

In the Name of Allah, the Kind, the Merciful

**The Republic of the Sudan
Ministry of General Education
The National Council for Literacy and Adult Education**

**The National Report on the
Situations of Adult Education
in Sudan**

2008

Contents of Report

1. Introduction.
2. Targets of report.
3. Legislation and politics.
4. Type of adult education, participation and achievement.
5. Researches, renewals and perfect practice.
6. Adult literacy.
7. Predictions of the 6th World Conference.
8. Hardships faced the writing of the report.
9. Advantages behind the lessons.
10. Conclusion.

Place where the Report was Presented

The General Secretariat for Literacy and Adult Education in Sudan.

Who is this report for: UNESCO.

Period the report will last: 1997 – 2008.

Introduction

The rapid development is one of the most important characteristics of this reign nowadays because it's a reign of huge changes and growing knowledge where development is not only an end but a means to cope with the outside world all that change does not mean the quantities side only but the qualitative one as well.

Involving all fields especially the adult education one therefore we find a global concern about it in the form of world conferences held annually to raise people's awareness about this vital field so as to work ahead achieving this aim information affecting the outputs of such global conferences must be prompted because all we say or discuss depends on the inputs of this information coming from the target states and that indicates the quality of data collection and assessment of information of adult education.

Drawing on this introduction, we find that the information about Sudan involves 15 northern states out of 26 ones because of the special situation of those states.

Aims of Report

This Report aims at displaying development in the field of adult education in Sudan since 1997, ad the current situation together with the challenges and future visions of the 6th conference on adult education predictions.

The Political and Legal Atmosphere of Literacy and Adult Education in Sudan:

Regarding the legal and legislative side the following took place:

1. The literacy and adult education act was issued in 1982 and was cancelled in accordance with the 1991 act which has full jurisdiction to establish a national council for literacy and adult education having a considerable character presided over by the prime minister and a general secretariat supervised by a general secretary.
2. An act was issued on the obligation of the basic education.
3. Sudan approved all relevant agreements on providing opportunities of education for all.
4. The political declaration by H.E. the president of the republic on the Sudan obligation to recommendations of education for all in December 1990, which was crystallized by the comprehensive national strategy leading to a skeleton framework of action.
5. A free-cist education act was issued in 2005.

