili in the country, with English as the language of instruction for teaching and learning at all levels except preprimary and lower primary, where Kinyarwanda is used.*
- *To promote an integral, comprehensive education oriented towards the respect of human rights and adapted to the present situation of the country.*
- *To inculcate in children a sense of, and to sensitize them to, the importance of the environment, hygiene and health and protection against HIV/AIDS.*

- *To improve the capacity for planning, management and administration of education.*
- *To promote research as a mobilizing factor for national development and to harmonies the research agenda.*

A significant progress has been made by the Government of Rwanda towards Rwanda's education policy objectives, by collaboration with international commitments to Education for All (EFA) and the MDGs.

### **2.5.2 Digitalization in Rwanda**

The Rwanda government is very much concerned with modern technology and digital content which is the main focus of their education interest. Their plan is :

- *To promote science and technology with special attention to ICT and digital competencies*
- *To promote the teaching of science and technology, with a special focus on ICT and usage of digital content in all subjects.*

*A policy adopted in 2016, focuses on developing digital content aligned to the curriculum; increased ICT penetration and usage in education through smart classrooms; the development of education leadership and training courses for teachers in and through ICT; and enhanced teaching, learning and research through ICT.*

**2.5.3 The vision:** To ensure Rwandan citizens have sufficient and appropriate competencies (skills, knowledge and attitudes) to drive the continued social and economic transformation of the country. This vision is elaborated through nine strategic priorities:

1. *Enhanced quality learning outcomes that are relevant to Rwanda's social and economic development.*
2. *Strengthened CPD and management of teachers across all levels of education in Rwanda.*
3. *Strengthened STEM across all levels of education in Rwanda to increase the relevance of education for urban and rural markets.*
4. *Enhanced use of ICT to transform teaching and learning, and to support the improvement of quality across all levels of education in Rwanda.*
5. *Increased access to education programmes, especially at pre-primary, secondary, TVET and higher education levels, in Rwanda.*
6. *Strengthened modern school infrastructure and facilities across all levels of education in Rwanda.*
7. *Equitable opportunities for all Rwandan children and young people at all levels of education.*
8. *More innovative and responsive research and development in relation to community challenges.*
9. *Strengthened governance and accountability across all levels of education in Rwanda.*

See <https://www.globalpartnership.org/sites/default/files/docu->

[ment/file/2020-22-Rwanda-ESP.pdf](http://ment/file/2020-22-Rwanda-ESP.pdf)

### 3.0 Road Map for Educational Reform in Sudan

Sudan is lacking behind in economic and educational aspects. Poverty is one major problem as the majority of the population is living under the poverty line. According to UNICEF, “some 36 percent of the population living in poverty, with 25 percent in extreme poverty. Sudan ranked 167<sup>th</sup> out of 189 countries and territories in the 2017 according to Human Development Program. see [http:// www.unicef.org.sudan](http://www.unicef.org.sudan).

Such a gap presupposes great efforts from the individual Sudanese person as well as from the government. The researcher believes that the only way out for our country to catch up is through education; where the teaching force can make the difference by designing teaching and learning programmes based on the latest scientific and technological development, to qualify Sudanese to compete in such a fast growing world economy. So education and only education is the right tool through which we can make the economic and social change at local and national levels. The individual effort will integrate with the official governmental efforts to lead the country to the safe land. This research is a part of these efforts, as an academic advice, which we provide to strategic planners, policy and decision makers- with some practical ideas - to make the socio-economic and edu-cultural change in our communities.

**3.1 Vision:** We need to see things as they are and then will determine how much change we look to make in the future.



**3.2 Mission:** It is the achievement of goals by arranging and leading change with well-defined roadmap. By goals, we mean the position which we hope to be in, in the near future.

