Development of Education System in Sudan

Promotion of education system in Sudan towards a vision for tackling school drop out and graduates joblessness. By Mohamed Adham Ali

Introduction

When the developing countries were oriented towards realizing the targets of social and economic development education was not considered a means for fueling economic and social awareness only but it was known as means for increasing the number of skilled workers and for upgrading the level of the trained workforce a matter that motivated these countries to widen the base of investment in the field of education, particularly at the phases of the third level and these outcomes prompted the increase of the level of affiliation in the first levels, but in spite of the remarkable advancement in this sector educational growth has failed to realize more fair distribution of income and social services and striking a balance between the absorptive capacity of the labor market and the outputs of the educational system.

This Study aims to:

Highlighting the advancement the educational system has seen at its different levels.

1. The study touches on spheres of the use of its outcomes.
2. Proposes future visions that aim to realize efficient use of the study

**Public Education System**

The education system is composed of two educational study levels

a. Preschool education and basic level education
b. Secondary school education (academic and technical).

There are a number of governmental institutions and schools outside the basic structure of public education. The following statistics indicators illustrate the development of public education during the period of: 2001/2002 and 2005/2006.

**Preschool Education Level**

Table number (1) illustrates the development of preschool education and the table number (2) shows the number of schools and the pupils at the basic level education and table number (3) shows enrolment percentage.

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2006 data include the number of pupils in Darfur and south Sudan. It was observed that the number of schools have risen by a percentage of 21.3% and 33.5% successively while there is a decline in teachers numbers.
Table number five shows enrolment percentage at the secondary education level.

Technical Secondary Education

It suffered from instability for a long time and shrunk to three years during the nineties and despite its importance in the education policy whereby it represents 60% of the secondary education it continued to shrink till its percentage stood at 5.5% of the secondary education. The statistical indicators show that the commercial education represents the number of the students in the
The increase of the number of school dropout in the levels of public education and this is attributed to a number of factors related to the economic conditions of households and the decline of the efficiency of the internal environment of the educational system and shortage of the rates of awareness of some families and in the light of the continuous flow of the school dropout we find the enrolment capacity of the industrial apprenticeship and craft training declining and in the light of the community looking down upon the manual work we find there is a refraining from the part of the school dropout to engage in this type of training

**Spending on Public Education**

Indicators of spending on public education are important indicators at the national, regional and international level because they reflect the extent of the state commitment to the development of education. Data available at the administration of educational planning shows that the total spending on education continued to rise over the years of the educational strategy a matter which refers to the decline of spending despite the growth rate of the spending on education and this is attributed to the average rate of the annual growth rate of the general spending is bigger than the rate of spending on education whereby the general total annual growth stood at 33%.

There is a disparity in spending on education among the states whereby the spending of some states reaches 20%
while spending of other states is 6%.

**High Education**
The decades of the seventies and eighties of the previous century have seen a controversy on the philosophy and targets of high education and linking it to the actual needs of the physical and human development. These trends appeared in the beginning of the nineties and it formed the revolution of high education which was seen by the decade of the nineties.

The general orientations of high education during this period were represented in the following:

1. Developing the society and meeting its developmental needs as well as expanding the scope of scientific research.
2. Horizontal expansion of high education institutions and admitting students with a focus on providing the required professional cadres.
3. Connecting education to the civilization and cultural heritage of the nation through the Arabization policies and connecting high education institutions.
4. Entry of Popular education as a main branch of high education in Sudan a matter that broadened the base of high education and enabled the private sector to contribute effectively in high education in conformity with restrictions and conditions set up by the Ministry of High Education and oversee their implementation.

By citing the admission statistics of high education institutions we find Khartoum state owns 31% of the applicants in the year 2002-2003 followed by the
central states 30% while the eastern states 8%, Kurdufan 6% and the southern states only 3%.