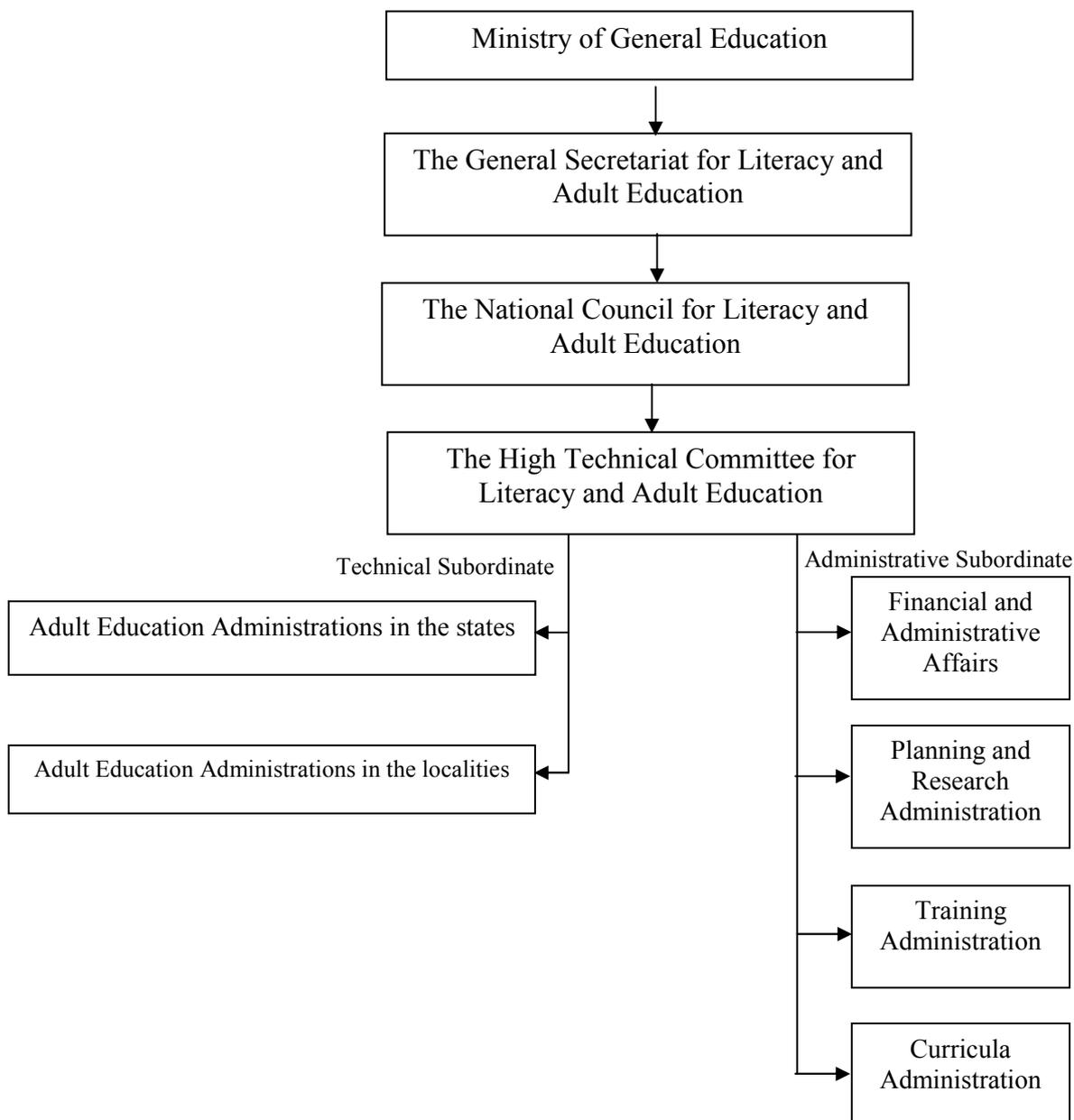
Adult Education Policies in Sudan

There is a number of effective policies on adult education in Sudan represented in the following points:

1. The conference on education policies, which was held in 2002, specified the literacy programs either.
2. The national conference specified literacy policies.
3. Generalization of basic education policy.
4. Shendi declaration in 1997 which focused on educating juveniles within their local communities.

The Administrative Framework

The diagram below explains the administrative framework of literacy and adult education in Sudan.



Aims of Adult Education in Sudan

The Strategic Aim

Working ahead on extending participation, mobilizing efforts and making use of manpower for the liberation of Sudanese individuals from their uncivilized and alphabetical illiteracy emerging from our civilized heritage and contributing towards upgrading and developing Sudan.

General Aims

1. Enabling illiterates to make use of basic education and pursue their knowledge.
2. Providing chances of basic education for both male and female juveniles who originally could not enroll in any of the educational institutions and those who escaped doing so to enable them to pursue their learning and develop their capabilities so as to effectively participate in the comprehensive development.

Regarding the Organization of Adult Education and Relevant Ministries

Adult education is organized in the form of curriculum programmes and relevant activities.

The relevant ministries are represented as follows:

Ministry of Agriculture, Ministry of Animal Resources, Ministry of Defense, Ministry of Higher Education and Scientific Research, Ministry of Humanitarian Affairs, Ministry of Labor, Ministry of Social Welfare Woman and Child Affairs.

- Adult education in Sudan is decentralized. There are some administrations for adult education in the states having subordinates offices in the localities.

The Advocacy

Regarding the other institutions' advocacy, the policy is represented in the partnerships usually relating the messages for adults which these institutions target in the syllabus for adults or in the relevant activities.