**3.3. Objectives:** The objectives of our education at all levels have not been well described in scientific manner. Control and Quality Management are absent concepts from our education and in many other aspects of our life. We need a clear, attainable, measurable objectives. We need clear educational national agendas that have immediate and direct impact on the life of our citizens. Therefore, the ultimate goal of our education should be training citizens with abilities of thinking and ability to doing, full with of thoughts and ready to carry out actions skillfully and effectively. We need manpower with critical minds and efficiency to achieve tasks. Being a Muslim, Christian, Jew or pagan is not one goal of modern education, but in *this* and *that* context, we have to become good citizens, keen to carry out duties and fully realizing our rights, as well as abiding to the limits of freedom, without prejudice to the others. To achieve these agendas, the researcher would like to propose a (transitional) road map to include the following objectives:-

#### **4.0. Curriculum and Syllabus Design:**

The curriculum is the outlines of the general philosophy behind education in one particular country while syllabi are concerned with details of the teaching and learning materials in the classroom, including different subjects and different disciplines intended to secure the desired learning outcome. A syllabus is an educational dose given at the right time, for the appropriate age, to bring about the desired change in learners. This dose may be fatal sometimes, if it exceeds its amount, and the same is the case



if it is less than that. Syllabus Designers are the engineers who are qualified to (programming) the people through these carefully prescribed doses. But most of the curricula taught in our schools today revolve around the history of science – with outdated information that does not keep pace with modern education. This was due to the way curricula was designed and manufactured in our country. For years, in Bakht al-Ruda and other institutions there were (*resident*) committees that dealt with the textbook industry in a (*traditional*) manner, while in other countries - the textbook is chosen in two ways:

**4.1 First method**—is to authorize the educational organization to purchase the textbook directly from the publisher, where hundreds of books and titles are published by experts in the field. Therefore, the school can choose - from among those options available in the market - the appropriate textbook that secures the national education agendas in the country in accordance with the vision, mission, objectives and regulations of the Ministry of Education. This option enables stakeholders to choose the best textbooks for the education of their children. Unfortunately, this option is not available in our country now due to lack and of specialized academic publishing houses. Authors in other places put their productions on the sidelines - dozens of titles - in various scientific and literary fields. So the school authority can choose from these titles what they want, according to the age of the learners and according to their need for the specific education or training. This is what we need to here that we should encourage writers to publish books,

magazines and periodicals in order to create a reading nation.

**4.2 Second method.** Curricula are dealt with on the basis of (Bids or Tenders), where the Ministry or the Directorate of Education announces to specialists writers and authors in curriculum designing and textbooks authoring as well as publishers; to compete in authorship on a particular subject in accordance with the directives of the Department of Education to achieve the educational goals at the local level. Using this mechanism, we can receive hundreds of well-authored syllabus projects and choose the best from among them, and we can make proposals to combine homogeneous projects into one book with the approval of two or more authors, with common visions. In this way we can meet the requirements and needs of the learners, while a team is assigned to work and write syllabus often yield fragmented work and largely heterogeneous, as those in charge of work as a team think differently and take different directions due to difference in the human nature and personal moods. So it is true that too many cooks can spoil the broth.

**5.0 Abolishment of the primary and secondary certificate exams in Sudan:** Examinations is a mechanism through which educational goals can be achieved and social and cultural changes can be brought about in the country. They are tools of measurement as well as means of control. Examinations in Sudan have been tools as psychological or sociopolitical devices that had once been used by the colonial authority, since the opening of Gordon Memorial College, to serve their interests. So instead of measuring the educational progress of students, they were used as rods for punishment.

As students in Khartoum University it seemed to the researcher that we have inherited such practice from our colonizers who left the country but their teaching practice are still surviving. Exams are tools for measuring and controlling the quality of educational outcomes. They are not to be used as instruments of oppression or discrimination as these are some ways examinations are perceived by some teachers. What can a good test tell us? many things:

**5.1 Students' performance in a particular unit or course:** examinations can help us see the progress that has been made by the learners. Thus, we can provide advice to the slow learner and bridge the knowledge gap by modifying goals and means.

**5.2 teachers' performance:** We can decide from the analysis of results of good test how well teachers are performing. If their tests are comprehensive with content validity, then we can judge that, that teachers have made good teaching practices and exerted great efforts in the classroom to achieve the goals.

**5.3 Syllabus success.** A good test can tell us how successful a course, unit, or lesson is when we see learners applying their knowledge in practical live situations.

**5.4 School management:** A good test can tell us about the success of the school administration, supervisors in managing the entire educational process, by addressing stakeholders with the correct knowledge and skills that their sons and daughters have acquired to meet their aspirations. This will satisfy parents to see tangible educational knowledge and skills gained in school and practically being applied in real live situations by the learners.

**5.5 Local and National Agendas:** In short, a good test can tell us how well our local, national, and regional education agendas are being met by evaluating the success or failure of our system, through the designing and managing tests and interpreting results to the stakeholders.

Unfortunately, all the above-mentioned points are absent as objectives to be interpreted by the Sudanese certificate exams in its current form, which take place every year and cost billions of pounds. Then students are provided with papers proving their success and the completion of their school assignments. These papers are not worth the price of the ink with which they were written. In fact, the current Sudanese certificate exams are (completely false) because they do not measure anything at all. As for the papers that we give to students, they are fabricated documents made out after major surgeries, long (make-up) operations, and blatant intervention they used to call statistical treatments. These papers in my opinion are (obviously false testimonies) that require punishment for everyone who helped in their making, including ministers, deputy ministers, teachers and even soldiers who are to secure and guard these documents.

Billions of pounds are spent every year to eventually get a fake document that does not tell the truth about exams in the Sudan. We can notice the increase in educational losses in the decreasing number among graduates every year, due to inability to keep pace to continue education at the university. In some departments, admission may be given (i.e.) to 100 male and female students, but

most of them fall in the middle of the road then we only get a handful of graduates equivalent to 20% or less. The reason behind this failure is the admission criteria which used these falsely *inflated certificates*.

This can clearly be noticed to what happened during this year 2020 that some students failed to obtain seats in some colleges - even though, they got very high grades that could qualify them admission to colleges in normal situations. The failure was a result of the extravagance and exaggeration in these statistical treatments, and perhaps was due technical methods in which the tests themselves were prepared by examiners or the way it was marked. This may need another investigation to see how reliable, valid and comprehensive the examinations are.

The researcher believes that the reform begins by ending these practices and replacing the Sudanese certificate exams with regular school achievement tests, after which we can give the student a certificate or (diploma in arts-science, accounting-home science-farming-women studies – mechanical training etc...) to recognize achievements of high school requirements, as it is the case in Saudi Arabia and some other African countries as Ghana where the West African Senior School Certificate Examination (WAS-SCE) is replaced by University Admission Test. The evaluation is done in the school, from the same staff. Universities and higher schools then seek other criteria and policies for admission, according to the requirements of each university, as it is the case all over the world, where each university can (tailor) admission require-

ments to its colleges and departments according to its local policy and local standards. This practice is followed –here- in Sudanese military and police colleges, where these colleges have their own criteria for recruiting newcomers. In this way, the university can guarantee the quality of freshmen coming to study there and this will reduce the probability of failure rates.

Then those millions upon millions of pounds could be spared to be used in maintenance and improving of school environment as well as improving teachers' conditions. The only role of the Ministry of Education then is to set general policies of curricula and frame of the final examinations, with close monitoring by supervisors and directors of education.

**6.0 Liquidation of education colleges:** the majority of students admitted to colleges of education in Sudan are those with low achievement in the Sudan School Certificate. Most of these students come to these colleges unwillingly. Colleges of Education are considered the last option for them. Students look to this as (better than sitting at home). So they would finish their education with little enthusiasm. Then they go to teach with little enthusiasm. This process is harmful to education and threatening to learners' future

So now we have two options to make the desired reform:

**6.1 Attracting outstanding students** who excelled on the Sudanese Certificate Examinations and encouraging them with monthly salaries, as was the case in the (Higher Teacher Training Institute) in Omdurman some years ago. We can consider them as teachers

under training, affiliated to the Ministry of Education as junior official servant and as prospective teachers. Incentives can attract many students with high grades and achievements in the Sudan School Certificate. Many students would find it very interesting as it would be one practical way to help their poor families.

**6.2 Canceling all programs of these colleges at the bachelor's level** and rehabilitate the teaching staff in these colleges to be researchers to carry out research in educational fields. Then they can teach to qualify students for diplomas or master's degrees in (educational sciences) for the willing graduates, who will come from other disciplines, as they wish to become teachers. With this mechanism, we can recruit teachers from sciences, arts departments who come willingly to be professional teachers. This policy has succeeded in India and other places in the world, where teachers are admitted to colleges of education after they have obtained a Bachelor of Arts or Science. Then they are allowed to go to teaching after they have been trained at the diploma/masters level with attractive financial incentives.