- There is a suggestion for building up communal centers for adult education in the different states of Sudan.
- Development plans to reduce illiteracy rates included in the 5th year plan of action.

Basic Challenges for Development in Sudan

As was included in the 5th year plan of action, the following are the points of focus:

1. Executing the system of federal governance as was highlighted in the transitional constitution and the Comprehensive Peace Agreement.
2. Building national unity and enforcing the sovereignty of the state.
3. Realizing the comprehensive peace.

4. Realizing the economic development and increasing the economic growth.
5. Emphasizing trust and national affiliation to sustain peace.
6. Spreading peace culture which encourages dialogue and freedom of expression.
7. Implementing justice values and equality by enforcing the legal system and its tools which protect human rights according to international agreements.
8. The positive response for globalization trends within the global economic context and the world trade based on cooperation and mutual benefit within the obligation of laws and the international treaties.
9. Implementing foreign policy to serve national interest and execute strategies and development plans.
10. The interactive participation in the regional and international economic coalitions and encouraging foreign investment.

Influential policies 6///

Civil Community Support

The civil community contributes in the programmes of adult education and that is represented in its relevant organizations by organizing special programmes for adults (literacy programmes, capacity building programmes, awareness, health and peace programmes) to raise the living standard of the individuals.

Learners' Contribution

There are no financial contributions from learners according to the free policy cost (free education) with regard to indirect financial contribution from other institutions:

- In the field of qualifying laborers of literacy and adult education, the Ministry of Finance gives financial support for higher education in the field of literacy and adult education (the national training).
- A regional and central training in capacity building of workers in the field.

Type of Adult Education: Advancement and Participation

The institution responsible for administrating and coordinating adult education on the national level, is the National Council for Literacy and Adult Education headed by the general secretariat of the council and its relevant administrations.

Adult Education Institutions: Their fields, the target groups, cost of programme, sources of finance (please have a look at table No. (1))

#table 1:

////table 2, 3

There is a number of links between general education and the joint teacher curriculum plans and policies which lead to open up more channels between them, see tables No. (2, 3).

Awards and Certificates

Adult education leads to attain awards and certificates according to item (16) of literacy and adult education act which highlights the following:

1. Workers having freedom of illiteracy certificate are awarded priority by gaining employment allowance promotion or nomination for training. Those who prove to be the cleverest deserve financial and credit awards.
2. The state celebrates literally and financially the institutions which show cooperation and activity in the field of literacy and adult education.
3. Promotion of illiterate laborers whom the act involve should not be promoted unless they have a literacy-free certificate and should not be given allowances. Illiterate laborers, who had the chance of being literates and could not do so and gain literacy certificate, should not be promoted and given allowances.
4. Promotions and allowances are granted to those laborers who gained the certificates of literacy during the same year of being awarded their certificates.
5. Each participant of the field is given a financial and credit reward according to their achievement.

4. Literacy

4.1 Definition of Literacy

It is possession of basic skills represented in reading, writing, arithmetic and verbal expression.

New Policies Adopted and Implemented in the Field of Adult Education

a. In the Field of Curricula:

Giving basic education methods (reading, writing and arithmetic) using the accredited syllabuses relevant to the target group including:

- Literacy syllabuses in both basic and complementary phases for grown-ups and the educational renewals according to diversity of environment and the target group as:
 - Juveniles syllabus of education within their local communities.
 - The initials of alphabet syllabus (Swear in the name of Allah).
 - Guide books on reading and writing in the syllabus of education by participation (the mirror).
 - Guidance and awareness represented in pamphlets (peace culture, health, environment, harmful traditions, sexually transmitted diseases)
 - Literacy syllabuses through computer.

b. In the field of training the participation style of training was used.

- c. Building of partnership with the civil community and the governmental institutions working on the field.
- d. Making a survey on dialects in the Sudan to use them in the field of literacy and adult education.
- e. Inserting a new style of literacy linked with development, beside the various programmes to encourage students to continue learning (programmes for poverty combat, income generating projects, developing and enabling woman to possess these income-generating projects).