**7.0 Digitalization of Education:** We must benefit from the outcomes of the electronic revolution and be digital natives by looking at the experiences of similar countries in Africa such as Rwanda where by 2024 all the Rwandan schools will be smart environment with digital devices 100%, where students will be provided with simple electronic devices. It is estimated that about 21% of primary schools, 17.8% of secondary schools and 22.9% of TVET institutions have smart classrooms (MINEDUC, 2016b). Smart classrooms will be established and increased across all levels of education during this ESSP. This will build on the provision of one



laptop per child in the previous ESSP. (ibid) This policy will enable learners to read from tablets and carry out educational tasks, as well as having direct contact with teachers and classmates, to exchange ideas and entertainment. These devices can easily be supplied with small solar power stations. It is also accessible to learners in urban areas as well as in poor rural areas where free energy can be provided from a sustainable African sun. To enhance quality improvement in teaching, digitalised content will be developed for pre-primary, primary and secondary education. (ibid, p 29)

**8.0 Regional educational administrations:** Fortunately, Federation System of Government gives people a space of freedom to manage their lives according to their environment. In this context, ministries and educational directorates in localities can be encouraged to adapt their education to meet their practical needs, taking into account that would be under the umbrella and regulations of the Federal Ministry of Education and in line with the national educational agendas of the nation. Accordingly, it is possible to take into account the ethnic and cultural diversity and to elaborate curricula in local languages to enable learners understand their local environment, history and geography then to adopt local values and local wisdom of the indigenous people.

**9.0 Converting schools into productive units:** In the researcher's opinion, schools can be encouraged to become productive units at the local level, especially in rural areas, where poultry, farming and animal husbandry can be income-generating projects, financed by



local banks or by microfinance and run by students and assisted by school employees. The same enterprises can be carried out in cities with slightly different nature due to difference in production relations. These productive units can act as money-generating projects, as well as educational tools to provide young learners with more skills, to later be able manage home economics. These young learners can also pass on these experiences to their families and communities.

### **10.0 Budget: To achieve these objectives:**

- Money must be (generously) provided to build infrastructure.
- Improving the school environment to be an attractive place for young learners, especially the basic education where international guidelines recommend at least 45% of the budget be allocated to primary education. Rwanda has been very successful in achieving high levels of primary enrolment (NER 97.7% in 2015). See (<https://www.globalpartnership.org/sites/default/files/document/file/2020-22-Rwanda-ESP.pdf>)
- As well as improving the position of the teaching force by attracting the best students in to admit college of education by offering good salaries to attract those wishing to have teaching as career profession. Human resources are the best investment as proved in Japan, Singapore, Malaysia, Korea and many other countries with limited natural resources, but they are rich with men and women who are willing to learn, under the guidance of their leaders, who are also more willing and passionate to bring about economic, cultural and social changes in their societies.

## Notes:

- (1) **Magnet, Kofi**, 2007. *ICT in Education in Ghana. Survey on ICT and Education in Africa: Ghana Country Report.*
- (2) **American Educational Reform-** please see: <https://www.centreforpublicimpact.org/case-study/race-to-the-top-education-competitive-grant-in-the-us#the-initiative>. (Retrieved 25-12-2021)
- (3) **Finish Educational Reform-** please see *Education Reform in Finland and the comprehensive school system* <https://www.centreforpublicimpact.org/case-study/education-policy-in-finland>. (Retrieved 25-12-2021)
- (4) **Australian Educational Reform-** please see: <https://www.dese.gov.au/quality-schools-package/national-school-reform-agreement>. (Retrieved 25-12-2021)
- (5) **Ghana Educational Reform-** please see Re-  
trieved 25-12-2021
- (6) <https://coverghana.com.gh/summary-of-the-new-educational-reforms-in-ghana/> (Retrieved
- (7) **Rwandan Educational Reform** EDUCATION SECTOR STRATEGIC PLAN 2018/19 TO 2023/24. please see <https://www.globalpartnership.org/sites/default/files/document/file-2020/-22Rwanda-ESP.pdf>.: (Retrieved 25-12-2021)
- (8) **UNICEF.** <http://www.unicef.org.sudan>. (Retrieved 25-12-2021)

## Appendix

إلى السيد معالي رئيس مجلس الوزراء الدكتور/عبدالله حمدوك  
من الدكتور/ احمد جمعة صديق - جامعة الزعيم الازهري  
السلام عليكم ورحمة الله وبركاته ،،،

### الموضوع خطة اسعافية لإصلاح التعليم في السودان لتحقيق شعارات ثورة ديسمبر 2018

السيد/معالي رئيس مجلس الوزراء

اسمحوا لي أن أعتنم هذه السانحة لأهنتكم ومجلس وزرائكم الموقر وشعبنا السوداني الكريم بشهر رمضان العظيم، وكذلك أعبر عن سعادي بتكليفكم بهذا المنصب رئيسا لحكومة السودان في عهده الجديد .

إن قدرك - سيدي - أن تأخذ بزمام المبادرة لتحقيق الانتقال الديمقراطي، الاجتماعي والثقافي والاقتصادي والسياسي، في هذه اللحظات الحرجة والصعبة من تاريخ أمتنا.

فالسودان-هذه الفسيفساء بتنوعها العرقي واللغوي والثقافي الرائع - تحتاج إلى إدارة حكيمة، لهذا التنوع الفريد. وبالطبع نحن ندرك العبء الثقيل ومآلات الفشل السياسي الذي لازمنا في ادارة بلادنا منذ استقلالها. وأود مخلصاً أن اسر اليك اننا هنا وهناك ندعمكم بلا حدود ونشارككم حمل هذا العبء الثقيل في هذه الأوقات العصيبة.

قد تكون أنت المختار، الذي اصطفاه الله بعلمه لقيادة هذا البلد والارتقاء به إلى مصاف أكثر سموفاً وأماناً، وإلى مستقبل واعد وارف لشعب عظيم يستحق ذلك، لكن أحلام قادتنا طوال تلك السنين كانت كأحلام العصفير صغيرة ومحدودة. اذن نحن بحاجة لمن يضع هذه الأمة العظيمة في موقعها المناسب بين شعوب الارض. تاريخنا المحلي والأفريقي القديم والحديث غني بالقيادة العظماء. وقد تحتاج - لجهود كبير - لتأمين مكانكم الرفيع بين هؤلاء القادة: نكروما، كينياتا، مانديلا، كوفي عنان والمهدي ودقنه. قدرك - سيدي - ان تأتي في هذا الزمان لاحداث التغيير وامامكم خياران: الخيار الأول هو النجاح والخيار الثاني أيضاً هو النجاح ولا ثالث لهما، فقد ارتوينا وشعبنا فشلا.

## رسالتي

سيدي رئيس الوزراء

لطالما كان إيماني ولا يزال أن قدر أي أمة من الأمم يبدأ في الفصل الدراسي، والمعلمون هم الأدوات الفعلية للتغيير إذا تزودوا بالتدريب المناسب للقيام بعملهم في بيئة صحية ديمقراطية ومنتجة. ومن المتوقع أن تشارك (قوات التدريس السودانية المسلحة بالعلم) في هذا الحراك الثوري العظيم - وقد كانوا وقودا للثورة - رحمة الله علي شهيد العلم المعلم أحمد الخير- فقد ناضل لتحقيق شعارات الثورة : السلام والعدل والحرية وكذلك سيفعلون.

تدور العملية التعليمية كلها حول اكتساب و اكتساب المعرفة والمهارات لتعديل المواقف والسلوك على المستوى الفردي والجماعي. إن نقل المعرفة هو الرسالة الاساسية لوزارة التربية والتعليم ووزير التربية والتعليم هو المسؤول المباشر وتمثل مهمته في تطوير القدرات العقلية لأفراد مجتمعنا لتمكينهم من حل مشاكلهم العملية - فالتعليم اذن لحل المشكلات - وذلك بتقديم المعارف والمهارات المناسبة. وهذا الدور لوزارة التربية والتعليم - يؤسفني أن أقول - انه كان غائبا أو مغيباً اليوم وأمس. كما أستطيع الزعم إن نظامنا التعليمي فاشل، بسبب انعدام الرؤية على المستوى الشخصي وعلى المستوى الوطني. ولايجاز الامر ، أود أن أشرككم في هذه الأفكار كخطة طوارئ. فنحن بحاجة إلى أشخاص مؤهلين وصادقين للقيام بالمهمة باستخدام الأدوات المناسبة وبخيال واسع. ومعني الخيال القدرة على رؤية ما وراء الواقع - ما وراء الجدار. اذ يمكن مثل هؤلاء احداث التغييرات الجوهرية في حياتنا والعبور بنا الي مستقبل باهر لامتنا - والتي تستحق. اسمحوا لي أن أضع الأمور في نقاط.....

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