Samples and Examples for Effective Practices and Newly Created Programmes

- a. The mirror method was used expressing the world REFLECT which means Ferrari Literacy renewed through local community techniques linking literacy with development. This method was used in a number of Sudan states.
- b. The communal centers idea was adopted in adult education and a number of six centers was chosen in the following states: Red Sea, Blue Nile, Darfur, North Kordofan, Gadarif, the Northern State and the Gezira.
- c. Training of literacy and adult education recruits was carried out using the participation method involving a number of twelve states.

Programmes of Type Literacy and the Target Groups

- The fifth plan targeted towards the development of women.

- There was a general trend by the civil community organizations to adopt private programmes for women.
- With regard to the other target groups, a private syllabus for male and female juveniles was adopted, and another concerning the returnees (the recompense syllabus).

Learning Environment

1. Most of literacy and adult groups use schools to perform their educational activity, which led to amicable environment.
2. There is a proposal for making the adults learn through private centers to feel themselves.
3. The literacy groups are attainable with regard to adults for the learning area is always within their easy reach of their homes or in their departments and institutions.
4. **Cost of Education:** It is free of charge in the Sudan because the policy of education forbids tuition fees and the cost which delays joining of adults to these groups.
5. There are some challenges represented in the private learning environment for women who are expecting and those who carrying their children to such groups as the environment is unfavorable for them which leads to their escape out of these groups.

Expectations of the 6th Conference

The 6th conference is expected to discuss the following:

1. The national capacity building to develop convenient policies, programs, human resources and relevant institutions.
2. Renewal of the national and international obligation towards literacy.
3. Activating the donor countries decision on international obligation.
4. Supporting creative programmes and expanding them.
5. Facilitating data exchange to improve policies.
6. Researching and rewriting unwritten dialects.

Issues which Adult Education Ought to Face

- a. The unqualified staff.
- b. Issues of confinement, assessment and follow-up.
- c. Lack of international and local funding.
- d. Specifying quality criteria according to Sudanese context.
- e. Issue of sex equality for both males and females.
- f. Language.
- g. Diversity.
- h. Printing of curricula.
- i. Programs execution tools.

Excluded Groups

These are the groups of unwritten dialects and idiolects and they must develop basic skills instead, such as the reading capability and arithmetic using their own mother tongue.

Adult Education

It is not a specific career because laborers work in different fields within the framework of development as there is a number of institutions of higher education qualifying laborers in the field of development and adult education such as society development colleges at the Sudanese universities and that of adult education of Khartoum and Juba universities in addition to the other institutions which aim at enrolling adults in their programs.

Average between Teachers and Students

If compared to the number of students, teachers of the adults range from 1 – 2 with regard to juveniles and a range of 1 – 9 with regard to grown-ups.

Regarding Conditions of Requested Post and the Award Granted to the Teachers of Adults

1. He/she must be fully acquainted with the Sudanese environment.
2. He/she must have had the certificate enabling them to take over the job.

4. Educating and Qualifying the Juveniles

The research specified the juveniles in Sudan, their numbers, circumstances and needs and reached the following conclusions:

- Developing the juveniles syllabus.
- Expansion in the intake of other numbers of juveniles who were not included in the first round.
- Negotiations on funding juveniles education with UNICEF.

Advantages behind the Lessons

The advantages of writing this report are represented in the following:

1. The process of creating data net between the different working groups important to get information easily.
2. The requested reports by UNESCO help in promoting the national data.
3. Global participations and exchanged information help in gaining knowledge.

Conclusion

The information included in this report have been collected according to the National Council for Literacy and Adult Education and its relevant administrations in the states and those working in the same field such as the government and non-government organizations and institutions.

References

- Annual reports for years 1997 – 2007.
- Statistics reports.
- Century plan.
- The comprehensive national strategic plan.
- The five-year plan for literacy and adult education.
- Predictions on education policies conference.